Data Tables for FACES 2009 *Head Start Children, Families, and Programs: Present and Past Data from FACES* Report

OPRE Report 2011-33b

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Head Start FACES family and child experiences survey

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INTRODUCTION

Head Start is a national program that aims to promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services to enrolled children and families. The Head Start program provides grants to local public and private nonprofit and for-profit agencies to provide comprehensive child development services to economically disadvantaged children and families; the Office of Head Start places special emphasis on helping preschoolers develop the reading and mathematics skills they need to be successful in school. The program also seeks to engage parents in their children's learning and to promote their progress toward their own educational, literacy, and employment goals (Administration for Children and Families [ACF] 2009).

The Head Start Family and Child Experiences Survey (FACES), sponsored by the U.S. Department of Health and Human Services, Administration for Children and Families, was first launched in 1997 as a periodic, longitudinal study of program performance. Successive nationally representative samples of Head Start children, their families, classrooms, and programs provide descriptive information on the population served; staff qualifications, credentials, and opinions; Head Start classroom practices and quality measures; and child and family outcomes. FACES includes a battery of child assessments across many developmental domains; interviews with children's parents, teachers, and program managers; and observations of classroom quality.[1] In 2008, the Administration for Children and Families (ACF) funded Mathematica Policy Research and its partners—Educational Testing Service and Juárez and Associates—to design and conduct FACES 2009.

FACES 2009 is the fifth in a series of national cohort studies—previous cohorts were initiated in 1997, 2000, 2003, and 2006. The FACES 2009 child sample was selected to represent 3- and 4-year-old children as they entered their first year of the program, drawing on participants from 60 selected programs from across the country.[2] Successive samples of Head Start children, their families, and programs provide a rich source of ongoing information on the children and families served by Head Start and on the programs and staff providing these services. Interviews, observations, and assessments carried out on a recurring basis provide the means for assessing how the program is performing, currently and over time, in response to changing demographics and policy mandates.

Based on a comprehensive "whole-child" view of school readiness, FACES uses multiple methods to collect data on child characteristics and skills from several sources. FACES 2009 provides updated information to document a number of key areas. In addition to offering a current picture of the program and its participants, this set of tables chronicles change over time in selected areas where comparable data are available across cohorts. These include child and family demographics and home experiences, children's skills and abilities as they enter the program, and characteristics of the teachers and classrooms that serve them.

This set of tables is designed to accompany a research brief that describes children and families as they enter Head Start for the first time in fall 2009 and documents key changes across FACES cohorts. *Head Start Children, Families, and Programs: Present and Past Data from FACES* provides a portrait of newly entering Head Start children in fall 2009, as well as of their family backgrounds and the classrooms and programs that serve them (Hulsey et al. 2011). The report also offers comparisons across the past decade of the Head Start program, where comparable data are available, to delineate trends and changes in the population served and the services provided.

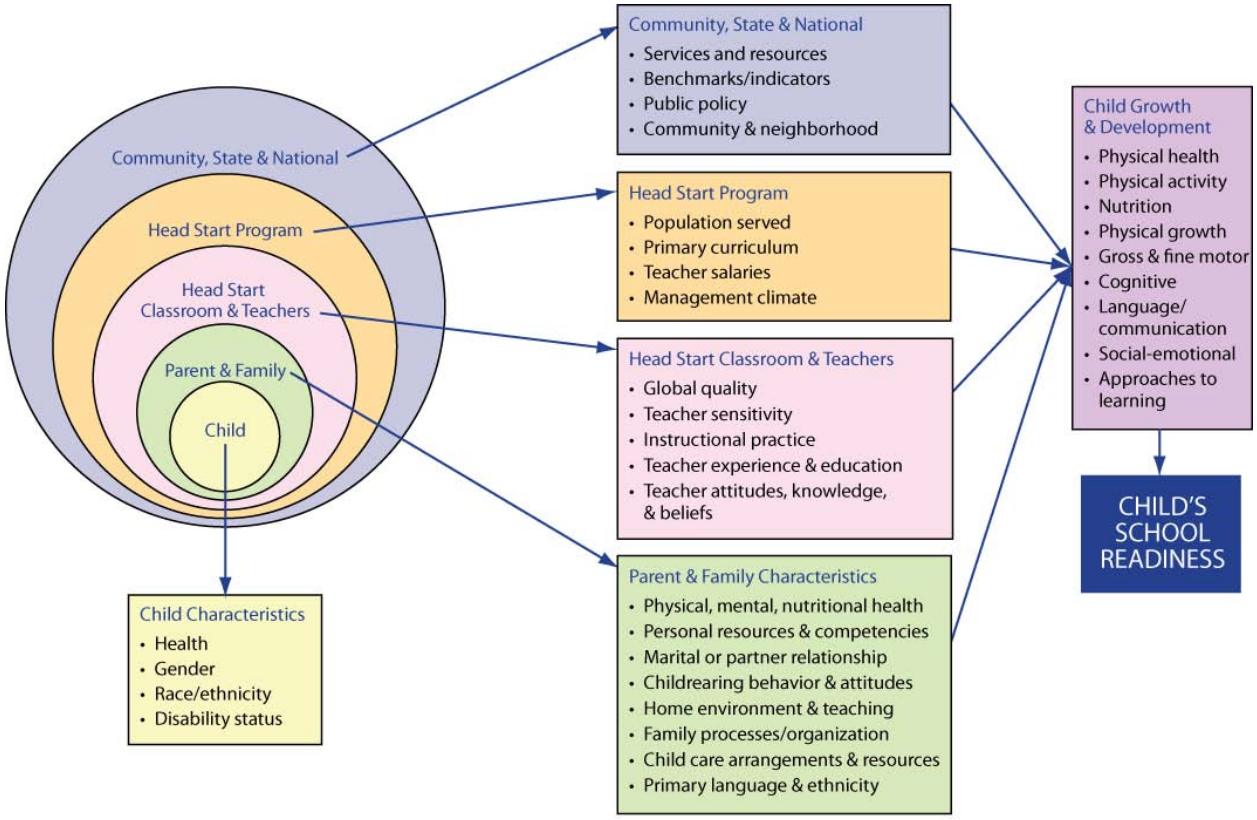
Following this introduction to the study methodology and sample and an overview of the FACES 2009 measures, the tables in the first section (Section A) provide information on the children's characteristics, family demographics, and home life. In the next three sets of tables, we provide information about child cognitive (Section B) and social-emotional (Section C) development, and health status (Section D) at program entry. A final set of tables details Head Start teacher and classroom characteristics (Section E). The set of tables for each topic first includes tables focusing on the FACES 2009 cohort, followed by tables presenting data across FACES cohorts from 2000 to 2009.

Conceptual Model and Framework

The conceptual framework for FACES 2009 illustrates the complex interrelationships that help shape the

developmental trajectories of children in Head Start (Figure 1). The child's place is primary and constitutes the central core of the relationships depicted in the figure; fostering his or her progress toward school readiness, broadly construed, is Head Start's ultimate goal. The family context—health, economic, and educational resources, as well as cultural factors—forms the first ring of influences surrounding the child. Membership in the Head Start community is reflected in the child's classroom and teachers and the wider Head Start program, all of which influence the quality of the early childhood learning experience. Factors affecting the child's development and well-being also include teacher credentials, classroom quality, and program management. Finally, community, state, and national policy decisions, depicted in the outer ring, also affect the life of a Head Start child. These multidimensional contexts guide all aspects of the FACES study, from the selection of measures to the multilevel analyses needed to fully address program and policy issues in today's Head Start program.

Figure 1. Conceptual Model for FACES 2009



The Head Start experience is designed to promote immediate short- and long-term goals for children and families. For children, the experience includes preschool education, health screenings and examinations, nutritionally adequate meals, and opportunities to develop social-emotional skills that support school readiness. For parents, the experience involves opportunities to participate in policy and program decisions. The program provides parents with chances to participate in the classroom and strives to encourage their active involvement in the education and development of their children. Head Start seeks to promote adult literacy and further parent education, where needed and appropriate, and to provide opportunities for careers and training in early childhood education. The program also seeks to promote family self-sufficiency through provision of case management, assessment, referral, and crisis intervention services. Head Start acts as an advocate for necessary family-focused social services through interagency coordination and agreements.

Measurement of these child and family outcomes, both during the program years and through followup at the end of kindergarten, allows fuller understanding of how well Head Start prepares children and their parents for participation in school.

METHODS

The findings in this set of tables are based on data from four FACES cohorts: FACES 2009, 2006, 2003, and 2000. In this section, we first describe the FACES 2009 sample and the fall 2009 response rates, data collection methods, and instruments. Next, we provide a general description of the designs of earlier FACES cohorts, noting similarities and differences in the samples, methods, and instruments used compared to FACES 2009. More information on the designs of FACES 2006, 2003, and 2000 is available in the data file user's manuals for each of these studies (West, Aikens, et al. 2010; Zill et al. 2005; Zill et al. 2008).

For more information on the design of FACES 2009, see West, Tarullo, et al. (2010).

FACES 2009 Sample and Response Rates

FACES 2009 used a multistage sample design to select a nationally representative probability sample of Head Start children and their families. This design provides information at the national level about Head Start programs, centers, and classrooms, as well as the children and families they serve. A sample of Head Start programs was selected from the 2007–2008 Head Start Program Information Report (PIR),[3] and approximately two centers per program and three classrooms per center were selected for participation. Within each classroom, an average of eight newly enrolled 3- and 4-year-old children were selected for the study. Table 1 shows the number of cases initially selected and the number of cases that participated at each sampling stage.

Table 1. Number of Cases Selected and Participating at Each Stage of Sampling

Sampling Stage	FACES 2009		FACES 2006		FACES 2003		FACES 2000	
	Selected	Participated	Selected	Participated	Selected	Participated	Selected	Participated
Programs	65	60	64	60	68	63	45	43
Centers	130	129	140	135	101	175	NA	NA
Classrooms	486	486	415	410	409	337	307	286
Children	3,718	3,349	3,817	3,315	2,816	2,457	2,790	2,535

Note: The number of selected cases includes programs, centers, classrooms, and children later determined to be ineligible based on the study criteria.

NA = not applicable

Sixty programs, 129 centers, 486 classrooms, 439 teachers, and 3,349 children participated in the study in fall 2009. Overall, 93 percent of the sampled programs and all the sampled centers and classrooms participated in the fall.[4] The parents of 92 percent of the sampled children consented to their children's participation. Child assessments, parent interviews, teacher interviews, and teacher ratings were obtained for 93 to 97 percent of these children.[5]

Data Collection Methods

FACES 2009 data were collected over a four-month period in fall 2009 (September–December 2009). Mathematica data collection teams assessed the children at their Head Start centers, interviewed the children's lead teachers, and interviewed children's parents during weeklong site visits.[6] Teachers were asked to complete ratings for each sampled child in their classroom using either a web-based or paper instrument.[7] All FACES cohorts use data from a battery of direct child assessments to report on children's cognitive outcomes when they first entered Head Start, and assessor ratings are used to describe children's social-emotional outcomes. Parent and teacher ratings provide additional information about children's social skills, approaches to learning, problem behaviors, and academic and non-academic accomplishments at the beginning of the Head Start year. Parent interview data are also used to describe

children's backgrounds and home environments; teacher interview data are used to describe children's first Head Start classroom experiences.

Direct Child Assessments. The FACES 2009 fall battery of direct child assessments included standardized preschool assessments designed to measure children's cognitive outcomes (language, literacy, and mathematics) and physical outcomes (height and weight) through an untimed, one-on-one assessment of each child.[8] The actual measures used are described in the next section.

The FACES 2009 direct assessment began with a screening to determine whether children from households where a language other than English was the primary spoken language should be assessed in English, assessed in Spanish, or administered an abbreviated battery that included the Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4) (Dunn and Dunn 2006) and the measurement of height and weight.[9] The assessments themselves used the standard material for each instrument such as stimulus and response pages from the PPVT-4 and Woodcock-Johnson Tests of Achievement, Third Edition (WJ III) (Woodcock et al. 2001). Computer-assisted personal interviewing (CAPI) was used when administering the assessments to facilitate the movement from one measure to the next without the assessor having to calculate stopping or starting points. Assessors read the questions and instructions from a computer screen. The child responded by pointing to the correct answers on the assessment easel or by giving a verbal response. Assessors entered the child's responses into a laptop computer using software that ensured that all basal and ceiling rules were followed.[10]

Parent Interviews. FACES 2009 used a computer-assisted interview to collect information from Head Start parents in a variety of areas, including the characteristics of households (for example, household income, number of adult household members, languages spoken in the home) and household members (for example, age, race/ethnicity, relationship to study child). Information was also collected on parent-child relationships, aspects of the child's home life, children's child care arrangements, and parents' ratings of their children's social skills and problem behaviors. New to FACES 2009 are additional questions about parents' involvement in their children's Head Start program and classrooms. FACES 2009 expanded the information collected from parents of dual language learners (DLLs) by asking more questions about language use in the home and parents' attitudes and preferences toward learning English.

Teacher Interviews and Teacher Child Reports. FACES 2009 and FACES 2006 also used CAPI with lead teachers to ask them about their educational backgrounds, professional experience, and credentials.

In fall 2009, teachers were asked to report on the learning activities that are scheduled in their classrooms. They were asked to estimate the amount of time they spend both on teacher-directed activities and on child-selected activities in a typical day, as well as how often the children in the class participate in various language and literacy development and mathematics activities. Teachers were asked questions on whether they have a principal curriculum guiding the classroom activities and, if so, whether they received training in how to use it. To understand more about the classroom context within which DLLs develop and learn, additional questions were added to the FACES 2009 teacher interview asking about the number of DLL children in classrooms and the languages used when reading and speaking with the children.

Using a Teacher Child Report (TCR) form, teachers in fall 2009 were asked to rate each child on items that assess the child's accomplishments, cooperative classroom behavior, behavior problems, and approaches to learning. Teachers also provided reports of children's developmental conditions using either an online or paper instrument.[11]

Interviewer Ratings. At the end of the one-on-one testing sessions with children, the assessor completed rating scales evaluating the child's behavior in the assessment situation using the Leiter-R Examiner Rating Scales (Roid and Miller 1997).

Samples and Methods of Earlier FACES Cohorts

FACES 2006 and FACES 2003, like FACES 2009, used a four-stage sample design. FACES 2000 did not sample centers (stage two), but instead sampled

classrooms within each of the sampled Head Start programs. Table 1 contains the sample sizes for each stage of sampling. Response rates for earlier FACES cohorts are high as well. For example, child assessment response rates in FACES 2000 and FACES 2006 were 90 and 96 percent, respectively.[12]

All earlier FACES cohorts included a battery of child assessments that, like FACES 2009, assessed a broad set of school readiness skills. Differences in the assessment instruments used over time are identified in Hulsey et al 2011. Early FACES cohorts also interviewed children's teachers and parents and asked teachers to complete a set of child ratings. By design, many of the questions asked in FACES 2009 questionnaires were asked earlier in FACES 2006, 2003, and 2000.[13] FACES 2006 did this through a computer-assisted interview, while cohorts before 2006 used paper instruments when conducting the parent interview.

Population Estimates. The statistics found in the tables are estimates of key characteristics of the population of newly entering Head Start children and their parents and families, as well as the population of Head Start teachers serving them. The data used to report on child and family characteristics and child outcomes are weighted to represent all newly entering Head Start children in fall of the program year.[14] Teacher and classroom data are weighted to represent all teachers serving children entering Head Start for the first time in the fall and their classrooms.

Tables comparing the population of Head Start children and families from 2000 through 2009, as well as their teachers and classrooms are included. Analyses are limited to child outcomes that were measured in the same way in two or more FACES cohorts. When comparing the characteristics of children (for example, age at program entry), their families (for example, family risks), and classrooms (for example, classrooms with a teacher who has a B.A.), we created the variables used in the analysis following the approach used in FACES 2009. This helped ensure that the characteristics were comparable across FACES cohorts.

All group differences cited in the bullets that accompany the tables are statistically significant at the $p \leq .05$ level. Similarly, all reported changes in the characteristics of children, families, and classrooms over time and any trends in these characteristics across FACES cohorts are statistically significant at the $p \leq .05$ level.

OVERVIEW OF MEASURES

In this section we provide an overview of the measures used to address aspects of parenting and the home environment, child outcomes, and Head Start teachers and classrooms in FACES 2009. We provide detail for any scales that are based on multiple items summarized for the purpose of addressing a particular construct; note that this includes all of the child outcome measures in the FACES battery. We include information on the samples that are used to establish norms for certain measures and any limitations on who is administered the measures in the FACES sample. Unless otherwise noted, the measures are included in all waves of FACES 2009 (fall 2009, spring 2010, spring 2011, spring 2012).

Child and Family Demographics, Parenting, and the Home Environment

To address parenting approaches, parents are asked to indicate to what extent each of 13 items from the *Child-Rearing Practices Report* (Block 1965) describes them. From these, four subscales are created. The Parental Warmth scale reflects a warm, supportive parenting model in which the parent encourages curiosity. The Parental Energy scale indicates the parent's energy and consistency in enforcing rules. The Authoritative scale reflects a less harsh parenting style with greater use of rationales for discipline. The Authoritarian scale indicates a stricter, more directive, parenting style. Parents indicate the degree to which each item is like them on a scale ranging from "not at all" to "exactly." Possible scores on each subscale range from 1 to 5; higher scores indicate that the construct is more reflective of their parenting approach.

Parent mental health is measured with the short form of the *Center for Epidemiological Studies Depression (CES-D) Scale* (Ross et al. 1983). Parents report how often they felt or behaved a particular way in the past week on 12 items. Responses include "rarely or never," "some or a little," "occasionally or moderately," and "most or all" and range from 0 to 3. Scores for individual items are summed, and total scores ranging

from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed. Total scores have a possible range of 0 to 36.

FACES measures *parent satisfaction with Head Start* during the program year (spring 2010 and 2011 only) with a series of items addressing different aspects of the program. There are two Child Related Subscales and one Family Related Subscale. All are mean scales. Ratings are made on a 4-point scale ranging from "very dissatisfied" to "very satisfied." For all three subscales, possible response ranges are from 1 to 4; higher scores indicate parents are more satisfied. The four-item child scale is consistent with that calculated in prior FACES cohorts (2000, 2003, and 2006). The five-item child scale includes a new item developed for FACES 2009 (satisfaction with supporting relationship with child). The four-item family scale is the same as that included in prior FACES cohorts.

FACES also assesses the *degree to which certain positive experiences are characteristic of children's and families' time in Head Start* during the program year (spring 2010 and 2011 only). Two composites are derived from 15 items. Both are mean scales. Ratings are made on a 4-point scale ranging from "never" to "always." For both composites, possible response ranges are from 1 to 4; higher scores indicate the positive experiences are more characteristic of their time in the program. A 12-item scale is consistent with that calculated for prior FACES cohorts (2000, 2003, and 2006). The 15-item scale also includes one item from earlier cohorts (teacher handles discipline matters without being harsh) and two new items developed for FACES 2009 (administrators supportive of parent, parent relationship with family service worker is supportive).

Child Cognitive Development

To assess children's skills and knowledge, norm- and criterion-referenced measures of language, writing, and math development are directly administered to the children. Receptive and expressive vocabulary are measured using the Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4) and the Expressive One-Word Picture Vocabulary Test, both the English and the conceptually scored Spanish-Bilingual Edition (EOWPVT; EOWPVT-SBE; Brownell 2000). In addition, the Test de Vocabulario Imagenes Peabody (TVIP) (Dunn et al. 1986) is used to measure children's receptive vocabulary in Spanish. The assessment battery also measures children's letter-word knowledge, skills in applied problems and writing, and phonic and structural analysis skills in English or Spanish, using the Letter-Word Identification, Applied Problems, Spelling, and Word Attack subtests from the Woodcock-Johnson Tests of Achievement, Third Edition (WJ III) and the Batería III Woodcock-Muñoz Tests of Achievement (WM III; Woodcock et al. 2004), respectively. Word Attack is only administered to children in kindergarten (spring 2011 or 2012 only). A supplemental set of math items from the Early Childhood Longitudinal Study-Birth and Kindergarten cohort (ECLS–B and ECLS-K) math assessment are used to assess a broader set of skills than is captured by Applied Problems. Similarly, to tap the skills of children who progress beyond letter knowledge on the WJ III Letter-Word Identification subtest but have not yet acquired sight words, a supplemental set of letter-sounds items from the ECLS-B are included. Parents and teachers also report on children's emergent literacy skills. We describe each of these measures in a subsequent section.

In fall 2009, the direct child assessment begin with a screening to determine whether children who primarily speak a language other than English at home should be assessed in English, Spanish, or administered a short assessment battery including vocabulary and height and weight measurements. Two subtests from the Preschool Language Assessment Survey 2000 (Pre-LAS 2000) (Duncan and DeAvila 1998), Simon Says and Art Show, are used as screening tools. All children are also administered the PPVT-4 and EOWPVT or EOWPVT-SBE to measure English receptive vocabulary and expressive vocabulary, respectively. In addition, the TVIP is used with children whose primary home language is Spanish, regardless of performance on the Pre-LAS. Thus, children whose parents speak Spanish to them at home receive the receptive vocabulary component of the battery in English (PPVT-4) as well as in Spanish (TVIP). They also receive the Spanish-bilingual version of EOWPVT (EOWPVT-SBE).

Following administration of these vocabulary measures, children whose home language is Spanish and who make five consecutive errors on Simon Says and Art Show are routed to the Spanish-language

cognitive assessment. Similarly, a child who makes five consecutive errors on both Simon Says and Art Show and primarily speak a language other than English or Spanish are routed out of the cognitive assessment following administration of the vocabulary measures and are weighed and measured for height. Children who pass the screener and whose primary home language is a language other than English receive the cognitive assessment battery in English. Children from homes in which English is primarily spoken are administered the cognitive assessment battery in English, regardless of their scores on the language screener.

In the spring, an adapted version of the screening procedure was used. All children are administered the Simon Says task of the Pre-LAS 2000. Following this task (and the receptive and expressive vocabulary measures), those who primarily speak English at home and those who have passed the language screener in the fall are routed to the English version of the assessment. All other children are administered both Simon Says and Art Show, and, as in the fall, performance on both tasks is used to determine whether these children should be assessed in English, assessed in Spanish, or administered a short assessment of vocabulary and height and weight measurements. Table 2 presents the routing procedures for the assessment based on a child's home language and performance on the screener. Table 3 presents the number of children routed along each of the language paths in fall 2009 and spring 2010.

Table 2. FACES 2009 Language Routing Assessment Paths

Home Language				
	Spanish		Other	
English	English Path	Spanish Path	English Path	Non–English Path
Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)
PPVT-4	PPVT-4	PPVT-4	PPVT-4	PPVT-4
EOWPVT	EOWPVT-SBE (conceptually scored)	EOWPVT-SBE (conceptually scored)	EOWPVT	EOWPVT
--	TVIP	TVIP	--	--
WJ III (Spelling, Letter-Word Identification, Applied Problems, Word Attack[a])	WJ III (Spelling, Letter-Word Identification, Applied Problems, Word Attack[a])	WM III (Spelling, Letter-Word Identification, Applied Problems, Word Attack[a])	WJ III (Spelling, Letter-Word Identification, Applied Problems, Word Attack[a])	--
ECLS–B Letter-Sounds Task[b]	ECLS–B Letter-Sounds Task[b]	--	ECLS–B Letter-Sounds Task[b]	--
ECLS Math	ECLS Math	ECLS–B Math (Spanish translation available)	ECLS Math	--
Executive Functioning Pencil Tapping Task[c]	Executive Functioning Pencil Tapping Task[c]	Executive Functioning Pencil Tapping Task[c] (Spanish translation available)	Executive Functioning Pencil Tapping Task[c]	--
Height and Weight	Height and Weight	Height and Weight	Height and Weight	Height and Weight

[a] Word attack is only administered to children in kindergarten.

[b] This task is administered only to children who meet a certain threshold on the WJ III Letter-Word Identification subtest. Therefore, it is only available for children assessed in English.

[c] This task is administered only to children age 4 and older.

Table 3. FACES 2009 Language Routing Results: Fall 2009 and Spring 2010

	Home Language				
		Spanish		Other	
	English	English Path	Spanish Path	English Path	Non–English Path
Fall 2009	2166	382	512	57	33
Spring 2010	1933	613	251	70	12

Child assessment scores in FACES include raw, standard, and Item Response Theory (IRT)-based scores, or W-scores. Raw scores refer to counts, averages, or the like of the individual items that a child completed. They are indicators of absolute rather than relative performance. In contrast, standard scores allow for comparisons of an individual's performance relative to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. Scores above or below the mean indicate that compared to same-age peers, the child's skills are more or less advanced, respectively. It is important to take note of the norming sample used for each test when considering how children compare.

IRT scale scores from the mathematics assessment provide an estimate of the child's performance as if he/she had taken all items in an assessment (as the child may not receive all items based on basal or ceiling rules, for example), and is a measure of absolute performance. Additionally, direct assessment measures such as the PPVT–4, WJ III Tests of Achievement, and Batería III include GSV or W scores, which allow for measurement of change or growth in performance on the same scale over time. Like raw scores, these indicate absolute rather than relative performance.

Each of these scores can be used to address different types of questions about children's skills and development. Raw and W, GSV or IRT-based scores provide information on children's absolute performance at a specific point in time. Changes in these scores across waves indicate that the child is progressing developmentally and his/her skills are increasing in absolute terms. In contrast, an increase in a child's standard score toward the mean of 100 indicates that progress is being made relative to same-age peers or that the gap among peers is closing.

The *PPVT-4* measures children's receptive vocabulary knowledge relative to English speaking peers in the U.S. Raw, standard, and GSV (the PPVT publishers refer to W scores as GSV scores) scores are derived and reported in FACES.

The *EOWPVT/EOWPVT-SBE* measure the expressive vocabulary of children from English- and Spanish-speaking households. The EOWPVT provides a measure of children's expressive vocabulary relative to English-speaking peers nationally, while the EOWPVT-SBE reflects these skills relative to Spanish-bilingual and Spanish-dominant peers in the U.S. The EOWPVT-SBE allows for conceptual scoring (that is, it provides prompts for both English and Spanish and accepts responses in either language as well as various Spanish dialects). All children receive the same items, which are scored as correct when they accurately identify an object, whether they label it in English or Spanish. This provides a picture of children's bilingual expressive vocabulary. In FACES, the EOWPVT-SBE is used with children whose primary home language is Spanish, while the EOWPVT is used with all other children. Raw and standard scores are reported.

Standard scores for the EOWPVT-SBE are only available for children who are 4 and older. We only report scores on this latter measure for children who entered the program at age 4.

The *TVIP* measures children's receptive vocabulary in Spanish. Mean raw, standard, and GSV scores are derived and reported in FACES. The TVIP was normed on a sample of individuals in Mexico and Puerto Rico in the early 1980s, so standard scores provide information on children's vocabulary relative to monolingual Spanish-speaking age-group peers born outside of the U.S.

Selected scales from the *WJ III Psycho-Educational Battery* for children assessed in English provide a picture of letter knowledge, early math, and early writing skills relative to English-speaking peers in the U.S. Spanish versions of these measures are from the *Batería-III WM.* The calibration sample for the WM was drawn from both inside and outside the U.S. (including Mexico, Costa Rica, Panama, Argentina, Colombia, Puerto Rico, and Spain). Calibration data were then equated to the WJ norms. Raw, standard, and W scores are derived and reported in FACES.

A supplemental set of math items from ECLS–B and ECLS-K is used to assess a broader set of early math skills than is captured by Applied Problems. Raw counts of how high children can count, as well as IRT-based scores are derived and reported in FACES.

A supplemental set of letter-sounds items from ECLS-B is used to tap the skills of children who have progressed beyond letter knowledge on the WJ Letter-Word Identification subtest but have not yet acquired sight words. IRT scale scores only are derived and reported in FACES from these data. Scores are only available for children assessed in English.

Emergent literacy skills are rated by parents and teachers, who are asked to indicate whether and the extent to which children demonstrate certain abilities that are associated with literacy, including their prereading and early writing skills. Parent- and teacher-reported composites reflecting the child's sum score on these items are created. Items are only asked of parents and teachers when children are in Head Start (fall 2009, spring 2010, and spring 2011 only); similar composites are not available for children in kindergarten.

Child Social-Emotional Development

FACES 2009 uses measures from a variety of sources—teacher, parent, and assessor—to provide multiple perspectives on children's positive and challenging behaviors that may affect their ability to learn and interact with peers and adults. 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 report on children's cooperative classroom behavior or social skills, as well as their problem behaviors in the classroom. Teachers also rate children's approaches to learning, using the ECLS–K Approaches to Learning Scale (U.S. Department of Education 2002).

Parents also report on children's social skills and problem behaviors in the home environment (see below for details). Using the Leiter International Performance Scale Revised (Leiter-R), assessors rate children's behaviors during the assessment situation in such areas as attention, organization and impulse control, activity level, and sociability. Finally, for FACES 2009, a pencil tapping task (Blair 2002; Diamond and Taylor 1996; Smith-Donald et al. 2007) was added to capture 4-year-old children's executive functioning.

Criterion or raw scores capturing children's social skills, problem behaviors, and approaches to learning are derived from the parent interview and Teacher Child Report. Composite scores are calculated as the sum or mean of items and reflect the extent to which given statements are reflective of a child's behavior. Similarly, teachers and parents report on children's emergent literacy skills with sum scores serving as a count of their skills in this area. Assessor-reported scores of children's behavior during the direct assessment include raw and standard scores derived from Leiter–R Examiner Rating Scale. Like other standard scores, these have a mean of 100 and a standard deviation of 15, and indicate performance relative to same-age peers.

Social Skills/Cooperative Behavior Scale is a summary index based on 12 items with 24 possible points related to children's cooperative behavior and social skills, as reported by teachers. Parents report on 8 items, with 16 points possible on the summary score. Higher scores indicate more frequent cooperative behavior.

Approaches to Learning, as reported by teachers, is based on the mean of six items that comprise the Approaches to Learning Scale from ECLS–K. Higher scores indicate more frequent positive approaches to learning behaviors.

Behavior Problems Index is a rating scale of 36 items reported by teachers that contains three subscales—Aggressive Behavior, Withdrawn Behavior, and

Hyperactive Behavior. Parents also report on 12 items, which contribute to a summary behavior problems score. Higher scores represent more frequent negative behavior.

Using the *Leiter-R*, assessors evaluate the child's behavior in the test situation, including approaches to learning and any problem behaviors. Raw and standard scores are derived and reported in FACES, with higher scores reflecting greater attention, organization/impulse control, activity level, and sociability. Four subscales from the Leiter-R are used for FACES 2009: (1) attention, (2) organization/impulse control, (3) activity level, and (4) sociability. The 27 items and four subscales comprise the cognitive/social scale.

Pencil tapping, a direct assessment of executive functioning, provides a measure of children's inhibitory control, working memory, and attention. Reported scores reflect the percentage of times the child taps correctly and can take on any value from zero to 100. Higher scores indicate better skills on the task. The task is only administered to children age 4 and older at the time of the direct assessment. Normative data are not yet available for this measure. In this document, we only report scores on this measure for children who entered the program at age 4 or older.

Child Health and Physical Development

Parents and teachers report on several aspects of children's health and physical development, including disability status and health and developmental conditions or concerns. Each child's height and weight are also measured to support analyses of obesity or underweight status.

Height and weight measurement is completed on each child using procedures from the ECLS. Body Mass Index (BMI) is calculated as the ratio of an individual's weight to height (weight in kilograms divided by squared height in meters) and can be used as an indicator of overweight and obese status. Calculation of BMI is specific to gender and age. According to the Centers for Disease Control and Prevention (CDC), a child is considered to be overweight when his/her BMI score is at or above the 85th percentile for age and gender, and obese if his/her BMI is at or above the 95th percentile for age and gender. Children with a BMI score less than the 5th percentile for age and gender are considered underweight, and those between the 5th and 85th percentile are considered normal weight.

Head Start Teachers and Classrooms

FACES measures teacher beliefs and attitudes using a 24-item *Teacher Beliefs Scale* (Burts et al. 1990) that consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of such attitudes and knowledge (fall 2009 only). Teachers rate the degree to which they agree with each statement on a 5-piont scale ranging from "strongly disagree" to "strongly agree." We present scores for three subscales based on a principal components factor analysis. The Developmentally Appropriate Practice Subscale is a summary scale based on nine items and has a possible range of 1 to 10. The Child-Initiated Practice Subscale is a mean scale based on five items and has a possible range of 1 to 5. The Didactic Subscale is a mean scale based on six items and has a possible range of 1 to 5. For all three subscales, higher scores indicate stronger agreement with the construct being measured. Education coordinators also respond to a version of the Teacher Beliefs Scale in fall 2009.

Teachers report on their perceptions of support and job satisfaction in two summary scales. Teachers report on their perceptions of support through a subset of items from the *Program Management Inventory* (PMI; Lambert 2002; Lambert et al. 1999) (spring 2010 and 2011 only), which was designed to assess the management climate in Head Start programs. Teachers rate the degree to which they agree with a series of statements about the ways in which programs can support teachers (for example, "helps teachers feel good about their jobs" and "ensures that teachers do not feel isolated"). Ratings are made on a 5-point scale ranging from "strongly disagree" to "strongly agree." The Support Subscale is a means scale based on 12 items and has a possible range of 1 to 5; higher scores indicate stronger perceptions of support. Center Directors and education coordinators also rate perceptions of support through PMI items in fall 2009.

Teachers report their degree of *job satisfaction* based on three items: how much teachers enjoy their present teaching job, how much teachers feel they are making a difference in the lives of the children they teach, and whether they would choose teaching again as a career. Ratings are made on a 5-point scale ranging from "strongly disagree" to "strongly agree." The Satisfaction subscale is a mean scale based on 12 items and has a possible range of 1 to 5; higher scores indicate stronger satisfaction.

Teacher mental health is measured with the short form of the *CES-D Scale*. Teachers report how often they felt or behaved in a particular way in the past week on 12 items. Responses include "rarely or never," "some or a little," "occasionally or moderately," and "most or all" and range from 0 to 3. Scores for individual items are summed, and total scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed. Scores have a possible range of 0 to 36.

To measure quality of Head Start classrooms, FACES 2009 used the full *Classroom Assessment Scoring System (CLASS)* (Pianta et al. 2008) in conjunction with the short form of the *Early Childhood Environment Rating Scale-Revised (ECERS-R)* (Harms et al. 1998) in classroom observations (spring 2010 and 2011 only). The CLASS measures classroom quality in terms of both instructional and social-emotional aspects of the environment, across three domains of interaction: Instructional Support, Emotional Support, and Classroom Organization. The ECERS-R is a global rating of classroom quality based on structural features of the classroom and the short form yields two factors: Teaching and Interactions and Provisions for Learning. Both CLASS and ECERS-R scales are scored from 1 to 7, with higher scores reflecting better quality care. Scores are based on the mean of ratings for relevant items completed over the course of the observation. Note that for the Emotional Support domain of the CLASS, items addressing negative climate are reverse coded so that higher scores indicate a less negative climate. Observers trained and certified after meeting reliability standards showing proficiency to administer each instrument conduct the classroom observations, which last for four hours, on average, and are typically completed in the mornings.

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NOTES

[1] Observations of classroom quality are administered in the spring data collection waves, and are not included in this report.

[2] For detailed information on the FACES 2009 study design and measures, see West, Tarullo et al. 2010.

[3] Migrant and Seasonal Worker programs (MSHS), American Indian and Alaska Native (AI/AN) programs, programs in Puerto Rico and other U.S. territories, and programs not directly providing services to 3-, 4-, and 5-year-olds (such as Early Head Start) were excluded from the frame. The Office of Head Start provided information about any defunded (or soon-to-be defunded) programs before sampling, and these programs were then deleted from the sample frame. FACES 2006 also excluded from the sampling frame 13 programs affected by Hurricanes Katrina and Rita in August 2005 that were unable to provide information for the 2004–2005 PIR data.

[4] Three of the 65 programs originally sampled were determined to be ineligible because we learned that they were under provisional management or otherwise in financial jeopardy. In addition, two eligible programs declined to participate.

[5] These are all weighted response rates. The cumulative weighted response rates, which take into account the response rate for all levels of the sample, are lower. The cumulative weighted response rates for centers and classrooms are both 93 percent. The cumulative teacher response rate is 91 percent, and the cumulative child response rate (consent rate) is 85 percent. The cumulative weighted response rates for the child assessments, parent interviews, and teacher ratings are 80, 79, and 83 percent, respectively. At the teacher level, among participating classes, marginal weighted response rate for the teacher interview was 99 percent. At the child level, among children with consent, the child assessment rate was 94 percent, parent interview was 93 percent, and Teacher Child Report (TCR) was 97 percent.

[6] Eighty-four percent of parents were interviewed by telephone and the rest in person during the weeklong visit by FACES data collection teams. The fall 2009 round also included program director, center director, and education coordinator interviews, but data from these sources are not used in this report.

[7] Before FACES 2006, which also used a web survey, TCRs were collected using a paper survey.

[8] Children's height and weight were measured for the first time in FACES 2006.

[9] The screening process and cognitive assessment measures used in FACES 2009 and earlier FACES cohorts are described in the section of this report that describes children's cognitive outcomes.

[10] FACES 2006 screened children in the same way and also administered the assessment with the assistance of a laptop computer. Early FACES cohorts used a standard easel format to administer the assessment, but did not use laptop computers and recorded children's responses on paper.

[11] In fall 2009, 79 percent of TCRs were completed using the web instrument.

[12] These are the unweighted conditional response rates and pertain to the percent of children with a child assessment among the group of children with parent consent. They do not take into account the parent consent rate or participate rates for prior stages of sampling (for example, programs, centers, classrooms), which would lower the overall response rate. For example, in FACES 2006, overall unweighted response rate for the child assessment is 84 percent.

[13] To facilitate cross-cohort comparisons and to track changes in the population of children and families served by Head Start, there is a large overlap in the content of the measures used in the FACES instruments. However, each cohort study includes some new measures in order to adapt to changes in Head Start policies, practices, and the larger community context surrounding the program, and drops a few measures that have not proven useful in analysis. New cohorts also add or substitute measures to take advantage of measures development in the field. More information on the comparability of measures across cohorts is provided in later sections of this report.

[14] Weights are used to compensate for the differential probabilities of selection at the sampling stage (for example, 3-year-olds were sampled at a higher rate than 4-year-olds) and to adjust for the effects of nonresponse.

SECTION A1

CHILD AND FAMILY DEMOGRAPHICS, PARENTING, AND THE HOME ENVIRONMENT: FALL 2009

Table A.1. Demographic Characteristics of Children Entering Head Start: Fall 2009

Characteristic	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Age as of September 1, 2009			
3 years old or younger	61.3		
4 years old or older	38.7		
Race/Ethnicity			
White, Non-Hispanic	22.9	22.3	23.7
African American, Non-Hispanic	33.0	34.8	30.1
Hispanic/Latino	36.0	34.1	38.8
American Indian or Alaska Native, Non-Hispanic	0.8	1.1	0.3
Asian or Pacific Islander, Non-Hispanic	1.3	1.4	1.2
Multi-Racial/Bi-Racial, Non-Hispanic	5.9	6.1	5.6
Other, Non-Hispanic	0.1	0.1	0.2
Gender			
Female	49.8	50.1	49.3
Male	50.2	49.9	50.7
Participated in Early Head Start			
Yes	13.3	14.4	11.6
No	86.7	85.6	88.4

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]Age as of September 1, 2009.

- Sixty-one percent of children entering Head Start for the first time are 3 years old (as of September 1, 2009), and the rest are 4 years old.

- Thirty-six percent of entering Head Start children are Hispanic/Latino and another 33 percent are African American.

- Newly entering 3-year-olds are more likely (35 percent) to be African American than are entering 4-year-olds (30 percent), while 4-year-olds are more likely to be Hispanic/Latino (39 percent) than are 3-year-olds (34 percent).

- Thirteen percent of entering Head Start children had participated in Early Head Start. Children entering Head Start as 3-year-olds were more likely to have participated in Early Head Start than those entering Head Start at age 4, but the difference is small (14 and 12 percent, respectively).

Table A.2. Home Language Environment: Fall 2009

Language Use in the Home	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Primary Language Spoken to the Child at Home			
English	74.1	75.3	72.2
Spanish	23.8	22.3	26.1
Other language	2.1	2.4	1.7
Any Languages Other than English Spoken in the Home			
Spanish	31.7	30.4	33.8
Other language	5.4	5.9	4.5
Language Usually Used when Reading to Child (in Households where English is Not the Primary Language Spoken to the Child at Home)			
English	27.5	29.1	25.2
Other language	58.5	55.9	62.0
Both English and other language	13.9	14.7	12.7
Percent of Children's Books in English (in Households where English is Not the Primary Language Spoken to the Child at Home)			
0	17.7	14.8	21.9
1-33	8.3	8.5	8.1
34-66	30.5	33.7	26.1
67-100	43.4	43.0	43.9
Languages Spoken in Television Programs Child Watches (in Households where English is Not the Primary Language Spoken to the Child at Home)			
English	52.2	51.5	53.1
Other language	13.5	10.7	17.6
Both English and other language	34.3	37.8	29.3

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]Age as of September 1, 2009.

- Twenty-six percent of Head Start children live in households where a language other than English is the primary language spoken to them.

- Spanish is by far the most prevalent non-English language, and is the primary language spoken to 24 percent of children at home.

- Among children in households where a non-English language is the primary language spoken to the child, 59 percent are most often read to in a language other than English, and 14 percent watch television programs primarily in a non-English language.

- Entering 4-year-olds are somewhat more likely to be spoken to primarily in Spanish (26 percent) than are 3-year-olds (22 percent). Among those in households where a language other than English is the primary language spoken to the child, 4-year-olds are more likely than 3-year-olds to be usually read to in a language other than English, more often have no children's books written in English, and are more likely to watch only non-English television programs.

Table A.3. Home Language Environment, by Whether Child Passed Language Screener: Fall 2009

Language Use in the Home	Percent of Children		
	All Children	Passed Language Screener	Did Not Pass Language Screener
Primary Language Spoken to the Child at Home			
English	74.1	86.1	20.9
Spanish	23.8	11.8	76.6
Other language	2.1	2.1	2.5
Languages Other than English Spoken in the Home			
Spanish	31.7	20.9	80.0
Other language	5.4	5.4	4.7
Language Usually Used when Reading to Child (in Households where English is Not the Primary Language Spoken to the Child at Home)			
English	27.5	40.4	16.8
Other language	58.5	44.8	69.9
Both English and other language	13.9	14.8	13.0
Percent of Children's Books in English (in Households where English is Not the Primary Language Spoken to the Child at Home)			
0	17.7	12.8	22.7
1-33	8.3	5.6	10.3
34-66	30.5	26.2	33.5
67-100	43.4	55.5	33.5
Languages Spoken in Television Programs Child Watches (in Households where English is Not the Primary Language Spoken to the Child at Home)			
English	52.2	64.3	42.3
Other language	13.5	6.9	19.8
Both English and other language	34.3	28.8	37.8

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

- Children who did not pass the language screener are considerably less likely to live in households where English is the primary language spoken to them (21 percent) than are those that passed the screener (86 percent).

- Among children who are not spoken to primarily in English at home, those who did not pass the language screener are more likely to be usually read to in a language other than English, more often have no children's books written in English, and are more likely to watch only non-English television programs, compared to children who passed the screener.

Table A.4. Household Composition: Fall 2009

	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Percent of Children Living with			
Biological[b] mother and biological[b] father	42.1	44.1	38.9
Married	27.2	28.6	25.0
Unmarried	14.4	15.0	13.5
Marital status not reported	0.5	0.5	0.4
Biological[b] mother only	50.4	49.2	52.3
Biological[b] father only	2.6	2.2	3.2
Neither biological[b] mother nor biological[b] father	4.9	4.5	5.6
Mean Number in Household			
Adults	2.0	2.0	2.0
Children	2.6	2.6	2.6
All persons	4.6	4.6	4.7

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

The first panel of this table focuses on biological/adoptive parents and does not include other adults, such as parents' romantic partners, step-parents, foster parents, or grandparents. Thus, for example, the "Biological mother only" category does not mean that the biological mother is the only adult in the household, but that she is the only biological parent in the household. The second panel of this table shows the total number of adults in children's households, including biological/adoptive parents and other adults, such as parents' romantic partners, step-parents, foster parents, and grandparents.

[a]Age as of September 1, 2009.

[b]Includes both biological and adoptive parents.

- Forty-two percent of Head Start children live with both biological/adoptive parents. 3-year-olds are more likely (44 percent) to live with both biological/adoptive parents than are 4-year-olds (39 percent).

- On average, Head Start children live in households with 2 adults and 2.6 children.

Table A.5. Mother's Age at Child's Birth: Fall 2009

	Percent of Children		
Age, in Years	All Children	3-Year-Olds[a]	4-Year-Olds[a]
17 or under	5.1	4.1	6.8
18-19	10.5	9.9	11.4
20-24	36.1	34.5	38.8
25-29	26.4	27.9	24.0
30 or older	21.8	23.6	18.9
Mean Age	25.3	25.7	24.6

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]Age as of September 1, 2009.

- On average, when newly entering Head Start children were born, their mothers were 25 years old.

- Only 5 percent of children's mothers were under 18 when they were born. (Mother's age at child's birth may underestimate teenage motherhood, since the child may have siblings who were born earlier.)

Table A.6. Parent Education: Fall 2009

Highest Level of Education of Biological or Adoptive Parents Living with Child	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Percentage of Children Living with Either or Both Parents[b]	95.1	95.5	94.4
Highest Level of Education Completed by those Parents[b]			
Less than high school diploma	32.0	29.7	35.7
High school diploma or GED	35.3	36.1	33.8
Some college/vocational/technical	25.5	26.1	24.4
Bachelor's degree or higher	7.3	8.1	6.0
Percentage of Children Living with their Mother[c]	92.5	93.3	91.2
Highest Level of Education Completed by those Mothers[c]			
Less than high school diploma	36.5	34.4	39.8
High school diploma or GED	33.8	34.7	32.4
Some college/vocational/technical	24.1	24.6	23.2
Bachelor's degree or higher	5.6	6.3	4.5
Percentage of Children Living with their Father[d]	44.7	46.3	42.1
Highest Level of Education Completed by those Fathers[d]			
Less than high school diploma	46.4	43.6	50.5
High school diploma or GED	34.1	35.5	32.4
Some college/vocational/technical	12.8	14.1	10.8
Bachelor's degree or higher	6.6	6.8	6.4

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

Households that do not include a mother and/or father are not included in the relevant percentage calculations.

[a]Age as of September 1, 2009.

[b]Includes both biological and adoptive parents.

[c]Includes both biological and adoptive mothers, regardless of whether a father also lives with the child.

[d]Includes both biological and adoptive fathers, regardless of whether a mother also lives with the child.

- Among entering children living with their mothers, 64 percent of mothers have at least a high school diploma or GED. Among children living with their fathers, 54 percent of fathers have at least a high school diploma or GED.

- Sixty-eight percent of children have at least one parent with at least a high school diploma or GED living with them.

- Four-year-olds are somewhat less likely to have a parent with at least a high school diploma or GED than are 3-year-olds.

Table A.7. Parent Employment Status: Fall 2009

Employment Status of Biological or Adoptive Parents Living with Child	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Percentage of Children Living with Either or Both Parents[b]	95.1	95.5	94.4
Employment Status of the Most Employed of those Parents[b]			
Working full time	47.0	46.6	47.4
Working part time	19.8	20.4	18.8
Looking for work	18.7	18.5	19.1
Not in labor force	14.5	14.4	14.6
Percentage of Children Living with their Mother[c]	92.5	93.3	91.2
Employment Status of those Mothers[c]			
Working full time	26.1	25.3	27.5
Working part time	20.4	20.4	20.4
Looking for work	21.9	21.9	21.9
Not in labor force	31.5	32.4	30.2
Percentage of Children Living with their Father[d]	44.7	46.3	42.1
Employment Status of those Fathers[d]			
Working full time	57.6	57.0	59.0
Working part time	14.7	16.5	11.5
Looking for work	16.4	15.7	17.3
Not in labor force	11.3	10.8	12.2

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

Households that do not include a mother and/or father are not included in the relevant percentage calculations.

[a]Age as of September 1, 2009.

[b]Includes both biological and adoptive parents.

[c]Includes both biological and adoptive mothers, regardless of whether a father also lives with the child.

[d]Includes both biological and adoptive fathers, regardless of whether a mother also lives with the child.

- Among newly entering children living with their mothers, 26 percent of mothers are working full time, and another 20 percent are working part time.

- Among children living with their fathers, 72 percent of fathers are employed, and most (58 percent) are working full time.

- Forty-seven percent of children have at least one parent who is working full time living with them. Thirty-three percent of children are not living with a parent who is employed, including 19 percent who live with at least one parent who is looking for work.

Table A.8. Household Income as a Percentage of the Federal Poverty Threshold: Fall 2009

Income as a Percentage of Poverty	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
50 percent or less	22.2	21.6	23.2
50 to 100 percent	41.0	41.3	40.5
101 to 130 percent	15.4	15.5	15.2
131 to 185 percent	12.7	12.7	12.7
186 to 200 percent	1.5	1.2	1.8
201 percent or above	7.3	7.6	6.7

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

This table summarizes household income, and therefore should not be used to estimate eligibility for Head Start. Head Start qualifying criteria are based on family (not household) income, and there are other (non-income) ways to qualify for the program.

In 2009, the federal poverty threshold for a family of four was $22,050.

[a]Age as of September 1, 2009.

- Sixty-three percent of newly entering Head Start children live in households where the total household income is at or below the federal poverty threshold. More than 90 percent of children live in households where total income is less than or equal to 185 percent of the poverty threshold.

- Not shown in table: Mean annual household income is $22,714 ($22,932 for families with 3-year-olds and $22,374 for families with 4-year-olds).

Table A.9. Household Income as a Percentage of the Federal Poverty Threshold, by Race/Ethnicity: Fall 2009

	Percent of Children			
Income as a Percentage of Poverty	White, Non-Hispanic	African American, Non-Hispanic	Hispanic/ Latino	Other, Non-Hispanic
50 percent or less	16.0	23.9	23.8	24.8
50 to 100 percent	40.2	37.5	45.4	37.4
101 to 130 percent	17.8	17.1	13.6	10.3
131 to 185 percent	14.0	12.3	11.4	16.4
186 to 200 percent	1.5	1.3	1.2	3.3
201 percent or above	10.4	7.8	4.6	7.8

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

This table summarizes household income, and therefore should not be used to estimate eligibility for Head Start. Head Start qualifying criteria are based on family (not household) income, and there are other (non-income) ways to qualify for the program.

- White children's households are less likely to have incomes below 50 percent of the federal poverty level than are those of other groups of children. Hispanic children's households are more likely to have incomes below poverty than are other groups.

- Not shown in table: Households of newly entering White children tend to have higher incomes (mean $25,667) than other households (mean $21,837).

Table A.10. Child and Family Characteristics, by Household Income as a Percentage of the Federal Poverty Threshold: Fall 2009

Child and Family Characteristics	Percent of Children		
	All Children	Below Federal Poverty Threshold	Above Federal Poverty Threshold
Age as of September 1, 2009			
3 years old or younger	61.3	61.1	61.8
4 years old or older	38.7	38.9	38.2
Race/Ethnicity			
White, Non-Hispanic	22.9	20.4	27.1
African American, Non-Hispanic	33.0	32.1	34.5
Hispanic/Latino	36.0	39.4	30.1
Other, Non-Hispanic	8.2	8.2	8.3
Gender			
Female	49.8	51.5	46.8
Male	50.2	48.5	53.2
Child has a Disability			
Yes	11.3	10.2	13.2
No	88.7	89.9	86.8
Primary Language Spoken to the Child at Home			
English	74.1	70.7	79.8
Spanish	23.8	27.1	18.1
Other language	2.1	2.2	2.1
Percent of Children Living with			
Biological[a] mother and biological[a] father	42.1	40.9	44.3
Biological[a] mother only	50.4	53.0	45.9
Biological[a] father only	2.6	2.2	3.1
Neither biological[a] mother nor biological[a] father	4.9	3.9	6.6
Number of Adults in Household			
1	30.8	32.0	28.7
2	49.1	46.7	53.1
3 or more	20.2	21.4	18.2
Number of Children in Household			
1	17.6	12.1	26.9
2	35.1	33.8	37.3
3 or more	47.3	54.1	35.8
Highest Level of Education Completed by Mothers[b] Living with the Child			
Less than high school diploma	36.5	43.6	23.8
At least high school diploma or GED	63.5	56.4	76.2
Highest Level of Education Completed by Fathers[c] Living with the Child			
Less than high school diploma	46.4	52.7	36.1
At least high school diploma or GED	53.6	47.3	63.9

Child and Family Characteristics	Percent of Children		
	All Children	Below Federal Poverty Threshold	Above Federal Poverty Threshold
Employment Status of Mothers[b] Living with the Child			
Employed	46.5	39.8	58.4
Not employed	53.5	60.2	41.6
Employment Status of Fathers[c] Living with the Child			
Employed	72.3	68.3	78.7
Not employed	27.7	31.7	21.3
Public Assistance Received			
Welfare	26.7	31.8	18.0
Supplemental Nutrition Assistance Program (SNAP)	63.9	74.0	46.5
Women, Infants, and Children (WIC)	59.0	63.2	51.8
Family Risk Index			
0 risks	14.1	0.0	39.4
1 risk	33.9	24.4	51.0
2 or more risks	51.9	75.6	9.6
Participated in Early Head Start			
Yes	13.3	12.9	14.0
No	86.7	87.1	86.0

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

This table summarizes household income, and therefore should not be used to estimate eligibility for Head Start. Head Start qualifying criteria are based on family (not household) income, and there are other (non-income) ways to qualify for the program.

[a]Includes both biological and adoptive parents.

[b]Includes both biological and adoptive mothers, regardless of whether a father also lives with the child.

[c]Includes both biological and adoptive fathers, regardless of whether a mother also lives with the child.

Table A.11. Public Assistance Received by Any Household Member: Fall 2009

Type of Public Assistance	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Welfare	26.7	25.8	28.1
Supplemental Nutrition Assistance Program (SNAP)	63.9	63.6	64.2
Women, Infants, and Children (WIC)	59.0	62.5	53.3
Supplemental Security Income (SSI)	14.4	15.1	13.4

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]Age as of September 1, 2009.

- Sixty-four percent of newly entering Head Start children live in households that receive assistance through USDA's SNAP program, and 59 percent live in households that receive WIC. Twenty-seven percent of children live in households that receive welfare assistance (Temporary Assistance to Needy Families).

- Three-year-olds are more likely to live in households that receive WIC than are 4-year-olds.

Table A.12. Housing and Mobility: Fall 2009

	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Housing			
Owns home	23.3	23.3	23.2
Rents home	58.8	58.4	59.4
Lives in public or subsidized housing	12.0	12.7	10.9
Other[b]	5.3	4.9	5.8
Currently resides in transitional housing or a homeless shelter	0.5	0.5	0.4
Number of times moved in past year			
None	63.6	65.6	60.4
Once	25.6	25.0	26.5
Twice	7.0	6.2	8.3
Three or more times	3.7	3.1	4.7

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]Age as of September 1, 2009.

[b]The most common other type of housing reported is living with someone else (4 percent).

- Twelve percent of Head Start children live in public or subsidized housing. Twenty-three percent live in households that own their homes.

- Thirty-six percent of Head Start children have moved at least once in the past year, including 11 percent who have moved two or more times in that year.

- Three-year-olds are less likely to have moved in the past year than are 4-year-olds.

Table A.13. Family Risk Index: Fall 2009

Risk Factors	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Single Parent Household[b]	52.8	51.6	54.7
Mother Does Not Have High School Diploma[c]	36.5	34.4	39.8
Income Below Federal Poverty Threshold	63.2	62.9	63.6
Family Risk Index[d]			
0 risks	14.1	15.4	12.1
1 risk	33.9	34.1	33.6
2 risks	39.4	38.3	41.1
3 risks	12.5	12.2	13.2

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]Age as of September 1, 2009.

[b]A single parent household includes any household where one biological/adoptive parent lives alone or with a partner to whom they are not married. It does *not* include households where one biological/adoptive parent lives with a partner to whom they are married.

[c]Households that do not include a mother are excluded from this factor.

[d]Number of family risks is based on three family characteristics: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

- Fifty-two percent of Head Start children have more than one family risk.
- Three-year-olds are more likely to have no risks than are 4-year-olds.

Table A.14. Family Risk Index, by Child Characteristics: Fall 2009

Child Characteristics	Percent of Children with Different Numbers of Family Risks[a]		
	0 risks	1 risk	2 or more risks
Race/Ethnicity			
White, Non-Hispanic	21.9	40.9	37.2
African American, Non-Hispanic	11.6	33.6	54.8
Hispanic/Latino	11.2	30.4	58.4
Other, Non-Hispanic	17.7	33.3	49.0
Gender			
Female	12.7	34.2	53.1
Male	15.6	33.6	50.8
Primary Language Other than English Spoken to Child at Home			
Yes	10.1	30.7	59.2
No	15.7	35.1	49.2

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]Number of family risks is based on three family characteristics: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

- African American and Hispanic/Latino children are more likely to have multiple family risks, and less likely to have no risks, than are White children.

- Children whose parents primarily speak a language other than English to them at home are more likely to have multiple family risks (59 percent) than other children (49 percent). They are less likely than other children to have no family risks (10 percent and 16 percent, respectively).

Table A.15. Frequency of Reading to Child: Fall 2009

Child and Family Characteristics	Number of times family member read to child in past week: Not at all	Once or twice	Three or more times, but not every day	Every day
All Children	1.9	22.2	37.3	38.7
Age as of September 1, 2009				
3 years old or younger	1.9	21.8	36.5	39.9
4 years old or older	1.9	22.7	38.5	36.8
Race/Ethnicity				
White, Non-Hispanic	0.9	11.4	35.4	52.4
African American, Non-Hispanic	1.1	21.1	39.7	38.2
Hispanic/Latino	3.3	30.9	36.1	29.7
Other, Non-Hispanic	1.3	18.8	37.9	42.0
Gender				
Female	1.3	21.1	36.3	41.3
Male	2.4	23.2	38.2	36.1
Family Risk Index				
0 risks	1.4	16.7	35.9	46.0
1 risk	1.9	19.4	37.4	41.3
2 or more risks	2.1	26.3	37.1	34.5
Primary Language Other than English Spoken to Child at Home				
Yes	3.7	34.8	35.5	26.0
No	1.2	17.7	37.9	43.2

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

- Seventy-six percent of Head Start children were read to at least 3 times in the past week.

- White children are read to by family members more frequently than are African American and Hispanic/Latino children. Eighty-eight percent of White children are read to at least 3 times during the week, compared to 78 percent of African American children and 66 percent of Hispanic/Latino children.

- Girls are more likely to be read to daily than are boys (41 percent and 36 percent, respectively).

- Children with multiple risks are less likely to be read to at least 3 times a week than are children with fewer risks.

- Children who are primarily spoken to in a language other than English at home are read to by family members less often than are other children.

Table A.16. Family Members' Activities with Child in Past Week: Fall 2009

Type of Activity	Percent of Children
Told child a story	80.7
Taught child letters, words, or numbers	96.7
Taught child songs or music	82.6
Worked with child on arts and crafts	65.6
Played with toys or games indoors	97.4
Played a game, sport, or exercised together	84.9
Took child along on errands	94.6
Involved child in household chores	89.3
Talked about what happened in Head Start	94.5
Talked about TV programs or videos	72.9
Played counting games	88.6
Played a board game or a card game	41.9
Played with blocks	49.9
Counted different things	89.9
Mean number of activities	11.3

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

- The majority of newly entering Head Start children participated in a number of different types of learning activities with a parent or other family member in the past week. The most common activities included playing with toys or games indoors; learning letters, words, or numbers; going along on errands; and talking about Head Start.

Table A.17. Family Members' Activities with Child in Past Month: Fall 2009

Type of Activity	Percent of Children
Visited a library	37.2
Went to a movie	35.2
Went to a play, concert, or other live show	14.7
Went to a mall	75.3
Visited an art gallery, museum, or historical site	15.8
Visited a playground or park or had a picnic	89.7
Visited a zoo or aquarium	26.8
Talked about family history or ethnic heritage	44.2
Attended event sponsored by community group	42.4
Attended athletic or sporting event	35.5
Attended church activity	52.9
Mean number of activities	4.7

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

- The majority of newly entering Head Start children visited a playground or park (90 percent) or a shopping mall (75 percent), and 53 percent attended a church activity with a parent or other family member in the past month.

- Between 35 and 44 percent of children talked about their heritage, went to a community event, library, sporting event, or movie in the past month.

- Children were less likely to have engaged in cultural activities such as visiting museums, and attending plays or concerts.

Table A.18. Household Routines: Fall 2009

	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Number of Days Per Week Family Eats Dinner Together			
0-2	6.5	6.1	7.0
3-4	23.3	23.5	23.2
5-6	24.6	25.3	23.4
7	45.6	45.2	46.4
Mean	5.4	5.4	5.4
Number of Nights in Past Week Child Brushed Teeth before Bed			
0-2	9.1	8.7	9.7
3-4	13.8	14.2	13.1
5-6	16.2	16.4	16.0
7	60.9	60.8	61.2
Mean	5.7	5.7	5.7
Child Has Regular Bedtime	89.1	89.4	88.7

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]Age as of September 1, 2009.

- Forty-six percent of Head Start children eat dinner as a family seven nights per week, and another 25 percent do so five or six nights per week. On average, children's families eat dinner together 5.4 nights per week.

- Sixty-one percent of Head Start children brush their teeth every night. On average, children brush their teeth 5.7 nights per week.

- Eighty-nine percent of Head Start children have a regular bedtime.

Table A.19. Child Nutrition: Fall 2009

Child's Nutrition in Past Week	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Drank milk at least twice a day	66.7	67.6	65.2
Drank no soda, sports drinks, or non-100%-juice drinks	23.8	24.5	22.7
Ate no fast food	33.3	33.3	33.1
Ate sweets less than once a day	66.6	67.5	65.3
Ate salty snacks less than once a day	74.0	75.4	71.7
Ate fruit at least twice a day	38.4	40.1	35.9
Ate vegetables at least twice a day	33.6	35.1	31.4

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

The nutritional guidelines in this table were determined a priori, based on conversations with a member of an Office of Head Start expert panel.

[a]Age as of September 1, 2009.

- Sixty-seven percent of children drank milk at least twice a day.

- Twenty-four percent of children drank no soda or other sweetened beverages, and 33 percent ate no fast food.

- Sixty-seven percent of children ate sweets less than once a day, and 74 percent ate salty snacks less than once a day.

- Thirty-three percent of children ate vegetables at least twice a day, and 38 percent ate fruit that often.

- Three-year-old children are somewhat more likely than are 4-year-olds to eat fruit at least twice a day, to eat vegetables at least twice a day, and to eat salty snacks less than once a day.

Table A.20. Child's Health Care: Fall 2009

	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Regular Health Care Provider	91.5	92.4	90.0
Regular Medical Checkup in Past Year	99.0	99.2	98.9
Regular Dental Checkup in Past Year	87.6	86.1	89.9
Has Health Insurance	96.0	96.8	94.7
Private only[b]	13.3	13.0	13.7
Government only[b, c]	36.8	35.8	38.3
Both private and government[b]	50.0	51.1	48.0

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]Age as of September 1, 2009.

[b]Percentage of those covered by any type of insurance.

[c]Includes Medicaid, State Children's Health Insurance Program (SCHIP), military health care, Indian Health Service, and other government insurance programs.

- Ninety-two percent of ten newly entering Head Start children have a regular health care provider.

- Almost all newly entering Head Start children (99 percent) had a regular medical checkup in the past year, and 88 percent saw a dentist.

- A large majority of children (96 percent) have health insurance. Of these, 87 percent are covered by some type of government insurance, including 50 percent reported to be covered by both private and government health insurance.

- Three-year-old children are somewhat more likely to have a regular health care provider than are 4-year-olds and are more likely to be covered by health insurance (although these differences are small). 3-year-olds are less likely than 4-year-olds to have had a dental checkup in the past year.

Table A.21. Child's Health Care, by Race/Ethnicity: Fall 2009

	Percent of Children			
	White, Non-Hispanic	African American, Non-Hispanic	Hispanic/ Latino	Other, Non-Hispanic
Regular Health Care Provider	94.8	93.6	87.3	91.5
Regular Medical Checkup in Past Year	98.9	99.3	98.8	99.7
Regular Dental Checkup in Past Year	84.2	87.8	90.9	81.9
Has Health Insurance	97.2	95.9	95.3	95.5
Private only[b]	13.7	11.7	14.2	14.3
Government only[b, c]	42.0	38.5	30.7	41.4
Both private and government[b]	44.3	49.8	55.2	44.3

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]Children may be insured by more than one type of provider.

[b]Percentage of those covered by any type of insurance.

[c]Includes Medicaid, State Children's Health Insurance Program (SCHIP), military health care, Indian Health Service, and other government insurance programs.

- Newly entering Hispanic/Latino children are less likely than White or African American children to have a regular health care provider.

- Hispanic/Latino children are more likely to have had a dental checkup in the past year than are children of other racial/ethnic backgrounds.

- Although the percentage of children covered by health insurance does not differ significantly by racial/ethnic background, the type of insurance does. Hispanic/Latino children are more likely to be reported by a parent to be covered by both private health insurance and government insurance, and less likely to be covered by only private health insurance, than are other groups of children.

Table A.22. Child Care Arrangements in Addition to Head Start: Fall 2009

	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Type of Primary Child Care Arrangement (Percentage of All Children)			
Center-based care	7.8	5.9	10.9
Relative	25.1	24.6	25.8
Non-relative	3.3	3.7	2.7
Equal time in multiple types of care[b]	1.1	1.1	1.0
Any Child Care[c]	37.3	35.3	40.5
Type of Primary Child Care Arrangement (Percentage of Those in Any Child Care)			
Center-based care	21.0	16.6	27.0
Relative	67.3	69.8	63.7
Non-relative	8.9	10.5	6.8
Equal time in multiple types of care	2.8	3.1	2.5

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]Age as of September 1, 2009.

[b]Children who spend unequal time in multiple types of child care are categorized according to the type of care in which they spend the most time.

[c]Includes center-based, relative, non-relative, and multiple types of care.

- Thirty-seven percent of newly entering Head Start children are cared for by someone other than their parents before or after Head Start.

- Use of before- and after-care is more common for 4-year-olds than for 3-year-olds.

- Relative care is the most common type of care children receive before or after Head Start (received by 25 percent of all children, and 67 percent of those in any type of care). Only 8 percent of all entering Head Start children (21 percent of those in any child care) are cared for in a center-based program, and 3 percent are cared for in a non-relative home-based setting.

Table A.23. Child Care Arrangements in Addition to Head Start, by Race/Ethnicity: Fall 2009

	Percent of Children			
	White, Non-Hispanic	African American, Non-Hispanic	Hispanic/ Latino	Other, Non-Hispanic
Type of Primary Child Care Arrangement (Percentage of All Children)				
Center-based care	8.6	11.0	3.5	11.9
Relative	19.5	30.7	24.4	21.4
Non-relative	3.1	2.4	4.0	4.5
Equal time in multiple types of care[a]	0.8	1.5	0.7	1.8
Any Child Care[b]	31.9	45.5	32.6	39.4
Type of Primary Child Care Arrangement (Percentage of Those in Any Child Care)				
Center-based care	27.0	24.1	10.6	30.1
Relative	61.0	67.4	74.8	54.2
Non-relative	9.6	5.2	12.3	11.3
Equal time in multiple types of care	2.4	3.2	2.2	4.5

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]Children who spend unequal time in multiple types of child care are categorized according to the type of care in which they spend the most time.

[b]Includes center-based, relative, non-relative, and multiple types of care.

- Newly entering African American children are more likely to be in child care before or after Head Start than children of other racial/ethnic backgrounds.

- Hispanic/Latino children are less likely to be in center-based care, and more likely to be in home-based non-relative care, compared to White and African American children.

- Relative care is the most common type for all racial/ethnic groups.

Table A.24. Amount of Time in Child Care and Head Start: Fall 2009

	Mean Number of Hours Per Week			
	Sample Size	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Head Start				
Among all children	3097	25.2	24.8	25.8
Child Care				
Among those in child care	1166	14.9	15.1	14.8
Among all children	3099	5.5	6.1	5.2
Total Head Start and Child Care				
Among those in child care	1162	40.5	41.0	40.1
Among all children	3118	30.5	31.7	29.7

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]Age as of September 1, 2009.

- Newly entering children spend an average of 25 hours per week in Head Start.

- Children in supplemental child care receive an average of 15 hours per week in before- and after-care.

- Among all newly entering Head Start children, the amount of time they spend in any type of care—including both Head Start and other child care—averages 31 hours per week. For those children who receive both Head Start and child care, the total average hours per week in care is 41 hours.

- Not shown in table: Children attending full-day Head Start programs are no less likely to be in supplemental child care than are those in half-day Head Start programs. However, among children in child care, those attending full-day Head Start programs are less likely to be in child care more than 15 hours a week.

SECTION A2

CHILD AND FAMILY DEMOGRAPHICS, PARENTING, AND THE HOME ENVIRONMENT: FALL 2000–2009

Table A.25. Demographic Characteristics of Children Entering Head Start: Fall 2000 – 2009

Characteristic	Percent of Children			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Age as of September 1, 2009				
3 years old or younger	62.3	55.5	63.3	61.3
4 years old or older	37.7	44.5	36.7	38.7
Race/Ethnicity				
White, Non-Hispanic	34.4	30.1	23.5	22.9
African American, Non-Hispanic	32.4	30.8	32.7	33.0
Hispanic/Latino	28.4	30.7	34.9	36.0
Other, Non-Hispanic	4.8	8.4	9.0	8.2
Gender				
Female	50.0	51.9	48.4	49.8
Male	50.0	48.1	51.6	50.2

Source: Fall 2000, Fall 2003, Fall 2006, and Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year.

- The percentage of children who were 3 years old (as of September 1) when they entered Head Start for the first time remained fairly constant over time. (The percentage in 2003 is not statistically significantly lower than other cohorts.)

- The percentage of newly entering Head Start children who are White decreased over time.

Table A.26. Primary Language Spoken to the Child at Home: Fall 2000 – 2009

Primary Language Spoken to the Child at Home	Percent of Children			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
English	82.1	80.3	72.9	74.1
Spanish	16.0	17.9	22.8	23.8
Other language	1.9	1.8	4.3	2.1

Source: Fall 2000, Fall 2003, Fall 2006, and Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year.

- There was no statistically significant change across cohorts in the percentage of entering Head Start children who are spoken to primarily in Spanish at home.

Table A.27. Household Composition: Fall 2000 – 2009

	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Percent of Children Living with				
Biological[a] mother and biological[a] father	48.1	45.3	45.5	42.1
Biological[a] mother only	45.3	48.4	47.9	50.4
Biological[a] father only	2.2	2.2	2.2	2.6
Neither biological[a] mother nor biological[a] father	4.4	4.1	4.3	4.9
Mean Number in Household				
Adults	2.0	2.0	2.0	2.0
Children	2.6	2.6	2.6	2.6
All persons	4.7	4.6	4.7	4.6

Source: Fall 2000, Fall 2003, Fall 2006, and Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year.

The first panel of this table focuses on biological/adoptive parents and does not include other adults, such as parents' romantic partners, step-parents, foster parents, or grandparents. Thus, for example, the "Biological mother only" category does not mean that the biological mother is the only adult in the household, but that she is the only biological parent in the household. The second panel of this table shows the total number of adults in children's households, including biological/adoptive parents and other adults, such as parents' romantic partners, step-parents, foster parents, and grandparents.

[a]Includes both biological and adoptive parents.

- The percentage of newly entering Head Start children who live with both of their biological or adoptive parents decreased between 2000 and 2009.

- The average number of adults in the household remained stable, as did total household size.

Table A.28. Parent Education: Fall 2000 – 2009

Highest Level of Education of Biological or Adoptive Parents Living with Child	Percent of Children			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Percentage of Children Living with their Mother[a]	93.4	93.7	93.5	92.5
Mother[a] Does Not Have High School Diploma[b]	35.3	31.2	38.1	36.5
Percentage of Children Living with their Father[c]	50.3	47.5	47.8	44.7
Father[c] Does Not Have High School Diploma[d]	40.3	34.9	45.4	46.4

Source: Fall 2000, Fall 2003, Fall 2006, and Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year.

[a]Includes both biological and adoptive mothers, regardless of whether a father also lives with the child.

[b]Households that do not include a mother are not included in the percentage calculations in this row.

[c]Includes both biological and adoptive fathers, regardless of whether a mother also lives with the child.

[d]Households that do not include a father are not included in the percentage calculations in this row.

- Between 2000 and 2009, and among children living with their mothers, there is no consistent pattern in the percentage of mothers who do not have a high school diploma.

- Between 2000 and 2009, and among children living with their fathers, there is no consistent pattern in the percentage of fathers who do not have a high school diploma.

Table A.29. Parent Employment Status: Fall 2000 – 2009

Employment Status of Biological or Adoptive Parents Living with Child	Percent of Children			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Percentage of Children Living with their Mother[a]	93.4	93.7	93.5	92.5
Mother[a] Employed[b]	44.1	47.4	51.6	46.5
Percentage of Children Living with their Father[c]	50.3	47.5	47.8	44.7
Fathers[c] Employed[d]	84.9	80.5	85.2	72.3

Source: Fall 2000, Fall 2003, Fall 2006, and Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year.

[a]Includes both biological and adoptive mothers, regardless of whether a father also lives with the child.

[b]Households that do not include a mother are not included in the percentage calculations in this row.

[c]Includes both biological and adoptive fathers, regardless of whether a mother also lives with the child.

[d]Households that do not include a father are not included in the percentage calculations in this row.

- Among entering children living with their mothers, the percentage of mothers who are employed increased between 2000 and 2006, then fell by 5 percentage points by 2009.

- Among entering children living with their fathers, the percentage of fathers who are employed decreased 13 points from 2006 to 2009.

Table A.30. Household Income as a Percentage of the Federal Poverty Threshold: Fall 2000 – 2009

	Percent of Children			
Income as a Percentage of Poverty	Fall 2000	Fall 2003	Fall 2006	Fall 2009
50 percent or less	29.6	32.6	16.8	22.2
50 to 100 percent	37.1	37.4	41.2	41.0
101 to 130 percent	12.4	12.0	15.8	15.4
131 to 185 percent	11.8	11.1	14.8	12.7
More than 185 percent	9.1	6.9	11.5	8.7

Source: Fall 2000, Fall 2003, Fall 2006, and Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year.

This table summarizes household income, and therefore should not be used to estimate eligibility for Head Start. Head Start qualifying criteria are based on family (not household) income, and there are other (non-income) ways to qualify for the program.

- There is no consistent pattern of cross-cohort differences in the percentage of entering Head Start children living in households with incomes below the poverty threshold.

Table A.31. Public Assistance Received by Any Household Member: Fall 2000 – 2009

Type of Public Assistance	Percent of Children			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Welfare	22.6	19.4	22.6	26.7
Food Stamps/Supplemental Nutrition Assistance Program (SNAP)	44.4	53.9	52.5	63.9
Women, Infants, and Children (WIC)	58.5	58.0	60.3	59.0
Supplemental Security Income (SSI)	12.9	13.8	13.6	14.4

Source: Fall 2000, Fall 2003, Fall 2006, and Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year.

- The percentage of entering Head Start children who are in households that receive Food Stamps/SNAP increased over time.

Table A.32. Family Risk Index: Fall 2000 – 2009

Risk Factors	Percent of Children			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Single Parent Household[a]	51.9	54.7	50.1	52.8
Mother Does Not Have High School Diploma[b]	36.1	32.4	38.1	36.5
Income Below Federal Poverty Threshold	66.8	70.0	58.0	63.2
Family Risk Index[c]				
0 risks	17.6	15.1	16.8	14.1
1 risk	28.8	30.6	35.7	33.9
2 risks	40.4	40.2	34.3	39.4
3 risks	13.3	14.1	13.2	12.5

Source: Fall 2000, Fall 2003, Fall 2006, and Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year.

[a]A single parent household includes any household where one biological/adoptive parent lives alone or with a partner to whom they are not married. It does *not* include households where one biological/adoptive parent lives with a partner to whom they are married.

[b]Households that do not include a mother are excluded from this factor.

[c]Number of family risks is based on three family characteristics: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

- In each cohort except 2006, more than 50 percent of entering Head Start children were in families with two or more risks.

Table A.33. Frequency of Reading to Child: Fall 2000 – 2009

Number of Times Family Member Read to Child in Past Week	Percent of Children			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Not at all	5.5	3.8	4.2	1.9
Once or twice	28.1	25.9	22.6	22.2
Three or more times, but not every day	29.6	29.2	34.6	37.3
Every day	36.9	41.0	38.7	38.7

Source: Fall 2000, Fall 2003, Fall 2006, and Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year.

- The percentage of entering Head Start children who are read to by a family member three or more times a day increased gradually over time, from 66 percent to 76 percent.

- In 2009, only 2 percent of children were not read to at all, compared to 6 percent in 2000.

Table A.34. Family Members' Activities with Child in Past Week: Fall 2000 – 2009

	Percent of Children			
Type of Activity	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Told child a story	77.9	76.7	73.0	80.7
Taught child letters, words, or numbers	91.5	93.7	94.0	96.7
Taught child songs or music	78.2	80.0	80.6	82.6
Worked with child on arts and crafts	60.7	63.5	63.8	65.6
Played with toys or games indoors	96.2	97.4	97.0	97.4
Played a game, sport, or exercised together	78.6	80.1	85.5	84.9
Took child along on errands	95.3	94.0	95.9	94.6
Involved child in household chores	90.4	91.3	91.8	89.3
Talked about what happened in Head Start	94.4	92.9	94.8	94.5
Talked about TV programs or videos	75.8	75.1	72.5	72.9
Played counting games	82.5	85.8	84.3	88.6
Mean number of activities	9.2	9.3	9.3	9.5

Source: Fall 2000, Fall 2003, Fall 2006, and Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year.

- Playing with toys or games indoors was the most common activity reported for each cohort. Taking the child along on errands; teaching letters, words, or numbers; and talking about Head Start were each also reported by more than 90 percent in each cohort. Working on arts and crafts was consistently the least common activity.

- Teaching the child letters, words, or numbers and teaching songs or music have increased consistently over time.

- The mean number of activities in which family members engaged with Head Start children during the week remained fairly stable from 2000 to 2006.

Table A.35. Family Members' Activities with Child in Past Month: Fall 2000 – 2009

	Percent of Children			
Type of Activity	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Visited a library	25.8	26.3	26.9	37.2
Went to a movie	32.2	36.0	32.5	35.2
Went to a play, concert, or other live show	12.9	11.7	13.3	14.7
Went to a mall	76.3	74.2	74.3	75.3
Visited an art gallery, museum, or historical site	13.0	12.3	11.9	15.8
Visited a playground or park or had a picnic	84.0	77.8	85.4	89.7
Visited a zoo or aquarium	22.6	22.3	20.7	26.8
Talked about family history or ethnic heritage	45.1	46.1	41.6	44.2
Attended event sponsored by community group	42.8	42.4	38.4	42.4
Attended athletic or sporting event	31.5	34.9	33.0	35.5
Attended church activity	56.2	54.4	52.9	52.9
Mean number of activities	4.4	4.4	4.3	4.7

Source: Fall 2000, Fall 2003, Fall 2006, and Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year.

- Visiting a playground or park or having a picnic was the most common activity reported for each cohort, followed by going to the mall. Attending live shows and visiting an art gallery, museum, or historical site were consistently the least common activities.

- The percentage of children who had visited a library with family members during the past month was more than 10 percentage points higher in 2009 than for earlier cohorts.

- The mean number of activities outside the home in which family members engaged with Head Start children remained stable from 2000 to 2006, then increased in 2009.

Table A.36. Child's Health Care: Fall 2006 – 2009

	Percent of Children			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Regular Health Care Provider	NA	NA	NA	91.5
Regular Medical Checkup in Past Year	NA	NA	98.9	99.0
Regular Dental Checkup in Past Year	NA	NA	87.7	87.6
Has Health Insurance	NA	NA	94.2	96.0
Private only[a]	NA	NA	18.3	13.3
Government only[a, b]	NA	NA	48.3	36.8
Both private and government[a]	NA	NA	33.5	50.0

Source: Fall 2006 and Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year.

[a]Percentage of those covered by any type of insurance.

[c]Includes Medicaid, State Children's Health Insurance Program (SCHIP), military health care, Indian Health Service, and other government insurance programs.

NA = not available. Questions were not asked in FACES 2000 or 2003.

- The proportion of Head Start children reported to be covered by both private insurance and some type of government insurance increased from 32 percent in 2006 to 48 percent in 2009. The proportion covered by either type alone decreased during that period.

SECTION B1

CHILD COGNITIVE DEVELOPMENT: FALL 2009

Table B.1. Reliability of FACES Direct Child Assessment Measures, English and Spanish Language Assessments: Fall 2009

	Total sample		
Scales	Number of items	Number of cases	Cronbach alphas
PPVT-4	132	2786	0.97
TVIP	75	862	0.93
EOWPVT	99	3103	0.86
WJ III: Letter-Word Identification	26	2589	0.85
WJ III: Spelling	17	2596	0.79
WJ III: Applied Problems	29	2591	0.87
ECLS-B Math IRT Score	22	3055	0.80
ECLS-B Number/Shape Proficiency Probability Score	22	3055	0.38[a]
Combined ECLS-B/WJ III Applied Problems IRT Score	44	3055	0.80
WM III: Letter-Word Identification	14	510	0.67
WM III: Spelling	14	508	0.66
WM III: Applied Problems	19	503	0.79

Source: Fall 2009 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a] This reliability coefficient is split-half.

Screener and language of assessments

FACES 2009 uses the Simon Says and Art Show tasks from the Oral Language Development Scale (OLDS) of the Pre-LAS 2000 (Duncan and DeAvila 1998) to determine whether a child should receive the English or the Spanish version of the child assessment battery. The Pre-LAS has been used as a language screener in FACES 2003 and FACES 2006, with data from those studies showing that the Pre-LAS works well as a screening task for comprehension of spoken English. Children are routed through the assessment based on their responses to this screening instrument.

If a child makes 5 consecutive errors on both the Simon Says and the Art Show and is from a Spanish-speaking background, he or she is administered the Peabody Picture Vocabulary Test-4 (PPVT-4) and is then routed to the Spanish-language assessment. A child who makes 5 consecutive errors on both the Simon Says and the Art Show and does not speak English or Spanish is administered only the PPVT-4 and is then routed out of the cognitive assessment and is just weighed and measured. Children who pass the screener and whose primary home language is not English receive the cognitive assessment battery in English.

All children, regardless of home language or performance on the Pre-LAS, receive the English receptive vocabulary measure, the PPVT-4. Children whose parents speak Spanish at home receive the receptive vocabulary component of the battery in English (PPVT-4) as well as in Spanish (TVIP), regardless of performance on the language screener. Finally, we create scores based on English and Spanish/Bilingual EOWPVT norms for children whose parents speak Spanish at home.

Tables B2, B3, B4, B5, B13 and B14 present the assessment scores of children who passed the language screener and took the assessment in English. Tables B6, B7, B8, and B9 present scores of those who failed the screener and took the assessment in Spanish. Thus, children from Spanish-speaking households who pass the language screener have their scores in the former tables. The latter tables include the scores of all other children from Spanish-speaking households. Table B10 presents a selection of scores for children, according to household language and performance on the language screener. All remaining tables include the scores of both children assessed in English and those assessed in Spanish. In addition, for the PPVT-4, scores are only reported for those who establish a basal.

Table B.2. Summary Statistics for FACES Direct Child Assessment — Raw Scores for Children Taking the Assessment in English: Fall 2009

Scales	Number of cases	Mean	SD	Reported response range	Possible response range
PPVT-4	2537	44.8	21.3	6 – 117	0 – 228
EOWPVT	2594	28.8	11.2	0 – 70	1 – 170
WJ III: Letter-Word Identification	2588	3.9	3.6	0 – 44	0 – 76
WJ III: Spelling	2595	4.6	2.7	0 – 15	0 – 59
WJ III: Applied Problems	2590	5.5	4.3	0 – 23	0 – 63
ECLS-B Counting[a]	2970	7.9	4.5	1 – 20	0 – 20

Source: Fall 2009 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

- Children in Head Start score in the middle range on the counting task (7.9 out of a possible 20) and on average can count up to 8 at the start of the program year.

[a] This score is a count of how high the child can count.

Table B.3. Summary Statistics for FACES Direct Child Assessment — Raw Scores by Age for Children Taking the Assessment in English: Fall 2009

	3-year-olds[a]					4-year-olds[a]				
Scales	Number of cases	Mean	SD	Reported response range	Possible response range	Number of cases	Mean	SD	Reported response range	Possible response range
PPVT-4	1459	38.2	17.9	7 – 103	0 – 228	917	54.7	22.1	6 – 117	0 – 228
EOWPVT	1507	25.5	10.3	0 – 64	1 – 170	922	34.0	10.4	3 – 70	1 – 170
WJ III: Letter-Word Identification	1499	3.1	2.9	0 – 15	0 – 76	926	5.0	4.1	0 – 44	0 – 76
WJ III: Spelling	1502	3.5	2.1	0 – 12	0 – 59	928	6.2	2.6	0 – 15	0 – 59
WJ III: Applied Problems	1500	4.0	3.5	0 – 16	0 – 63	926	7.9	4.3	0 – 23	0 – 63
ECLS-B Counting[b]	1435	7.2	4.0	1 – 20	1 – 20	914	9.9	4.7	1 – 20	1 – 20

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a] Age as of September 1, 2009.

[b] This score is a count of how high the child can count.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

- At the start of the program year, on average, 4-year-old children can count higher than 3-year-olds (9.9 versus 7.2 out of a possible 20).

Table B.4. Summary Statistics for FACES Direct Child Assessment — Standardized Scores for Children Taking the Assessment in English: Fall 2009

Scales	Number of cases	Reported response range	Possible response range	Mean (SD) Overall	SD	Bottom quartile	Top quartile
PPVT-4 Standard Score	2536	35 – 146	20 – 160	87.2	14.6	69.8	92.5
EOWPVT Standard Score	2565	45 – 133	45 – 145	81.6	14.7	63.1	87.8
WJ III: Letter-Word Identification Standard Score	2428	66 – 186	0 – 200	95.9	18.4	75.1	100.5
WJ III: Spelling Standard Score	2464	48 – 140	0 – 200	94.5	13.3	77.5	99.3
WJ III: Applied Problems Standard Score	2222	45 – 130	0 – 200	89.5	14.8	70.2	95.0
ECLS-B Math IRT Score	2563	3 – 18	0 – 22	6.9	2.7	3.8	7.5
ECLS-B Number/Shape Proficiency Probability Score	2563	0 – 1	0 – 1.00	0.28	0.29	0.02	0.30
Combined ECLS-B/WJ III Applied Problems IRT Score	2563	3 – 36	0 – 44	13.6	6.5	5.8	15.7
PPVT-4 Growth Score Value (GSV) Score	2537	54 – 151	12 – 271	100.4	17.3	78.5	106.5
WJ III: Letter-Word Identification W Ability Score	2428	276 – 480	n.a.	308.1	23.5	287.9	316.2
WJ III: Spelling W Ability Score	2464	287 – 432	n.a.	345.8	29.3	313.1	358.0
WJ III: Applied Problems W Ability Score	2222	332 – 453	n.a.	376.1	24.4	344.2	386.7

Source: Fall 2009 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

n.a. = not applicable.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. W ability scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, W ability scores are an indicator of absolute, rather than relative, performance. The WJ/WM W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W ability scores and can range from 12 to 271.

- Children entering Head Start for the first time in fall 2009 score below national norms on measures of language, literacy, and math development. They score approximately one standard deviation below national norms on English receptive vocabulary (87.2), two-thirds of a standard deviation below national norms on applied problems (89.5), and one-third of a standard deviation below national norms on letter-word identification (95.9) and early writing (94.5). Children also score more than one standard deviation below norms, on average, in the area of expressive vocabulary (81.6).

• On the ECLS-B math items, the FACES sample is performing about one standard deviation below the ECLS-B sample. For example, in the ECLS-B national sample, the average number/shape proficiency probability score was 0.63. Children in the FACES sample score in the low range on the number/shape proficiency probability (0.28 out of a possible 1.0). These scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percent of the population who have "mastered" this skill or skill set (e.g., .28 x 100 = 28 percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one. The ECLS-B preschool wave was intended to assess children in the fall, when most children would be about 48 through 57 months of age. However, the age at time of testing in the ECLS-B preschool wave ranged from approximately 3 years, 8 months to 5 years, 5 months (Chernoff et al. 2007). On average, the FACES children in the fall 2006 round were assessed earlier in the program year than the ECLS-B sample, and their ages ranged from approximately 2 years, 3 months to 6 years, 3 months.

• Diversity exists in the Head Start population. For example, mean standard scores for the highest quartile of children entering Head Start are at national averages in two areas: 100.5 in letter-word knowledge and 99.3 in early writing skills. However, in receptive vocabulary, children in the highest quartile score, on average, 92.5, about two-thirds of a standard deviation below national norms. The highest quartile scores, on average, nearly one standard deviation below national norms (87.8). Mean standard scores for the lowest quartile of Head Start children are at least one standard deviation below national averages (for example, 69.8 in receptive vocabulary and 77.5 in early writing skills).

Table B.5. Summary Statistics for FACES Direct Child Assessment — Standardized Scores by Age for Children Taking the Assessment in English: Fall 2009

	3-year-olds[a]			4-year-olds[a]		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score	1458	87.9	13.7	917	86.2	15.7
EOWPVT Standard Score	1481	81.7	15.0	922	81.3	14.1
WJ III: Letter-Word Identification Standard Score	1363	97.4	20.2	912	94.0	15.3
WJ III: Spelling Standard Score	1390	94.7	13.3	913	94.3	13.2
WJ III: Applied Problems Standard Score	1204	90.2	14.7	875	88.6	14.9
ECLS-B Math IRT Score	1474	11.1	5.3	926	17.2	6.4
ECLS-B Number/Shape Proficiency Probability Score	1474	0.17	0.20	926	0.44	0.31
Combined ECLS-B/WJ III Applied Problems IRT Score	1474	5.9	2.1	926	8.4	2.8
PPVT-4 Growth Score Value (GSV) Score	1459	95.1	15.4	917	108.3	17.0
WJ III: Letter-Word Identification W Ability Score	1363	303.1	21.1	912	315.0	24.8
WJ III: Spelling W Ability Score	1390	334.0	26.2	913	362.6	25.1
WJ III: Applied Problems W Ability Score	1204	367.2	22.4	875	387.4	22.1

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a] Age as of September 1, 2009.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. W ability scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, W ability scores are an indicator of absolute, rather than relative, performance. The WJ/WM W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W ability scores and can range from 12 to 271.

- Compared to same-age peers, newly entering 3-year-olds who took the assessment in English are performing closer to their same-age peers (nationally) than are entering 4-year-olds across several measures. For example, in the areas of English receptive vocabulary, letter-word knowledge, and applied problems, differences in relative performance favor younger Head Start children. The two groups score similarly relative to same-age peers in expressive vocabulary and early writing, however. Across measures reflecting absolute performance, such as W and IRT scores, 4-year-olds are outperforming 3-year-olds, indicating that absolute (rather than age-normed) performance of 4-year-olds exceeds that of 3-year-olds. In addition, on the ECLS-B math items, 4-year-olds outperform 3-year-olds. For example, 4-year-olds are more than twice as likely to have mastered the number/shape skill set (44 percent versus 17 percent).

Table B.6. Summary Statistics for FACES Direct Child Assessment — Raw Scores for Children Taking the Assessment in Spanish: Fall 2009

Scales	Number of cases	Mean	SD	Reported response range	Possible response range
PPVT-4 [a]	249	16.2	7.1	6 – 53	0 – 228
TVIP	486	10.3	8.7	0 – 44	0 – 82
EOWPVT [a]	508	18.1	9.5	0 – 50	1 – 170
WM III: Letter-Word Identification	509	1.5	1.6	0 – 11	0 – 76
WM III: Spelling	507	3.5	1.8	0 – 11	0 – 59
WM III: Applied Problems	502	3.6	3.2	0 – 14	0 – 63

Source: Fall 2009 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a] These scores are for children from Spanish-speaking households who failed the language screener and took the remainder of the assessment in Spanish.

Table B.7. Summary Statistics for FACES Direct Child Assessment — Raw Scores by Age for Children Taking the Assessment in Spanish: Fall 2009

	3-year-olds[a]					4-year-olds[a]				
Scales	Number of cases	Mean	SD	Reported response range	Possible response range	Number of cases	Mean	SD	Reported response range	Possible response range
PPVT-4 [b]	152	15.4	6.3	6 – 53	0 – 228	89	17.2	8.0	7 – 42	0 – 228
TVIP	308	7.8	6.7	0 – 34	0 – 82	156	14.8	10.0	2 – 44	0 – 82
EOWPVT [b]	325	15.3	8.6	0 – 42	1 – 170	160	23.3	8.8	1 – 50	1 – 170
WM III: Letter-Word Identification	322	1.2	1.4	0 – 9	0 – 76	164	2.0	1.9	0 – 11	0 – 76
WM III: Spelling	322	3.0	1.6	0 – 7	0 – 59	162	4.5	1.7	0 – 11	0 – 59
WM III: Applied Problems	316	2.8	2.6	0 – 12	0 – 63	164	5.1	3.6	0 – 14	0 – 63

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

[a] Age as of September 1, 2009.

[b] These scores are for children from Spanish-speaking households who failed the language screener and took the remainder of the assessment in Spanish.

Table B.8. Summary Statistics for FACES Direct Child Assessment — Standardized Scores for Children Taking the Assessment in Spanish: Fall 2009

Scales	Number of cases	Reported response range	Possible response range	Mean (SD)			
				Overall	SD	Bottom quartile	Top quartile
PPVT-4 Standard Score [a]	249	39 – 104	20 – 160	63.0	10.8	49.6	67.4
TVIP Standard Score	474	58 – 126	55 – 145	84.8	11.8	71.3	88.9
EOWPVT Standard Score [a, b]	485	45 – 108	45 – 145	66.4	12.8	50.7	70.5
EOWPVT-SBE Standard Score [b]	156	45 – 130	45 – 155	86.3	17.5	63.9	92.8
WM III: Letter-Word Identification Standard Score	274	66 – 117	0 – 200	81.2	11.8	69.5	85.0
WM III: Spelling Standard Score	443	56 – 118	0 – 200	90.5	10.5	76.8	95.3
WM III: Applied Problems Standard Score	381	31 – 124	0 – 200	82.9	13.8	65.0	88.6
PPVT-4 Growth Score Value (GSV) Score	249	54 – 108	12 – 271	73.0	9.4	62.5	76.1
WM III: Letter-Word Identification W Ability Score	476	264 – 340	n.a.	282.3	17.5	264.0	293.0
WM III: Spelling W Ability Score	475	277 – 389	n.a.	331.2	25.2	293.8	353.0
WM III: Applied Problems W Ability Score	472	318 – 415	n.a.	355.4	26.5	324.6	371.1

Source: Fall 2009 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a]These scores are for children from Spanish-speaking households who failed the language screener and took the remainder of the assessment in Spanish.

[b] The EOWPVT standard scores provide a measure of children's expressive vocabulary relative to young children in the U.S., while the EOWPVT-SBE standard scores reflect children's vocabulary skills relative to young Hispanic children nationally. EOWPVT-SBE standard scores are only available for children age 4 and older at assessment. In this table, we only report EOWPVT-SBE standard scores for children who entered the program at age 4.

n.a. = not applicable.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. W ability scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, W ability scores are an indicator of absolute, rather than relative, performance. The WJ/WM W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W ability scores and can range from 12 to 271.

- Like other Head Start children, children taking the assessment in Spanish score below norms on many measures of language, literacy, and math development. Head Start entrants assessed in Spanish score approximately one standard deviation below norms on receptive vocabulary in Spanish (84.8), two-thirds of a standard deviation below norms in early writing (90.5), and more than one standard deviation below norms on letter-word knowledge (81.2) and applied problems (82.9). Children also score more than two standard deviations below norms on average in expressive vocabulary relative to English-speaking peers (66.4), and approximately one standard deviation below norms in expressive vocabulary relative to Spanish-bilingual or Spanish-dominant peers (86.3).

• The skills of Head Start children who take the assessment in Spanish are less diverse than those of other Head Start children, and the top quartile of these children still score below norms across measures or domains. The mean standard scores for the lowest quartile of children are at least two standard deviations below norms across measures (range between 49.6 and 76.8), and in some instances their scores are approximately one standard deviation lower than the top quartile. These children also enter Head Start with skills that are behind those of those assessed in English. For example, they enter with English receptive vocabulary skills approximately 20 points lower than those of other children (63.0 versus 87.2).

Table B.9. Summary Statistics for FACES Direct Child Assessment — Standardized Scores by Age for Children Taking the Assessment in Spanish: Fall 2009

Scales	3-year-olds[a]			4-year-olds[a]		
	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score [b]	152	67.5	9.4	89	56.3	9.2
TVIP Standard Score	298	86.9	10.2	155	81.3	13.5
EOWPVT Standard Score [c]	303	66.3	12.7	160	66.7	13.0
EOWPVT-SBE Standard Score [b, c]	NA	NA	NA	156	86.3	17.5
WM III: Letter-Word Identification Standard Score	134	81.8	13.1	125	80.5	10.3
WM III: Spelling Standard Score	280	92.7	10.7	142	86.4	8.8
WM III: Applied Problems Standard Score	235	84.1	13.2	126	80.9	14.7
PPVT-4 Growth Score Value (GSV) Score	152	72.3	8.5	89	74.2	10.4
WM III: Letter-Word Identification W Ability Score	307	278.8	16.4	147	289.3	17.6
WM III: Spelling W Ability Score	308	324.6	25.1	145	345.0	18.9
WM III: Applied Problems W Ability Score	304	349.1	23.8	147	367.9	27.4

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a] Age as of September 1, 2009.

[b] These scores are for children from Spanish-speaking households who failed the language screener and took the remainder of the assessment in Spanish.

[c] The EOWPVT standard scores provide a measure of children's expressive vocabulary relative to young children in the U.S., while the EOWPVT-SBE standard scores reflect children's vocabulary skills relative to young Hispanic children nationally. EOWPVT-SBE standard scores are only available for children age 4 and older at assessment. In this table, we only report EOWPVT-SBE standard scores for children who entered the program at age 4.

NA = not available. We only report EOWPVT-SBE standard scores for children who entered the program at age 4.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. W ability scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, W ability scores are an indicator of absolute, rather than relative, performance. The WJ/WM W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W ability scores and can range from 12 to 271.

- Compared to same-age peers, newly entering 3-year-old children who took the assessment in Spanish are performing better than are newly entering 4-year-olds in domains of English and Spanish receptive vocabulary, early writing, and applied problems. They score similarly on measures of expressive vocabulary (relative to English-speaking peers) and letter-word knowledge.

- With the exception of English receptive vocabulary, W scores indicate that 4-year-old children who took the assessment in Spanish are outperforming their 3-year-old counterparts across domains. This indicates that absolute (rather than age-normed) performance of 4-year-olds exceeds that of 3-year-olds.

Table B.10. Summary Statistics for FACES Direct Child Assessment Measures — PPVT- 4, EOWPVT, EOWPVT- SBE, and TVIP Standard Scores by Child Assessment Language: Fall 2009

Scale	Number of cases	Mean	SD	Reported response range	Possible response range
			PPVT- 4 Standard Score [a]		
All children	2800	85.2	15.8	35 – 146	20 – 160
All children: English home language	2107	88.8	14.0	37 – 146	20 – 160
All dual language learner (DLL) children	693	71.5	14.4	35 – 120	20 – 160
DLL children passing language screener	429	77.1	13.8	35 – 120	20 – 160
Spanish home language	372	76.4	13.6	35 – 120	20 – 160
Other home language	57	82.2	14.2	51 – 118	20 – 160
DLL children failing language screener	264	63.3	11.0	39 – 104	20 – 160
Spanish home language	249	63.0	10.8	39 – 104	20 – 160
Other home language	15	!	!	! – !	20 – 160
			EOWPVT Standard Score [a, b]		
All children	3076	79.3	15.4	45 – 133	45 – 145
All children: English home language	2129	82.7	14.4	45 – 133	45 – 145
All DLL children	946	69.7	14.1	45 – 117	45 – 145
DLL children passing language screener	436	74.4	14.2	45 – 117	45 – 145
Spanish home language	381	75.0	13.9	45 – 114	45 – 145
Other home language	55	69.3	15.8	45 – 117	45 – 145
DLL children failing language screener	510	66.0	12.9	45 – 108	45 – 145
Spanish home language	485	66.4	12.8	45 – 108	45 – 145
Other home language	25	!	!	! – !	45 – 145
			EOWPVT- SBE Standard Score [b, c]		
All DLL children: Spanish home language	328	92.4	19.3	45 – 155	45 – 155
DLL children passing language screener: Spanish home language	172	98.3	19.1	45 – 155	45 – 155
DLL children failing language screener: Spanish home language	156	86.3	17.5	45 – 130	45 – 155
			TVIP Standard Score [c]		
All DLL children: Spanish home language	838	84.1	12.7	55 – 134	55 – 145
DLL children passing language screener: Spanish home language	364	83.1	13.8	55 – 134	55 – 145
DLL children failing language screener: Spanish home language	474	84.8	11.8	58 – 126	55 – 145

Source: Fall 2009 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a] Standard scores on this measure provide information on children's skills relative to English speaking peers nationally.

[b] The EOWPVT standard scores provide a measure of children's expressive vocabulary relative to young children in the U.S., while the EOWPVT-SBE standard scores reflect children's vocabulary skills relative to young Hispanic children nationally. EOWPVT-SBE standard scores are only available for children age 4 and older at assessment. In this table, we only report EOWPVT-SBE standard scores for children who entered the program at

[c] Standard scores on this measure provide information on children's skills relative to Spanish-dominant or Spanish-bilingual peers.

! Too few cases for a reliable estimate.

- Children from households where a language other than English is spoken enter Head Start with English receptive vocabulary skills (71.5) considerably behind those of children who come from households where English is the primary language spoken at home (88.8). As expected, children who are dual language learners and are unable to pass the language screener have the lowest scores. We see similar patterns in expressive vocabulary relative to English-speaking peers, with those unable to pass the language screener performing most poorly.

- When looking at children's expressive vocabulary relative to Spanish-dominant or Spanish-bilingual peers, those who are able to pass the language screener have stronger skills than those who do not pass the language screener. In fact, those passing the screener score near norms (98.3). Regardless of performance on the screener, both groups score closer to Spanish-bilingual norms than to English norms on expressive vocabulary. When examining children's Spanish receptive vocabulary skills, there are only small differences based on children's ability to pass the language screener. That is, both those who do and do not demonstrate enough English proficiency to be assessed in English have similar Spanish receptive vocabulary skills.

Table B.11. Summary Statistics for FACES Direct Child Assessment — Raw Scores by Gender for Children Taking the Assessment in English or Spanish: Fall 2009

	Girls			Boys		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4	1310	43.0	22.0	1307	42.0	21.8
TVIP [a]	408	11.3	9.5	406	10.8	9.4
EOWPVT	1457	27.3	11.5	1458	27.2	11.6
WJ III: Letter-Word Identification	1214	4.2	3.6	1212	3.6	3.6
WJ III: Spelling	1213	4.9	2.6	1218	4.3	2.7
WJ III: Applied Problems	1210	5.7	4.3	1217	5.3	4.3
ECLS-B Counting[b]	1404	8.3	4.5	1389	7.5	4.4
WM III: Letter-Word Identification	240	1.6	1.6	247	1.4	1.7
WM III: Spelling	241	3.8	1.5	244	3.3	1.9
WM III: Applied Problems	237	3.9	3.2	244	3.4	3.2

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a] These scores are for all children from Spanish-speaking households, regardless of whether the child passed or failed the language screener.

[b] This score is a count of how high the child can count.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Table B.12. Summary Statistics for FACES Direct Child Assessment — Standardized Scores by Gender for Children Taking the Assessment in English or Spanish: Fall 2009

	Girls			Boys		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score	1310	85.8	15.4	1306	84.9	16.0
TVIP Standard Score[a]	399	85.4	12.6	393	82.8	12.6
EOWPVT Standard Score [b]	1438	79.4	15.3	1429	79.4	15.4
EOWPVT-SBE Standard Score[a, b]	154	93.4	17.9	174	91.5	20.2
WJ III: Letter-Word Identification Standard Score	1153	97.3	18.4	1122	94.6	18.2
WJ III: Spelling Standard Score	1177	96.1	12.9	1126	92.9	13.5
WJ III: Applied Problems Standard Score	1050	90.6	14.2	1029	88.4	15.3
ECLS-B Math IRT Score	1438	6.8	2.6	1432	6.6	2.6
ECLS-B Number/Shape Proficiency Probability Score	1438	0.27	0.28	1432	0.25	0.28
Combined ECLS-B/WJ III Applied Problems IRT Score	1438	13.4	6.4	1432	12.8	6.4
WM III: Letter-Word Identification Standard Score	139	81.4	12.9	120	80.9	10.5
WM III: Spelling Standard Score	218	92.9	9.5	204	88.1	11.0
WM III: Applied Problems Standard Score	183	84.4	13.3	178	81.5	14.2
PPVT-4 Growth Score Value (GSV) Score	1310	98.7	18.3	1307	97.8	18.4
WJ III: Letter-Word Identification W Ability Score	1153	309.8	23.7	1122	306.4	23.1
WJ III: Spelling W Ability Score	1177	348.3	28.6	1126	343.2	29.9
WJ III: Applied Problems W Ability Score	1050	377.6	23.7	1029	374.6	25.0
WM III: Letter-Word Identification W Ability Score	226	284.0	18.0	229	280.5	16.9
WM III: Spelling W Ability Score	227	335.6	21.6	227	326.8	27.6
WM III: Applied Problems W Ability Score	224	357.3	26.4	228	353.4	26.6

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a]These scores are for all children from Spanish-speaking households, regardless of whether the child passed or failed the language screener.

[b] The EOWPVT standard scores provide a measure of children's expressive vocabulary relative to young children in the U.S., while the EOWPVT-SBE standard scores reflect children's vocabulary skills relative to young Hispanic children nationally. EOWPVT-SBE standard scores are only available for children age 4 and older at assessment. In this table, we only report EOWPVT-SBE standard scores for children who entered the program at age 4.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. W ability scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, W ability scores are an indicator of absolute, rather than relative, performance. The WJ/WM W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W ability scores and can range from 12 to 271.

- There are differences by child gender across several measures. Relative to same-age peers, newly entering girls who are assessed in English perform better on letter-word knowledge, early writing, and applied problems. Girls also are more likely to demonstrate number and shape skills. There are no gender differences in receptive or expressive vocabulary.

- There are two differences by gender on the Spanish assessments. Relative to same-age peers, newly entering girls taking the assessment in Spanish perform better than boys in early writing and applied problems.

Table B.13. Summary Statistics for FACES Direct Child Assessment — Raw Scores by Race/Ethnicity for Children Taking the Assessment in English or Spanish: Fall 2009

	White, Non-Hispanic			African American, Non-Hispanic			Hispanic/Latino			Other, Non-Hispanic		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4	573	51.3	22.8	932	41.8	19.4	895	34.5	21.3	214	49.3	20.8
EOWPVT	584	32.4	11.8	959	26.9	10.5	1149	24.0	11.2	219	29.4	11.2
WJ III: Letter-Word Identification	581	3.7	3.6	957	4.2	3.9	666	3.6	3.0	219	3.9	3.3
WJ III: Spelling	583	4.6	2.8	961	4.3	2.6	666	5.0	2.6	218	4.8	2.4
WJ III: Applied Problems	583	6.5	4.6	958	4.9	4.1	667	5.5	4.1	216	5.9	4.3
ECLS-B Counting [a]	556	8.0	4.6	930	8.7	4.6	1095	7.0	4.1	208	8.1	4.3
WM III: Letter-Word Identification	2	!	!	0	NA	NA	484	1.5	1.6	0	NA	NA
WM III: Spelling	2	!	!	0	NA	NA	482	3.5	1.8	0	NA	NA
WM III: Applied Problems	2	!	!	0	NA	NA	478	3.6	3.2	0	NA	NA

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a] This score is a count of how high the child can count.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

! Too few cases for a reliable estimate.

Table B.14. Summary Statistics for FACES Direct Child Assessment — Standardized Scores by Race/Ethnicity for Children Taking the Assessment in English or Spanish: Fall 2009

	White, Non-Hispanic			African American, Non-Hispanic			Hispanic/Latino			Other, Non-Hispanic		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score	573	92.5	14.9	932	85.6	12.8	894	77.6	16.9	214	90.9	12.4
EOWPVT Standard Score [a]	581	86.9	15	943	79.3	13.6	1123	73.8	15.1	216	82.8	14.0
EOWPVT-SBE Standard Score [a, b]	1	!	!	0	NA	NA	325	92.2	18.8	1	!	!
WJ III: Letter-Word Identification Standard Score	539	95.5	17.3	631	93.2	16.3	631	93.2	16.3	208	96.4	17.1
WJ III: Spelling Standard Score	555	94.7	13.8	896	93.3	13.6	637	95.6	12.8	212	96.3	11.2
WJ III: Applied Problems Standard Score	522	93.5	15.1	801	87.5	14.1	566	88	14.6	188	90.3	14.5
ECLS-B Math IRT Score	574	7.4	3	944	6.5	2.5	1134	6.3	2.4	214	7.1	2.7
ECLS-B Number/Shape Proficiency Probability Score	574	0.33	0.31	944	0.24	0.27	1134	0.21	0.25	214	0.31	0.29
Combined ECLS-B/WJ III Applied Problems IRT Score	574	14.8	7	1134	12.1	5.9	1134	12.1	5.9	214	14.2	6.5
WM III: Letter-Word Identification Standard Score	2	!	!	0	NA	NA	257	81.2	11.8	0	NA	NA
WM III: Spelling Standard Score	2	!	!	0	NA	NA	419	90.5	10.5	0	NA	NA
WM III: Applied Problems Standard Score	0	NA	NA	0	NA	NA	360	82.9	13.8	0	NA	NA
PPVT-4 Growth Score Value (GSV) Score	573	105.5	17.9	932	98.2	16.1	895	90.9	19	214	104.2	16.4
WJ III: Letter-Word Identification W Ability Score	539	307.4	23	894	309.9	25.4	631	305.9	21	208	308.5	21.9
WJ III: Spelling W Ability Score	555	345.2	30.7	896	342.3	29.7	637	351.3	27.5	212	348.1	26.4
WJ III: Applied Problems W Ability Score	522	380.7	25.2	801	372.5	23.9	566	376.3	22.9	188	376.7	25.6
WM III: Letter-Word Identification W Ability Score	2	!	!	0	NA	NA	452	282.30	17.54	0	NA	NA
WM III: Spelling W Ability Score	2	!	!	0	NA	NA	451	331.16	25.21	0	NA	NA
WM III: Applied Problems W Ability Score	2	!	!	0	NA	NA	449	355.40	26.55	0	NA	NA

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a] The EOWPVT standard scores provide a measure of children's expressive vocabulary relative to young children in the U.S., while the EOWPVT-SBE standard scores reflect children's vocabulary skills relative to young Hispanic children nationally. EOWPVT-SBE standard scores are only available for children age 4 and older at assessment. In this table, we only report EOWPVT-SBE standard scores for children who entered the program at age 4.

[b] These scores are for all children from Spanish-speaking households, regardless of whether the child passed or failed the language screener.

! Too few cases for a reliable estimate.

NA = not available.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. W ability scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, W ability scores are an indicator of absolute, rather than relative, performance. The WJ/WM W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W ability scores and can range from 12 to 271.

• There are differences by child race/ethnicity in children's standard scores. For example, newly entering White children assessed in English score higher on applied problems than do African American and Hispanic/Latino children. While they also score closer to norms than do African American children in English receptive vocabulary, expressive vocabulary (relative to English-speaking peers), letter-word knowledge, ECLS-B math, and ECLS-B number/shape proficiency, both of these groups of children score closer to norms than Hispanic/Latino children across these areas. African American children score lower than Hispanic/Latino children in early writing.

Table B.15. Summary Statistics for FACES Direct Child Assessment — Raw Scores by Number of Family Risks for Children Taking the Assessment in English or Spanish: Fall 2009

	0 risks			1 risk			2 or more risks		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4	369	47.8	22.4	846	44.1	22.2	1199	38.9	20.8
TVIP [a]	86	9.7	9.5	242	11.8	10.5	462	10.9	8.7
EOWPVT	391	29.6	12.1	943	28.5	11.5	1370	25.5	11.2
WJ III: Letter-Word Identification	346	4.2	3.6	793	4.3	3.8	1082	3.5	3.3
WJ III: Spelling	347	4.6	2.9	796	4.7	2.6	1083	4.5	2.6
WJ III: Applied Problems	344	6.1	4.3	798	5.8	4.2	1080	5.2	4.3
ECLS-B Counting [b]	375	8.3	4.6	906	8.2	4.6	1309	7.6	4.3
WM III: Letter-Word Identification	46	1.7	2.2	144	1.6	1.7	288	1.4	1.5
WM III: Spelling	46	3.1	1.9	144	3.6	2.0	286	3.6	1.6
WM III: Applied Problems	46	2.8	3.5	144	4.2	3.4	283	3.5	3.1

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a] These scores are for all children from Spanish-speaking households, regardless of whether the child passed or failed the language screener.

[b] This score is a count of how high the child can count.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Number of family risks is based on three family characteristics: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

The TVIP and Woodcock Muñoz scores within this table are based on different groups of children. TVIP scores include all children from Spanish-speaking households, regardless of whether the child passed or failed the English language screener. Woodcock Muñoz scores include only children from Spanish-speaking households who failed the language screener.

Table B.16. Summary Statistics for FACES Direct Child Assessment — Standardized Scores by Number of Family Risks for Children Taking the Assessment in English or Spanish: Fall 2009

	0 risks			1 risk			2 or more risks		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score	369	90.6	14.9	845	86.7	15.8	1199	82.3	15.4
TVIP Standard Score [a]	83	82.9	13.2	234	85.6	13.5	452	83.7	12.0
EOWPVT Standard Score[b]	383	83.9	15.3	929	81.3	15.3	1348	76.6	15.1
EOWPVT-SBE Standard Score [a, b]	29	104.7	19.8	93	95.8	19.5	194	88.4	17.5
WJ III: Letter-Word Identification Standard Score	333	98.8	19.1	752	98.1	19.4	1003	93.8	17.4
WJ III: Spelling Standard Score	327	96.4	14.1	756	95.2	13.3	1032	93.6	12.8
WJ III: Applied Problems Standard Score	308	92.3	14.7	690	90.5	14.9	904	88.1	14.7
WM III: Letter-Word Identification Standard Score	22	!	!	81	82.5	10.8	153	80.8	12.2
WM III: Spelling Standard Score	37	88.7	10.4	126	92.1	9.3	252	90.1	10.9
WM III: Applied Problems Standard Score	29!	79.9	15.9	117	85.4	14.2	210	82.1	13.3
PPVT-4 Growth Score Value (GSV) Score	369	102.8	17.8	846	99.5	18.4	1199	95.2	17.9
WJ III: Letter-Word Identification W Ability Score	333	310.1	23.4	752	310.3	24.4	1003	305.8	22.3
WJ III: Spelling W Ability Score	327	347.3	30.4	756	346.6	28.8	1032	344.6	28.9
WJ III: Applied Problems W Ability Score	308	378.2	24.6	690	377.1	23.6	904	374.7	24.5
WM III: Letter-Word Identification W Ability Score	43	280.1	17.4	136	283.5	17.2	268	282.1	17.7
WM III: Spelling W Ability Score	43	322.3	28.2	136	332.4	26.4	267	331.9	23.9
WM III: Applied Problems W Ability Score	43	344.9	27.2	136	360.1	26.8	266	354.7	25.9
ECLS-B Math IRT Score	383	7.2	2.7	931	6.8	2.6	1351	6.4	2.5
ECLS-B Number/Shape Proficiency Probability Score	383	14.3	6.6	931	13.5	6.4	1351	12.4	6.2
Combined ECLS-B/WJ III Applied Problems IRT Score	383	0.31	0.30	931	0.28	0.28	1351	0.23	0.26

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a] These scores are for all children from Spanish-speaking households, regardless of whether the child passed or failed the language screener.

[b] The EOWPVT standard scores provide a measure of children's expressive vocabulary relative to young children in the U.S., while the EOWPVT-SBE standard scores reflect children's vocabulary skills relative to young Hispanic children nationally. EOWPVT-SBE standard scores are only available for children age 4 and older at assessment. In this table, we only report EOWPVT-SBE standard scores for children who entered the program at age 4.

! Too few cases for a reliable estimate.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. W ability scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, W ability scores are an indicator of absolute, rather than relative, performance. The WJ/WM W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W ability scores and can range from 12 to 271.

Number of family risks is based on three family characteristics: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

The TVIP and Woodcock Muñoz scores within this table are based on different groups of children. TVIP scores include all children from Spanish-speaking households, regardless of whether the child passed or failed the English language screener. Woodcock Muñoz scores include only children from Spanish-speaking households who failed the language screener.

- There are differences by number of family risks in children's standardized scores, favoring children with fewer risks. For example, children with no or one family risk score closer to norms in English receptive vocabulary than do children with two or more risks. They also score better in expressive vocabulary relative to English-speaking peers and expressive vocabulary relative to Spanish-bilingual or Spanish-dominant peers than do children with two or more risks. Those with no family risks score better than those with one or more risks in letter-word knowledge, ECLS-B math, ECLS-B number/shape proficiency, and the combined ECLS-B/WJ III math.

- With the exception of early writing and applied problems, differences by number of family risks are not present among children taking the assessment in Spanish. In both areas, differences favor children with fewer risks.

Table B.17. Summary Statistics for FACES Direct Child Assessment — Standardized Scores by Federal Poverty Level for Children Taking the Assessment in English or Spanish: Fall 2009

	Below Federal Poverty Threshold			Above Federal Poverty Threshold		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score	1600	83.6	15.7	1016	88.0	15.4
TVIP Standard Score[a]	561	84.3	12.3	231	83.5	13.7
EOWPVT Standard Score[b]	1791	77.8	15.3	1076	82.2	15.0
EOWPVT-SBE Standard Score[a, b]	242	91.2	18.3	86	95.7	21.4
WJ III: Letter-Word Identification Standard Score	1363	94.7	17.6	912	97.9	19.3
WJ III: Spelling Standard Score	1391	94.3	13.1	912	95.0	13.7
WJ III: Applied Problems Standard Score	1244	88.5	14.9	835	91.1	14.4
ECLS–B Math IRT Score	1789	6.5	2.6	1081	7.01	2.68
ECLS–B Number/Shape Proficiency Probability Score	1789	0.24	0.27	1081	0.29	0.29
Combined ECLS-B/WJ III Applied Problems IRT Score	1789	12.6	6.3	1081	13.92	6.47
WM III: Letter-Word Identification Standard Score	190	81.0	11.8	69	81.7	12.0
WM III: Spelling Standard Score	308	90.5	10.8	114	90.7	9.8
WM III: Applied Problems Standard Score	260	82.6	13.4	101	84.1	14.8
PPVT-4 Growth Score Value (GSV) Score	1601	96.6	18.2	1016	100.9	18.4
WJ III: Letter-Word Identification W Ability Score	1363	306.8	22.9	912	310.2	24.2
WJ III: Spelling W Ability Score	1391	345.4	28.9	912	346.5	30.0
WJ III: Applied Problems W Ability Score	1244	374.8	24.5	835	378.1	24.1
WM III: Letter-Word Identification W Ability Score	333	282.3	17.8	122	282.1	16.7
WM III: Spelling W Ability Score	331	331.6	25.2	123	329.7	25.3
WM III: Applied Problems W Ability Score	328	354.9	26.5	124	356.4	26.9

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]These scores are for all children from Spanish-speaking households, regardless of whether the child passed or failed the language screener.

[b]The EOWPVT standard scores provide a measure of children's English expressive vocabulary relative to young children in the U.S., while the EOWPVT-SBE standard scores reflect children's bilingual (English and Spanish) vocabulary skills relative to young Hispanic children nationally. EOWPVT-SBE standard scores are only available for children age 4 and older at assessment. In this table, we only report EOWPVT-SBE standard scores for children who entered the program at age 4.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. W ability scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, W ability scores are an indicator of absolute, rather than relative, performance. The WJ/WM W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W ability scores and can range from 12 to 271.

- There are differences by poverty status in children's standardized scores, favoring children above the poverty line. For example, children with household incomes above the poverty line score closer to norms in English receptive vocabulary than do children below the poverty line. They also score better in expressive vocabulary relative to English-speaking peers than do children living below the poverty line. Non-poor children score better than poor children in letter-word knowledge, ECLS-B math, ECLS-B number/shape proficiency, and the combined ECLS-B/WJ III math.

- There are no differences by household poverty status among children taking the assessment in Spanish.

Table B.18. Summary Statistics for FACES Direct Child Assessment — Standardized Scores by Early Head Start Participation for Children Taking the Assessment in English or Spanish: Fall 2009

	Participated in Early Head Start			Did Not Participate in Early Head Start		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score	351	87.0	14.9	2244	85.1	15.8
TVIP Standard Score[a]	61	85.6	13.0	717	84.0	12.7
EOWPVT Standard Score[b]	362	81.4	15.5	2480	79.2	15.3
EOWPVT-SBE Standard Score[a, b]	20	!	!	300	91.9	19.2
WJ III: Letter-Word Identification Standard Score	309	98.0	19.7	1949	95.6	18.1
WJ III: Spelling Standard Score	316	94.2	12.6	1971	94.6	13.4
WJ III: Applied Problems Standard Score	281	91.0	15.2	1785	89.3	14.7
ECLS–B Math IRT Score	365	6.8	2.8	2479	6.67	2.61
ECLS–B Number/Shape Proficiency Probability Score	365	0.27	0.29	2479	0.26	0.28
Combined ECLS-B/WJ III Applied Problems IRT Score	365	13.3	6.7	2479	13.06	6.35
WM III: Letter-Word Identification Standard Score	10	!	!	246	81.3	11.9
WM III: Spelling Standard Score	25	!	!	389	90.6	10.5
WM III: Applied Problems Standard Score	20	!	!	333	83.1	14.0
PPVT-4 Growth Score Value (GSV) Score	352	98.9	17.9	2244	98.1	18.4
WJ III: Letter-Word Identification W Ability Score	309	310.2	25.1	1949	307.7	23.2
WJ III: Spelling W Ability Score	316	343.3	28.5	1971	346.2	29.5
WJ III: Applied Problems W Ability Score	281	376.8	25.0	1785	376.0	24.3
WM III: Letter-Word Identification W Ability Score	30	!	!	417	282.9	17.6
WM III: Spelling W Ability Score	29	!	!	417	331.6	24.9
WM III: Applied Problems W Ability Score	29	!	!	415	356.1	26.4

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

[a]These scores are for all children from Spanish-speaking households, regardless of whether the child passed or failed the language screener.

[b]The EOWPVT standard scores provide a measure of children's English expressive vocabulary relative to young children in the U.S., while the EOWPVT-SBE standard scores reflect children's bilingual (English and Spanish) vocabulary skills relative to young Hispanic children nationally. EOWPVT-SBE standard scores are only available for children age 4 and older at assessment. In this table, we only report EOWPVT-SBE standard scores for children who entered the program at age 4.

! Too few cases for a reliable estimate.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. W ability scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, W ability scores are an indicator of absolute, rather than relative, performance. The WJ/WM W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W ability scores and can range from 12 to 271.

- There are few differences in children's standardized scores by participation in Early Head Start, with differences favoring children who attended the program. For example, children who participated in Early Head Start score closer to norms in English receptive vocabulary than do children who did not attend the program. They also score better in expressive vocabulary relative to English-speaking peers than do those who did not attend Early Head Start.

- There are no differences by participation in Early Head Start among children taking the assessment in Spanish.

Table B.19. Reliability of FACES Parent Interview and Teacher Child Report Measures: Fall 2009

Scales	Total sample		
	Number of items	Number of cases	Cronbach alphas
Child Literacy Behaviors (Teacher Child Report)	5	3252	0.73
Emergent Literacy Scale (Parent Interview)	5	3119	0.63

Source: Fall 2009 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Head Start teachers and parents are asked to indicate whether and the extent to which children demonstrate certain abilites that are associated with literacy, including their prereading and early writing skills. Composites reflecting the child's sum score on these items are created. Teachers and parents respond to slightly different items, with possible response ranges being 0 to 7 for teacher scores and 0 to 5 for parent scores.

Table B.20. Summary Statistics for Parent Interview and Teacher Child Report Measures: Fall 2009

Scales	Number of cases	Mean	SD	Reported response range	Possible response range
Child Literacy Behaviors (Teacher Child Report)	3252	2.7	1.8	0 – 7	0 – 7
Emergent Literacy Scale (Parent Interview)	3119	2.4	1.6	0 – 5	0 – 5

Source: Fall 2009 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Head Start teachers and parents are asked to indicate whether and the extent to which children demonstrate certain abilites that are associated with literacy, including their prereading and early writing skills. Composites reflecting the child's sum score on these items are created. Teachers and parents respond to slightly different items, with possible response ranges being 0 to 7 for teacher scores and 0 to 5 for parent scores.

- On average, both parents and teachers report that entering children demonstrate between two and three of five early writing, language, and math skills.

Table B.21. Summary Statistics for Parent Interview and Teacher Child Report Measures by Age: Fall 2009

	3-year-olds[a]				4-year-olds[a]			
Scales	Number of cases	Mean	SD	Reported response range	Number of cases	Mean	SD	Reported response range
Child Literacy Behaviors (Teacher Child Report)	1906	2.2	1.6	0 – 7	1122	3.5	1.9	0 – 7
Emergent Literacy Scale (Parent Interview)	1970	2.0	1.4	0 – 5	1148	2.9	1.5	0 – 5

Source: Fall 2009 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a]Age as of September 1, 2009.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Head Start teachers and parents are asked to indicate whether and the extent to which children demonstrate certain abilites that are associated with literacy, including their prereading and early writing skills. Composites reflecting the child's sum score on these items are created. Teachers and parents respond to slightly different items, with possible response ranges being 0 to 7 for teacher scores and 0 to 5 for parent scores.

- Parents and teachers report that newly entering 4-year-olds have more emergent literacy skills than newly entering 3-year-olds.

Table B.22. Summary Statistics for Parent Interview and Teacher Child Report Measures by Gender: Fall 2009

	Girls			Boys		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD
Child Literacy Behaviors (Teacher Child Report)	1502	2.9	1.8	1527	2.5	1.8
Emergent Literacy Scale (Parent Interview)	1552	2.6	1.6	1567	2.2	1.5

Source: Fall 2009 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Head Start teachers and parents are asked to indicate whether and the extent to which children demonstrate certain abilites that are associated with literacy, including their prereading and early writing skills. Composites reflecting the child's sum score on these items are created. Teachers and parents respond to slightly different items, with possible response ranges being 0 to 7 for teacher scores and 0 to 5 for parent scores.

- Parents and teachers report that girls have more emergent literacy skills than boys.

Table B.23. Summary Statistics for Parent Interview and Teacher Child Report Measures by Race/Ethnicity: Fall 2009

	White, Non-Hispanic			African American, Non-Hispanic			Hispanic/Latino			Other, Non-Hispanic		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD
Child Literacy Behaviors (Teacher Child Report)	638	2.7	1.8	943	2.8	1.9	1211	2.7	1.8	233	2.7	1.9
Emergent Literacy Scale (Parent Interview)	646	2.4	1.5	992	2.6	1.6	1240	2.1	1.5	237	2.4	1.5

Source: Fall 2009 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Head Start teachers and parents are asked to indicate whether and the extent to which children demonstrate certain abilites that are associated with literacy, including their prereading and early writing skills. Composites reflecting the child's sum score on these items are created. Teachers and parents respond to slightly different items, with possible response ranges being 0 to 7 for teacher scores and 0 to 5 for parent scores.

- Teachers do not report differences in children's emergent literacy skills by race/ethnicity.

- Parents of African American and White children report more emergent literacy skills than do parents of Hispanic/Latino children.

Table B.24. Summary Statistics for Parent Interview and Teacher Child Report Measures by Number of Family Risks: Fall 2009

	0 risks			1 risk			2 or more risks		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD
Child Literacy Behaviors (Teacher Child Report)	415	3.0	2.0	976	2.9	1.9	1419	2.6	1.7
Emergent Literacy Scale (Parent Interview)	423	2.6	1.5	1002	2.5	1.6	1469	2.2	1.5

Source: Fall 2009 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Number of family risks is based on three family characteristics: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

Head Start teachers and parents are asked to indicate whether and the extent to which children demonstrate certain abilites that are associated with literacy, including their prereading and early writing skills. Composites reflecting the child's sum score on these items are created. Teachers and parents respond to slightly different items, with possible response ranges being 0 to 7 for teacher scores and 0 to 5 for parent scores.

- Parents and teachers of children with two or more risks report them as having fewer emergent literacy skills than children with one or no risks.

SECTION B2

CHILD COGNITIVE DEVELOPMENT: FALL 2000–2009

Table B.25. Language of Assessment for Children at Baseline: Fall 2000 – 2009

Scales	Percent of Children			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Assessed in English	84.0	87.7	87.8	84.7
Assessed in Spanish	16.0	12.3	11.7	14.7
Received abbreviated assessment[a]	NA	NA	0.5	0.6

Source: Fall 2000, 2003, 2006, 2009 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year. All reported differences are statistically significant at the .05 level.

[a] In FACES 2006 and 2009, children who were from homes where a language other than English or Spanish was spoken and who did not meet the threshold on the language screener received an abbreviated version of the assessment. These children were administered the PPVT-4 and then had their height and weight measurements taken.

NA = not available. In FACES 2000, all children were assessed either in English or Spanish, including those from Other language households, if possible. In FACES 2003, children who could not be assessed in English or Spanish were not assessed and are not included in the calculation of the percent of children assessed in English or Spanish.

- Across cohorts, most children are assessed in English at Head Start entry. Between 12 and 16 percent are assessed in Spanish. Very small numbers in the FACES 2006 and 2009 cohorts speak a language other than English or Spanish and cannot be assessed in English or Spanish (less than 1 percent).

Table B.26. FACES Direct Child Assessment Standardized Scores[a] for 3- and 4- Year- Old Children Taking the Assessment in English: Fall 2000 – 2009

	Mean			
Scales	Fall 2000	Fall 2003	Fall 2006	Fall 2009
PPVT Standard Score	85.1	85.1	85.4	87.2
WJ: Letter-Word Identification Standard Score	NA	92.8	93.9	95.9
WJ: Dictation/Spelling Standard Score	NA	93.4	95.0	94.5
WJ: Applied Problems Standard Score	NA	88.8	89.8	89.5
ECLS-B Math IRT Score	NA	NA	7.4	6.9
ECLS-B Number/Shape Proficiency Probability Score	NA	NA	0.25	0.28
Combined ECLS-B/WJ III Applied Problems IRT Score	NA	NA	14.0	13.6
WJ: Letter-Word Identification W Ability Score	NA	305.5	304.7	308.1
WJ: Dictation/Spelling W Ability Score	NA	346.8	345.0	345.8
WJ: Applied Problems W Ability Score	NA	376.2	374.8	376.1

Source: Fall 2000, 2003, 2006, 2009 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year. All reported differences are statistically significant at the .05 level.

[a] In FACES 2006 and 2009, the fourth edition of the PPVT was administered to children. The third edition of the PPVT was administered in earlier cohorts. Similarly, the third edition of the Woodcock-Johnson Tests of Achievement was administered to children in FACES 2006 and 2009, while the revised edition was administered to children in FACES 2000. A hybrid of the third and revised editions was administered in FACES 2003. A third edition score, derived from this hybrid, is reported here.

NA = not available or administered. Unlike in other cohorts, in FACES 2000, the Woodcock-Johnson Tests of Achievement were only administered to children age 4 and older. Scores for this cohort are only for children who are age 4 and older. ECLS-B math items were not administered in FACES 2000 or 2003.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. W scores allow for measurement of change or growth in performance on the same scale over time. W scores are an indicator of absolute, rather than relative, performance.

- Children score lowest in the areas of receptive vocabulary and applied problems at the beginning of the program year. They score closer to norms in letter-word knowledge and early writing. In their entering receptive vocabulary and letter-word knowledge, children move closer to norms between fall 2003 and 2009. It is important to keep in mind that the norming sample for measures differs depending on the FACES cohort of interest.

- In terms of absolute skills, as measured by W scores, children have similar early writing and applied problems skills in fall 2003, 2006, and 2009. Children's entering letter-word scores are higher in fall 2009 than in 2003, although these differences are small.

Table B.27. FACES Direct Child Assessment Standardized Scores[a] for 4- Year- Old Children Taking the Assessment in English: Fall 2000 – 2009

	Mean			
Scales	Fall 2000	Fall 2003	Fall 2006	Fall 2009
PPVT Standard Score	88.7	85.1	83.8	86.2
WJ: Letter-Word Identification Standard Score	91.5	92.0	91.7	94.0
WJ: Dictation/Spelling Standard Score	85.4	91.1	90.1	94.3
WJ: Applied Problems Standard Score	87.6	89.3	85.0	88.6
ECLS-B Math IRT Score	NA	NA	9.0	8.4
ECLS-B Number/Shape Proficiency Probability Score	NA	NA	0.40	0.44
Combined ECLS-B/WJ III Applied Problems IRT Score	NA	NA	17.7	17.2
WJ: Letter-Word Identification W Ability Score	357.6	312.8	310.8	315.0
WJ: Dictation/Spelling W Ability Score	352.9	358.6	353.8	362.6
WJ: Applied Problems W Ability Score	404.2	389.7	381.3	387.4

Source: Fall 2000, 2003, 2006, 2009 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year. All reported differences are statistically significant at the .05 level.

[a] In FACES 2006 and 2009, the fourth edition of the PPVT was administered to children. The third edition of the PPVT was administered in earlier cohorts. Similarly, the third edition of the Woodcock-Johnson Tests of Achievementwas administered to children in FACES 2006 and 2009, while the revised edition was administered to children in FACES 2000. A hybrid of the third and revised editions was administered in FACES 2003. A third edition score, derived from this hybrid, is reported here. Unlike in other cohorts, in FACES 2000, the Woodcock-Johnson Tests of Achievement were only administered to children age 4 and older. Scores for this cohort are only for children who are age 4 and older.

NA = not available. ECLS-B math items were not administered in FACES 2000 or 2003.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. W scores allow for measurement of change or growth in performance on the same scale over time. W scores are an indicator of absolute, rather than relative, performance.

- Across cohorts, 4-year-old children entering Head Start for the first time score below national norms on measures of language, literacy, and math development. They score approximately one standard deviation below national norms on receptive vocabulary (88.7, 85.1, 83.8, and 86.2 in 2000, 2003, 2006, and 2009, respectively) and two-thirds of a standard deviation below national norms on applied problems (87.6, 89.3, 85.0, and 88.6 in 2000, 2003, 2006, and 2009, respectively) and letter-word identification (91.5, 92.0, 91.7, and 94.0 in 2000, 2003, 2006, and 2009, respectively). More recent cohorts (2003, 2006, 2009) score about one-third of a standard deviation below norms in early writing (91.1, 90.1, and 94.3, respectively), while those who entered Head Start in 2000 score about one standard deviation below norms in this area (85.4).

- With the exception of FACES 2000, children typically score lowest in the areas of receptive vocabulary and applied problems at the beginning of the program year. They score closer to norms in letter-word knowledge and early writing; however, the latter pattern does not hold for children in FACES 2000. In their entering letter-word knowledge, early writing, and applied problems skills, children move closer to norms between fall 2000 and 2009. It is important to keep in mind that the norming sample for measures differs depending on the FACES cohort of interest.

- In terms of absolute skills, as measured by W scores, children have similar letter-word, early writing, and applied problems skills in fall 2003, 2006, and 2009, but these scores are markedly lower than those of children entering the program in fall 2000. Again, the version of the measures used differs depending on the FACES cohort of interest.

SECTION C1

CHILD SOCIAL-EMOTIONAL DEVELOPMENT: FALL 2009

Table C.1. Reliability of FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating Measures: Fall 2009

Scales	Total sample		
	Number of items	Number of cases	Cronbach alphas
Direct Child Assessment			
Pencil Tapping (4-year-olds only) [a]	17	1076	0.88
Teacher Child Report			
Social Skills	12	3027	0.89
Total Behavior Problems	13	3028	0.88
Aggressive Behavior	4	3028	0.85
Hyperactive Behavior	6	3028	0.76
Withdrawn Behavior	6	3028	0.73
ECLS-K Approaches to Learning	6	3027	0.91
Parent Interview			
Social Skills/Positive Approaches to Learning	8	3111	0.68
Total Behavior Problems	12	3106	0.72
Assessor Rating			
Leiter Cognitive/Social Raw Score	4	2943	0.90
Leiter Cognitive/Social Standard Score [b]	4	2943	0.90
Attention	10	2943	0.97
Organization/Impulse Control	8	2943	0.94
Activity Level	4	2943	0.92
Sociability	5	2943	0.92

Source: Fall 2009 FACES Direct Child Assessment, Parent Interview, Teacher Child Report, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a] In the Pencil Tapping task, children are asked to inhibit the natural response to imitate the adult assessor exactly (or to tap repeatedly) and instead to keep in mind that the rule is to do the opposite of what the assessor does. Reported scores reflect the percentage of times the child tapped correctly. They can take on any value from zero to 100, with higher scores indicating better skills on the task. The task is only administered to children age 4 and older at the time of the direct assessment.

[b] This standard score has a mean of 100 and a standard deviation of 15.

Table C.2. Summary Statistics for FACES Teacher Child Report, Parent Interview, and Assessor Rating Measures: Fall 2009

Scales	Number of cases	Mean	SE	Reported response range	Possible response range
Teacher Child Report					
Social Skills	3027	15.0	0.2	0 – 24	0 – 24
Total Behavior Problems	3028	5.3	0.2	0 – 29	0 – 36
Aggressive Behavior	3028	1.5	0.1	0 – 8	0 – 8
Hyperactive Behavior	3028	1.4	0.1	0 – 6	0 – 12
Withdrawn Behavior	3028	1.5	0.1	0 – 12	0 – 12
ECLS-K Approaches to Learning	3027	1.6	0.0	0 – 3	0 – 3
Parent Interview					
Social Skills/Positive Approaches to Learning	3111	12.0	0.1	3 – 16	0 – 16
Total Behavior Problems	3106	5.4	0.1	0 – 24	0 – 24
Assessor Rating					
Leiter Cognitive/Social Raw Score	2943	51.4	0.8	0 – 81	0 – 81
Leiter Cognitive/Social Standard Score [a]	2943	87.1	0.7	40 – 126	40 – 126
Attention	2943	18.3	0.3	0 – 30	0 – 30
Organization/Impulse Control	2943	14.5	0.3	0 – 24	0 – 24
Activity Level	2943	7.4	0.1	0 – 12	0 – 12
Sociability	2943	11.2	0.2	0 – 15	0 – 15

Source: Fall 2009 FACES Direct Child Assessment, Parent Interview, Teacher Child Report, and Assessor

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

[a] This standard score has a mean of 100 and a standard deviation of 15.

Table C.3. Summary Statistics for FACES Teacher Child Report, Parent Interview, and Assessor Rating Measures by Age: Fall 2009

Scales	3-year-olds[a] Number of cases	Mean	SE	Reported response range	4-year-olds[a] Number of cases	Mean	SE	Reported response range	Possible response range
Teacher Child Report									
Social Skills	1906	14.2	0.2	0 – 24	1120	16.1	0.2	0 – 24	0 – 24
Total Behavior Problems	1905	5.6	0.2	0 – 26	1122	4.7	0.2	0 – 29	0 – 36
Aggressive Behavior	1905	1.6	0.1	0 – 8	1122	1.4	0.1	0 – 8	0 – 8
Hyperactive Behavior	1905	1.5	0.1	0 – 6	1122	1.3	0.1	0 – 6	0 – 12
Withdrawn Behavior	1905	1.5	0.1	0 – 10	1122	1.4	0.1	0 – 12	0 – 12
ECLS-K Approaches to Learning	1905	1.5	0.0	0 – 3	1121	1.7	0.1	0 – 3	0 – 3
Parent Interview									
Social Skills/Positive Approaches to Learning	1964	11.9	0.1	3 – 16	1146	12.2	0.1	3 – 16	0 – 16
Total Behavior Problems	1962	5.3	0.1	0 – 24	1143	5.7	0.2	0 – 19	0 – 24
Assessor Rating									
Leiter Cognitive/Social Raw Score	1848	48.0	0.9	0 – 81	1095	56.7	1.0	0 – 81	0 – 81
Leiter Cognitive/Social Standard Score [b]	1848	86.3	0.8	40 – 126	1095	88.3	0.9	40 – 124	40 – 126
Attention	1848	16.9	0.3	0 – 30	1095	20.5	0.4	0 – 30	0 – 30
Organization/Impulse Control	1848	13.4	0.3	0 – 24	1095	16.1	0.4	0 – 24	0 – 24
Activity Level	1848	7.0	0.2	0 – 12	1095	8.1	0.2	0 – 12	0 – 12
Sociability	1848	10.7	0.2	0 – 15	1095	12.0	0.2	0 – 15	0 – 15

Source: Fall 2009 FACES Direct Assessment, Parent Interview, Teacher Child Report, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

NA = not available.

[a]Age as of September 1, 2009.

[b] This standard score has a mean of 100 and a standard deviation of 15.

- Teachers report that 4-year-olds have more social skills and fewer total problem behaviors than 3-year-olds.
- Teachers report that 4-year-olds have more advanced approaches to learning than 3-year-olds.
- Parents rate 4-year-olds as having more social skills than 3-year-olds.
- Based on the child's behavior during the direct assessment, assessors rate 4-year-olds as demonstrating better social/cognitive skills than 3-year-olds.

Table C.4. Summary Statistics for FACES Teacher Child Report, Parent Interview, and Assessor Rating Measures by Gender: Fall 2009

	Girls				Boys				
Scales	Number of cases	Mean	SE	Reported response range	Number of cases	Mean	SE	Reported response range	Possible response range
Teacher Child Report									
Social Skills	1501	15.9	0.2	0 – 24	1526	14.0	0.2	0 – 24	0 – 24
Total Behavior Problems	1502	4.1	0.2	0 – 25	1526	6.4	0.3	0 – 29	0 – 36
Aggressive Behavior	1502	1.1	0.1	0 – 8	1526	2.0	0.1	0 – 8	0 – 8
Hyperactive Behavior	1502	1.1	0.1	0 – 6	1526	1.8	0.1	0 – 6	0 – 12
Withdrawn Behavior	1502	1.3	0.1	0 – 9	1526	1.6	0.1	0 – 12	0 – 12
ECLS-K Approaches to Learning	1501	1.7	0.0	0 – 3	1526	1.5	0.0	0 – 3	0 – 3
Parent Interview									
Social Skills/Positive Approaches to Learning	1549	12.3	0.1	3 – 16	1562	11.7	0.1	3 – 16	0 – 16
Total Behavior Problems	1546	5.2	0.1	0 – 24	1560	5.7	0.2	0 – 19	0 – 24
Assessor Rating									
Leiter Cognitive/Social Raw Score	1469	53.6	0.9	0 – 81	1474	49.2	0.9	0 – 81	0 – 81
Leiter Cognitive/Social Standard Score [a]	1469	88.8	0.8	40 – 126	1474	85.4	0.8	40 – 124	40 – 126
Attention	1469	19.2	0.4	0 – 30	1474	17.4	0.3	0 – 30	0 – 30
Organization/Impulse Control	1469	15.1	0.3	0 – 24	1474	13.9	0.3	0 – 24	0 – 24
Activity Level	1469	7.8	0.2	0 – 12	1474	7.1	0.2	0 – 12	0 – 12
Sociability	1469	11.5	0.2	0 – 15	1474	10.9	0.2	0 – 15	0 – 15

Source: Fall 2009 FACES Direct Child Assessment, Parent Interview, Teacher Child Report, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

[a] This standard score has a mean of 100 and a standard deviation of 15.

- Both teachers and parents report that boys have fewer social skills and more problem behaviors than girls.

- Among teacher-reported problem behaviors, boys show more hyperactive, aggressive, and withdrawn behavior problems than girls. Girls also earn higher scores from teachers on their approaches to learning.

- Based on the child's behavior during the direct assessment, assessors rate girls as having better social/cognitive skills than boys.

Table C.5. Summary Statistics for FACES Teacher Child Report, Parent Interview, and Assessor Rating Measures by Race/Ethnicity: Fall 2009

Scales	White, Non-Hispanic			African American, Non-Hispanic			Hispanic/Latino			Other, Non-Hispanic		
	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Teacher Child Report												
Social Skills	638	14.7	0.2	943	14.9	0.3	1209	15.2	0.3	233	14.7	0.4
Total Behavior Problems	638	5.9	0.3	942	5.2	0.3	1211	5.0	0.3	233	5.0	0.3
Aggressive Behavior	638	1.6	0.1	942	1.6	0.1	1211	1.4	0.1	233	1.4	0.1
Hyperactive Behavior	638	1.6	0.1	942	1.5	0.1	1211	1.3	0.1	233	1.4	0.1
Withdrawn Behavior	638	1.7	0.1	942	1.3	0.1	1211	1.5	0.1	233	1.5	0.1
ECLS-K Approaches to Learning	638	1.6	0.0	942	1.6	0.1	1210	1.7	0.1	233	1.6	0.1
Parent Interview												
Social Skills/Positive Approaches to Learning	645	11.9	0.1	987	12.3	0.1	1239	11.7	0.1	236	12.2	0.2
Total Behavior Problems	645	5.3	0.2	986	4.6	0.1	1236	6.5	0.2	235	4.8	0.2
Assessor Rating												
Leiter Cognitive/Social Raw Score	594	52.4	1.0	961	48.7	1.0	1157	52.5	1.6	227	54.9	1.9
Leiter Cognitive/Social Standard Score [a]	594	87.9	0.7	961	84.9	0.7	1157	88.1	1.4	227	89.5	1.6
Attention	594	18.9	0.3	961	17.2	0.4	1157	18.7	0.6	227	19.6	0.6
Organization/Impulse Control	594	14.9	0.4	961	13.6	0.4	1157	14.9	0.5	227	15.6	0.6
Activity Level	594	7.4	0.1	961	6.9	0.2	1157	7.8	0.3	227	7.9	0.4
Sociability	594	11.3	0.3	961	11.1	0.2	1157	11.1	0.3	227	11.9	0.3

Source: Fall 2009 FACES Direct Child Assessment, Parent Interview, Teacher Child Report, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

[a] This standard score has a mean of 100 and a standard deviation of 15.

- Teachers report more total behavior problems for White children in their classrooms than for African American and Hispanic/Latino children. They also report them as having more withdrawn behavior problems than other children. They report Hispanic/Latino children as having fewer aggressive and hyperactive behaviors than African American and White children. Teachers also report more social skills for Hispanic/Latino children than for White children. Teachers report higher approaches to learning scores for Hispanic/Latino children than for African American and White children. These differences are statistically significant but small.

- Parents of African American and White children report fewer behavior problems than do parents of Hispanic/Latino children. Parents of African American children report more social skills than do parents of Hispanic/Latino and White children.

- Based on the child's behavior during the direct assessment, assessors rate African American children as having fewer social/cognitive skills than White and Hispanic/Latino children, including attention, organization/impulse control, and activity level.

Table C.6. Summary Statistics for FACES Teacher Child Report, Parent Interview, and Assessor Rating Measures by Number of Family Risks: Fall 2009

	0 risks			1 risk			2 or more risks		
Scales	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Teacher Child Report									
Social Skills	415	15.3	0.3	975	15.1	0.2	1418	14.9	0.2
Total Behavior Problems	415	5.2	0.3	976	5.2	0.3	1418	5.1	0.2
Aggressive Behavior	415	1.5	0.1	976	1.5	0.1	1418	1.5	0.1
Hyperactive Behavior	415	1.5	0.1	976	1.4	0.1	1418	1.4	0.1
Withdrawn Behavior	415	1.4	0.1	976	1.4	0.1	1418	1.5	0.1
ECLS-K Approaches to Learning	415	1.7	0.0	976	1.6	0.0	1417	1.6	0.0
Parent Interview									
Learning	423	12.1	0.1	1002	12.0	0.1	1463	12.0	0.1
Total Behavior Problems	423	4.9	0.2	1001	5.3	0.1	1460	5.7	0.2
Assessor Rating									
Leiter Cognitive/Social Raw Score	396	53.3	1.1	951	52.2	0.9	1383	51.0	1.1
Leiter Cognitive/Social Standard Score [a]	396	88.9	0.9	951	87.6	0.7	1383	86.8	0.9
Attention	396	19.3	0.4	951	18.5	0.4	1383	18.1	0.4
Organization/Impulse Control	396	15.1	0.3	951	14.8	0.3	1383	14.3	0.3
Activity Level	396	7.6	0.2	951	7.6	0.2	1383	7.4	0.2
Sociability	396	11.3	0.2	951	11.3	0.2	1383	11.2	0.2

Source: Fall 2009 FACES Direct Assessment, Parent Interview, Teacher Child Report, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Number of family risks is based on three family characteristics: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

[a] This standard score has a mean of 100 and a standard deviation of 15.

- Parents of children with two or more family risks report more behavior problems than do parents of children with one or no family risks.

- Based on the child's behavior during the direct assessment, assessors rate children with two or more family risks as having fewer social/cognitive skills than children with no risks, including attention and organization/impulse control.

Table C.7. Summary Statistics for FACES Teacher Child Report, Parent Interview, and Assessor Rating Measures by Federal Poverty Level: Fall 2009

	Below Federal Poverty Threshold				Above Federal Poverty Threshold				
Scales	Number of cases	Mean	SE	Reported response range	Number of cases	Mean	SE	Reported response range	Possible response range
Teacher Child Report									
Social Skills	1885	14.8	0.19	0 - 24	1142	15.2	0.2	0 - 24	0 - 24
Total Behavior Problems	1886	5.2	0.23	0 - 29	1142	5.3	0.2	0 - 25	0 - 36
Aggressive Behavior	1886	1.5	0.06	0 - 8	1142	1.6	0.1	0 - 8	0 - 8
Hyperactive Behavior	1886	1.4	0.06	0 - 6	1142	1.5	0.1	0 - 6	0 - 12
Withdrawn Behavior	1886	1.5	0.09	0 - 12	1142	1.4	0.1	0 - 10	0 - 12
ECLS–K Approaches to Learning	1885	1.6	0.03	0 - 3	1142	1.6	0.0	0 - 3	0 - 3
Parent Interview									
Social Skills/Positive Approaches to Learning	1939	12.0	0.08	3 - 16	1172	12.0	0.1	3 - 16	0 - 16
Total Behavior Problems	1934	5.6	0.13	0 - 24	1172	5.2	0.1	0 - 18	0 – 24
Assessor Rating									
Leiter Cognitive/ Social Raw Score	1835	51.5	0.99	0 - 81	1108	51.3	0.8	0 - 81	0 – 81
Leiter Cognitive/ Social Standard Score[a]	1835	87.2	0.84	40 - 126	1108	87.0	0.6	40 - 124	40 - 126
Attention	1835	18.3	0.37	0 - 30	1108	18.3	0.3	0 - 30	0 – 30
Organization/Impulse Control	1835	14.5	0.32	0 - 24	1108	14.5	0.3	0 - 24	0 – 24
Activity Level	1835	7.4	0.17	0 - 12	1108	7.3	0.1	0 - 12	0 – 12
Sociability	1835	11.2	0.19	0 - 15	1108	11.2	0.2	0 - 15	0 - 15

Source: Fall 2009 FACES Direct Assessment, Parent Interview, Teacher Child Report, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

[a] This standard score has a mean of 100 and a standard deviation of 15.

- Teachers do not report differences in social skills, problem behaviors, or approaches to learning by household poverty status.

- Parents of children with household incomes below the poverty line report more behavior problems than do parents of children with incomes above the poverty line.

- Based on the child's behavior during the direct assessment, assessors do not rate differences in children's social/cognitive skills by household poverty status.

Table C.8. Summary Statistics for FACES Teacher Child Report, Parent Interview, and Assessor Rating Measures by Early Head Start Participation: Fall 2009

	Participated in Early Head Start				Did Not Participate in Early Head Start				
Scales	Number of cases	Mean	SE	Reported response range	Number of cases	Mean	SE	Reported response range	Possible response range
Teacher Child Report									
Social Skills	383	14.7	0.3	0 - 24	2614	15.0	0.2	0 - 24	0 - 24
Total Behavior Problems	383	5.4	0.3	0 - 24	2615	5.2	0.2	0 - 29	0 - 36
Aggressive Behavior	383	1.6	0.1	0 - 8	2615	1.5	0.1	0 - 8	0 - 8
Hyperactive Behavior	383	1.5	0.1	0 - 6	2615	1.4	0.1	0 - 6	0 - 12
Withdrawn Behavior	383	1.5	0.1	0 - 10	2615	1.5	0.1	0 - 12	0 - 12
ECLS–K Approaches to Learning	383	1.6	0.0	0 - 3	2614	1.6	0.0	0 - 3	0 - 3
Parent Interview									
Social Skills/Positive Approaches to Learning	398	12.0	0.2	4 - 16	2683	12.0	0.1	3 - 16	0 - 16
Total Behavior Problems	398	5.6	0.2	0 - 19	2679	5.4	0.1	0 - 24	0 – 24
Assessor Rating									
Leiter Cognitive/ Social Raw Score	377	50.6	1.2	0 - 81	2540	51.6	0.8	0 - 81	0 – 81
Leiter Cognitive/ Social Standard Score[a]	377	87.0	1.0	40 - 124	2540	87.1	0.7	40 - 126	40 - 126
Attention	377	18.2	0.5	0 - 30	2540	18.3	0.3	0 - 30	0 – 30
Organization/Impulse Control	377	14.2	0.4	0 - 24	2540	14.6	0.3	0 - 24	0 – 24
Activity Level	377	7.1	0.2	0 - 12	2540	7.5	0.1	0 - 12	0 – 12
Sociability	377	11.1	0.3	0 - 15	2540	11.2	0.2	0 - 15	0 - 15

Source: Fall 2009 FACES Direct Assessment, Parent Interview, Teacher Child Report, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

[a] This standard score has a mean of 100 and a standard deviation of 15.

• There are no differences in children's social skills, problem behaviors, or approaches to learning by participation in Early Head Start.

Table C.9. Summary Statistics for FACES Direct Child Assessment Measures — Pencil Tapping[a] Scores: Fall 2009

	Number of cases	Mean	SE	Reported response range	Possible response range
All Children	1076	42.4	1.2	0 - 100	0 - 100
Age[b]					
3 years old or younger	NA	NA	NA	NA	0 - 100
4 years old or older	1076	42.4	1.2	0 - 100	0 - 100
Race/Ethnicity					
White, Non-Hispanic	227	48.0	2.9	0 - 100	0 - 100
African American, Non-Hispanic	319	41.3	2.0	0 - 100	0 - 100
Hispanic/Latino	456	38.8	2.2	0 - 100	0 - 100
Other, Non-Hispanic	73	47.5	3.5	0 - 100	0 - 100
Gender					
Girls	543	43.5	1.9	0 - 100	0 - 100
Boys	533	41.3	1.3	0 - 100	0 - 100
Family Risks					
0	132	46.0	4.2	0 - 100	0 - 100
1	340	43.6	1.9	0 - 100	0 - 100
2 or More	520	41.0	1.6	0 - 100	0 - 100
Federal Poverty Level					
Below Federal Poverty Threshold	679	41.4	1.3	0 - 100	0 - 100
Above Federal Poverty Threshold	397	44.1	1.9	0 - 100	0 - 100
Early Head Start Participation					
Participated	121	43.5	3.1	0 - 100	0 - 100
Did Not Participate	945	42.4	1.3	0 - 100	0 - 100

Source: Fall 2009 FACES Parent Interview and Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Number of family risks is based on three family characteristics: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

[a] In the Pencil Tapping task, children are asked to inhibit the natural response to imitate the adult assessor exactly (or to tap repeatedly) and instead to keep in mind that the rule is to do the opposite of what the assessor does. Reported scores reflect the percentage of times the child tapped correctly. They can take on any value from zero to 100, with higher scores indicating better skills on the task. The task is only administered to children age 4 and older at the time of the direct assessment.

[b] Age as of September 1, 2009.

NA = not available. Pencil tapping scores are only available for children age 4 and older at the time of the direct assessment.

- At Head Start entry, children are able to inhibit their initial impulse and respond correctly on the pencil tapping task 42 percent of the time.

- There are no differences by gender, number of family risks, household poverty status, or participation in Early Head Start in children's ability to inhibit their initial impulse and respond correctly across trials on the pencil tapping task.

- White children are better able to inhibit their initial impulse and respond correctly across trials on the pencil tapping task than are African American and Hispanic/Latino children.

SECTION C2

CHILD SOCIAL-EMOTIONAL DEVELOPMENT: FALL 2000-2009

Table C.10. FACES Teacher Child Report, Parent Interview, and Assessor Rating Measures: Fall 2000 – 2009

Scales	Mean			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Teacher Child Report				
Social Skills	14.6	15.5	15.5	15.0
Parent Interview				
Social Skills/Positive Approaches to Learning	12.1	15.7	11.9	12.0
Total Behavior Problems	6.2	4.4	5.8	5.4
Assessor Rating				
Leiter Cognitive/Social Raw Score	NA	NA	54.6	51.4
Leiter Cognitive/Social Standard Score [a]	NA	NA	90.0	87.1
Attention	NA	NA	19.3	18.3
Organization/Impulse Control	NA	NA	15.4	14.5
Activity Level	NA	NA	8.1	7.4
Sociability	NA	NA	11.9	11.2

Source: Fall 2000, 2003, 2006, 2009 FACES Direct Child Assessment, Teacher Child Report, and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year. All reported differences are statistically significant at the .05 level.

[a] This standard score has a mean of 100 and a standard deviation of 15.

NA = not available. Not administered in FACES 2000 or 2003.

- Parents and teachers report small but statistically significant differences in children's entering social-emotional skills between fall 2000 and 2009.

- Based on the child's behavior during the direct assessment, assessors rate children who entered the program in fall of 2006 as demonstrating social/cognitive skills that are closer to norms than those who entered in fall 2009.

SECTION D1

CHILD HEALTH DEVELOPMENT: FALL 2009

Table D.1. Teacher- Reported Disability Categories for Children: Fall 2009

Disability Categorizations	Percent
Percent of Children	
Children with Disabilities	11.3
Percent of Children with Disabilities	
Speech or Language Impairment	85.7
Cognitive Impairment [a]	26.5
Behavioral/Emotional Impairment [b]	7.4
Sensory Impairment [c]	9.9
Physical Impairment [d]	6.4
Have IEP or IFSP	50.7
Have Multiple Impairments	29.6

Source: Fall 2009 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and to indicate the specific need or disability.

Percentages do not add to 100 because children can be reported to have more than one impairment across the impairment categories.

IEP = Individualized Education Program; IFSP = Individualized Family Service Plan

[a] Cognitive Impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

[b] Behavioral/Emotional Impairment includes: behavior problems, hyperactivity, and attention deficit.

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

[d] Physical Impairment includes: motor impairment.

- About 11 percent of children in Head Start are reported by their teachers to have a diagnosed disability. The majority of children with disabilities are reported to have either speech/language impairments or cognitive impairments.

- Fifty-one percent of children with teacher-reported disabilities also have an IEP or IFSP. Thirty percent have multiple impairments.

Table D.2. Teacher- Reported Disability Categories for Children by Age: Fall 2009

Disability Categorizations	3-year-olds[a]	4-year-olds[a]
Percent of Children		
Children with Disabilities	11.0	11.6
Percent of Children with Disabilities		
Speech or Language Impairment	90.7	77.9
Cognitive Impairment [b]	24.3	29.9
Behavioral/Emotional Impairment [c]	5.9	9.8
Sensory Impairment [d]	7.8	13.3
Physical Impairment [e]	6.1	6.8
Have IEP or IFSP	49.9	51.8
Have Multiple Impairments	27.6	32.7

Source: Fall 2009 FACES Teacher Child Report and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and to indicate the specific need or disability.

Percentages do not add to 100 because children can have more than one impairment across the impairment categories.

IEP = Individualized Education Program; IFSP = Individualized Family Service Plan

[a]Age as of September 1, 2009.

[b]Cognitive Impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

[c] Behavioral/Emotional Impairment includes: behavior problems, hyperactivity, and attention deficit.

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

[e] Physical Impairment includes: motor impairment.

- Similar percentages of 3- and 4-year-old children in Head Start are reported by their teacher to have a disability.

- A larger percentage of 3-year-old children in Head Start with a teacher-reported disability are reported to have a speech or language impairment. For both groups, speech or language impairments are the most common disability. Similar percentages have an IEP or IFSP and more than one impairment.

Table D.3. Teacher- Reported Disability Categories for Children by Gender: Fall 2009

Disability Categorizations	Girls	Boys
Percent of Children		
Children with Disabilities	8.5	14.0
Percent of Children with Disabilities		
Speech or Language Impairment	80.1	89.1
Cognitive Impairment [a]	17.6	31.9
Behavioral/Emotional Impairment [b]	6.0	8.3
Sensory Impairment [c]	17.4	5.4
Physical Impairment [d]	7.6	5.6
Have IEP or IFSP	46.9	52.9
Have Multiple Impairments	24.6	32.6

Source: Fall 2009 FACES Teacher Child Report and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and to indicate the specific need or disability.

Percentages do not add to 100 because children can be reported to have more than one impairment across the impairment categories.

IEP = Individualized Education Program; IFSP = Individualized Family Service Plan

[a] Cognitive Impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

[b] Behavioral/Emotional Impairment includes: behavior problems, hyperactivity, and attention deficit.

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

[d] Physical Impairment includes: motor impairment.

- According to teacher reports, a larger percentage of boys than girls have an identified disability. A larger percentage of entering boys also have a speech or language impairment and cognitive impairment, while a larger percentage of girls have a sensory impairment. Finally, similar percentages of boys and girls have more than one impairment and are likely to have an IEP or IFSP.

Table D.4. Teacher- Reported Disability Categories for Children by Race/Ethnicity: Fall 2009

Disability Categorizations	White, Non-Hispanic	African American, Non-Hispanic	Hispanic/ Latino	Other, Non-Hispanic
Percent of Children				
Children with Disabilities	18.5	8.5	9.4	10.0
Percent of Children with Disabilities				
Speech or Language Impairment	79.8	86.8	91.7	89.1
Cognitive Impairment [a]	29.1	30.2	19.5	29.9
Behavioral/Emotional Impairment [b]	11.2	4.5	5.0	6.9
Sensory Impairment [c]	14.0	6.4	7.0	11.8
Physical Impairment [d]	11.4	2.5	3.7	3.1
Have IEP or IFSP	49.3	49.9	50.8	59.2
Have Multiple Impairments	36.7	27.9	22.2	27.3

Source: Fall 2009 FACES Teacher Child Report and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and to indicate the specific need or disability.

Percentages do not add to 100 because children can be reported to have more than one impairment across the impairment categories.

IEP = Individualized Education Program; IFSP = Individualized Family Service Plan

[a] Cognitive Impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

[b] Behavioral/Emotional Impairment includes: behavior problems, hyperactivity, and attention deficit.

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

[d] Physical Impairment includes: motor impairment.

• According to teacher reports, a larger percentage of White children have an identified disability than children of all other racial/ethnic groups in Head Start. White children are also more likely than entering African American and Hispanic/Latino children to have a sensory or physical impairment. They are also more likely than Hispanic/Latino children to have more than one impairment and less likely to have a speech or language impairment.

Table D.5. Teacher- Reported Disability Categories for Children by Number of Family Risks: Fall 2009

Disability Categorizations	0 risk	1 risk	2 or more risks
Percent of Children			
Children with Disabilities	15.5	12.3	9.3
Percent of Children with Disabilities			
Speech or Language Impairment	90.8	82.9	86.0
Cognitive Impairment [a]	23.8	27.0	26.1
Behavioral/Emotional Impairment [b]	7.4	7.1	8.7
Sensory Impairment [c]	5.3	12.0	10.9
Physical Impairment [d]	10.7	4.2	4.6
Have IEP or IFSP	61.7	49.3	46.1
Have Multiple Impairments	25.6	30.8	29.7

Source: Fall 2009 FACES Teacher Child Report and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent

Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and to indicate the specific need or disability.

Percentages do not add to 100 because children can be reported to have more than one impairment across the impairment categories.

IEP = Individualized Education Program; IFSP = Individualized Family Service Plan

[a] Cognitive Impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

[b] Behavioral/Emotional Impairment includes: behavior problems, hyperactivity, and attention deficit.

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

[d] Physical Impairment includes: motor impairment.

• According to teacher reports, children are more likely to have a disability if they have no or 1 risk than if they have 2 or more family risks. Head Start allows enrollment of children who are above the federal poverty level if they have a diagnosed disability. Forty-three percent of those with a disability have household incomes at or above the federal poverty line, while 36 percent of those without a disability have similar incomes. A larger percentage of those with no family risks have an IEP or IFSP than those with 2 or more risks.

Table D.6. Summary Statistics for FACES Child Height and Weight Measures: Fall 2009

Scales	Number of cases	Mean	SE
Height (in inches)	2865	40.3	0.1
Weight (in pounds)	2863	38.4	0.2
Body Mass Index (BMI)	2863	16.5	0.1
Percent of Children			
Child is Underweight		3.7	
Child is Normal Weight		62.0	
Child is Overweight		17.3	
Child is Obese		16.9	

Source: Fall 2009 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

According to the Centers for Disease Control and Prevention (CDC), a child is considered to be overweight when his/her BMI score is at or above the 85th percentile for their age and gender, and obese if his/her BMI is at or above the 95th percentile for their age and gender.

- Newly entering Head Start children have an average Body Mass Index (BMI) that is above average for their age range (that is, higher than the 50th percentile).

- Using criteria set by the CDC, about 17 percent of children entering Head Start for the first time are obese, and 34 percent are overweight or obese.

Table D.7. Summary Statistics for FACES Child Height and Weight Measures by Age: Fall 2009

	3-year-olds[a]			4-year-olds[a]		
Scales	Number of cases	Mean	SE	Number of cases	Mean	SE
Height (in inches)	1795	39.3	0.1	1070	41.9	0.1
Weight (in pounds)	1794	36.2	0.2	1069	41.7	0.4
Body Mass Index (BMI)	1794	16.4	0.0	1069	16.6	0.1
Percent of Children						
Child is Underweight		3.8			3.5	
Child is Normal Weight		64.0			59.0	
Child is Overweight		18.1			16.1	
Child is Obese		14.1			21.3	

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

[a]Age as of September 1, 2009.

According to the Centers for Disease Control and Prevention (CDC), a child is considered to be overweight when his/her BMI score is at or above the 85th percentile for their age and gender, and obese if his/her BMI is at or above the 95th percentile for their age and gender.

- 4-year-olds are taller and weigh more than 3-year-olds. They also have higher BMIs, although this difference is small.

- As compared to 3-year-olds, a larger percentage of 4-year-olds are obese, while a smaller percentage are of normal weight.

Table D.8. Summary Statistics for FACES Child Height and Weight Measures by Gender: Fall 2009

	Girls			Boys		
Scales	Number of cases	Mean	SE	Number of cases	Mean	SE
Height (in inches)	1435	40.2	0.1	1430	40.5	0.1
Weight (in pounds)	1435	37.8	0.3	1428	38.9	0.2
Body Mass Index (BMI)	1435	16.4	0.1	1428	16.6	0.1
Percent of Children						
Child is Underweight		4.0			3.4	
Child is Normal Weight		63.2			60.9	
Child is Overweight		17.9			16.7	
Child is Obese		14.9			19.0	

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

According to the Centers for Disease Control and Prevention (CDC), a child is considered to be overweight when his/her BMI score is at or above the 85th percentile for their age and gender, and obese if his/her BMI is at or above the 95th percentile for their age and gender.

- Boys are taller and weigh more than girls. They also have higher BMI scores, although this difference is small.

- More boys than girls are obese.

Table D.9. Summary Statistics for FACES Child Height and Weight Measures by Race/Ethnicity: Fall 2009

	White, Non-Hispanic			African American, Non-Hispanic			Hispanic/Latino			Other, Non-Hispanic		
Scales	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Height (in inches)	574	39.9	0.1	943	40.6	0.1	1123	40.4	0.2	221	40.2	0.2
Weight (in pounds)	574	37.3	0.3	943	38.4	0.3	1121	39.1	0.4	221	38.4	0.5
Body Mass Index (BMI)	574	16.4	0.1	943	16.3	0.1	1121	16.8	0.1	221	16.6	0.1
Percent of Children												
Child is Underweight		2.4			5.0			3.0			4.2	
Child is Normal Weight		65.8			66.7			56.0			58.8	
Child is Overweight		18.1			16.5			18.3			14.6	
Child is Obese		13.6			11.8			22.7			22.3	

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

According to the Centers for Disease Control and Prevention (CDC), a child is considered to be overweight when his/her BMI score is at or above the 85th percentile for their age and gender, and obese if his/her BMI is at or above the 95th percentile for their age and gender.

- Hispanic/Latino children weigh more and have higher BMI scores than White and African American children. African American children are taller than White and Hispanic/Latino children.

- Using criteria set by the CDC, Hispanic/Latino children are more likely than White and African American children to be obese and less likely to be of normal weight. African American children are more likely than White and Hispanic/Latino children to be underweight.

Table D.10. Summary Statistics for FACES Child Height and Weight Measures by Number of Family Risks: Fall 2009

	0 risks			1 risk			2 or more risks		
Scales	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Height (in inches)	381	40.2	0.2	930	40.4	0.1	1346	40.3	0.1
Weight (in pounds)	381	38.0	0.5	930	38.6	0.3	1344	38.4	0.3
Body Mass Index (BMI)	381	16.4	0.1	930	16.5	0.1	1344	16.5	0.1
Percent of Children									
Child is Underweight		2.9			4.1			3.7	
Child is Normal Weight		64.5			61.1			62.3	
Child is Overweight		16.3			17.8			16.6	
Child is Obese		16.4			17.0			17.3	

Source: Fall 2009 FACES Direct Child Assessment and Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Number of family risks is based on three family characteristics: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

According to the Centers for Disease Control and Prevention (CDC), a child is considered to be overweight or obese when his/her BMI score is at or above the 85th percentile for their age and gender.

- There are no statistically significant differences in height, weight, or BMI by the number of family risks.

Table D.11. Parent-Reported Child Health Status: Fall 2009

	Percent of Children		
	Excellent/Very Good	Good	Fair/Poor
All Children	81.5	13.2	5.3
Age[a]			
3 years old or younger	82.6	12.2	5.2
4 years old or older	79.7	14.7	5.6
Race/Ethnicity			
White, Non-Hispanic	86.3	11.3	2.4
African American, Non-Hispanic	84.3	11.4	4.3
Hispanic/Latino	74.5	16.8	8.7
Other, Non-Hispanic	88.1	10.0	1.9
Gender			
Female	82.4	12.8	4.8
Male	80.6	13.5	5.9
Family Risks			
0	86.1	11.8	2.1
1	83.0	11.6	5.4
2 or More	79.0	14.6	6.4

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2009. All reported differences are statistically significant at the .05 level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Number of family risks is based on three family characteristics: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

[a]Age as of September 1, 2009.

- Eighty-two percent of newly entering children in Head Start are rated as having "excellent" or "very good" health by their parents.

- Fewer 4-year-old than 3-year-old entering children in Head Start are rated as having "excellent" or "very good" health by their parents. In contrast, more are rated as having "good" health.

- There are no differences by gender in parents' ratings of children's health status.

- Parents of Hispanic/Latino children are less likely to rate them as having "excellent" or "very good" health than are parents of children from other racial/ethnic groups. They are more likely to rate them as having "good" and “fair" or "poor” health.

- Parents of children with two or more family risks are less likely to rate their children as having "excellent" or "very good" health than are parents of children from families with one or no risks. Parents with no family risks are less likely than parents with more risks to rate the child as having “fair” or “poor” health.

SECTION D2

CHILD HEALTH DEVELOPMENT: FALL 2000–2009

Table D.12. Teacher-Reported Disability Categories for Children with Disabilities: Fall 2003 – 2009

Disability Categorizations	Fall 2003	Fall 2006	Fall 2009
Percent of Children			
Children with Disabilities	15.2	11.4	11.3
Percent of Children with Disabilities			
Speech or Language Impairment	75.5	74.6	81.8
Cognitive Impairment[a]	26.0	21.7	25.3
Behavioral/Emotional Impairment [b]	18.0	13.6	11.6
Sensory Impairment[c]	9.6	11.4	9.5
Physical Impairment[d]	9.6	7.6	6.1
Child has IEP or ISFP	50.1	41.1	49.5
Percent of Children with Disabilities having Multiple Impairments	27.5	21.1	28.2

Source: Fall 2003, 2006, 2009 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year. All reported differences are statistically significant at the .05 level.

Across cohorts, teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and to indicate the specific need or disability.

Percentages do not add to 100 because children can be reported to have more than one impairment across the impairment categories.

IEP = Individualized Education Program; IFSP = Individualized Family Service Plan

[a] Cognitive Impairment includes the following: developmental delay, mental retardation, and autism or

[b] Behavioral/Emotional Impairment includes: behavior problems, hyperactivity, and attention deficit.

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

[d] Physical Impairment includes: motor impairment.

- Larger percentages of children are reported by their teaches as having a disability in fall 2003 than in fall 2006 or 2009.

- Across cohorts, the majority of children with disabilities are reported to have either speech/language impairments or cognitive impairments. However, higher percentages of children with disabilities are reported as having speech/language impairments in fall 2009 than in fall 2003 or 2006.

- On average, between 41 and 50 percent of children who enter Head Start with teacher-reported disabilities also have an IEP or IFSP across cohorts. Between 21 and 28 percent of these children have multiple impairments across cohorts.

Table D.13. Summary Statistics for FACES Child Height and Weight Measures: Fall 2006 – 2009

	Mean	
Scales	Fall 2006	Fall 2009
Height (in inches)	39.9	40.3
Weight (in pounds)	37.9	38.4
Body Mass Index (BMI)	16.5	16.5
Percent of Children		
Child is Underweight	3.1	3.7
Child is Normal Weight	62.6	62.0
Child is Overweight	17.8	17.3
Child is Obese	16.5	16.9

Source: Fall 2006, 2009 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year. All reported differences are statistically significant at the .05 level.

According to the Centers for Disease Control and Prevention (CDC), a child is considered to be overweight when his/her BMI score is at or above the 85th percentile for their age and gender, and obese if his/her BMI is at or above the 95th percentile for their age and gender.

- Using criteria set by the CDC, similar percentages of children entering Head Start for the first time in fall 2006 and 2009 are overweight or obese. Both groups of children also have similar BMIs.

Table D.14. Children in "Excellent/Very Good" Health, as Reported by Parents: Fall 2000 – 2009

	Percent of Children			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
All Children	81.2	82.6	77.2	81.5
Age[a]				
3 years old or younger	80.7	82.1	77.0	82.6
4 years old or older	82.2	83.2	77.6	79.7
Gender				
Female	80.6	84.7	80.2	82.4
Male	81.8	80.3	74.4	80.6
Race/Ethnicity				
White, Non-Hispanic	86.5	84.3	81.6	86.3
African American, Non-Hispanic	83.6	85.5	81.2	84.3
Hispanic/Latino	71.3	77.8	69.6	74.5
Other, Non-Hispanic	85.9	83.8	81.1	88.1
Family Risks				
0	87.5	86.1	83.5	86.1
1	81.6	82.8	80.4	83.0
2 or More	79.4	81.6	72.4	79.0

Source: Fall 2000, 2003, 2006, 2009 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in the cohort year. All reported differences are statistically significant at the .05 level.

Number of family risks is based on three family characteristics: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

[a] Age as of September 1 of the cohort year.

- Across cohorts, more than 75 percent of newly entering children in Head Start are rated as having "excellent" or "very good" health by their parents.

- Across cohorts, newly entering Hispanic/Latino children are less likely than White and African American children to be rated as having "excellent" or "very good" health. Similarly, with the exception of fall 2000, children with 2 or more family risks are less likely than their peers with one or no risks to be rated as having "excellent" or "very good" health. In 2000, those with 2 or more risks are only less likely than those with no risks to be rated as having "excellent" or "very good" health.

SECTION E1

TEACHERS AND CLASSROOMS: FALL 2009

Table E.1. Lead Teacher Demographic Characteristics: Fall 2009

Teacher Background	Percent of Teachers
Gender	
Female	99.4
Male	0.6
Age	
18 – 29	19.7
30 – 39	29.9
40 – 49	25.1
50 – 59	19.6
60 or Older	5.7
Race/Ethnicity	
White, Non-Hispanic	44.8
African American, Non-Hispanic	31.5
Hispanic/Latino	18.8
American Indian or Alaska Native, Non-Hispanic	2.1
Asian or Pacific Islander, Non-Hispanic	1.4
Multi-Racial/Bi-Racial, Non-Hispanic	0.6
Other, Non-Hispanic	0.8

Source: Fall 2009 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children entering Head Start for the first time in fall 2009.

• Ninety-nine percent of Head Start teachers are female, and 55 percent are between the ages of 30 and 49.

• Forty-five percent of Head Start teachers are White, 32 percent are African American, and nearly 20 percent are Hispanic/Latino.

Table E.2. Lead Teacher Education, Credentials, and Earnings: Fall 2009

Teacher Education and Credentials	Percent of Teachers
Years Teaching in Head Start	
1 – 2 Years	20.0
3 – 4 Years	16.0
5 – 9 Years	25.5
10+ Years	38.5
Highest Level of Education	
High School Diploma or Equivalent or Less	7.1
Some College	12.0
Associate's Degree (AA)	34.7
Bachelor's Degree (BA)	34.9
Graduate or Professional Degree	11.3
Field of Study Includes Early Childhood Education	52.6
Enrolled in 6+ Courses in Early Childhood Education	87.8
Has a Child Development Associate (CDA)	47.2
Has a State-Awarded Certificate	30.4
Has a Teaching Certificate or License	39.4
Currently Enrolled in Teacher Related Training	38.7
Completed a Course on DLL Children	26.7
Mean Years Teaching in Head Start	8.8
Mean Annual Salary (in dollars)	28,127.1

Source: Fall 2009 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children entering Head Start for the first time in fall 2009.

• The average Head Start teacher has been in the classroom for nearly nine years, and 64 percent have five or more years of experience. The average annual salary is $28,127.

• Eighty-one percent of Head Start teachers have at least an Associate's Degree (AA).

• Fifty-three percent of all teachers pursued a field of study that included early childhood education, and 88 percent enrolled in at least 6 courses in early childhood education.

• Forty-seven percent of Head Start teachers report having a Child Development Associate (CDA), and between 30 and 40 percent have a state-awarded certificate, teaching certificate or license, or are currently enrolled in teacher related training.

• Twenty-seven percent of teachers completed a course on DLL children.

Table E.3. Lead Teacher Mental Health, Beliefs and Knowledge: Fall 2009

	Percent of Teachers/ Mean Scores
Degree of Depressive Symptoms[a]	
Not depressed	64.4
Mildly depressed	25.7
Moderately depressed	6.4
Severely depressed	3.5
Mean Number of Depressive Symptoms	4.2
Teacher Attitudes[b] **(Mean Scores)**	
Developmentally Appropriate Attitudes Scale	7.9
Didactic Scale	2.6
Child-Initiated Scale	4.5

Source: Fall 2009 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children entering Head Start for the first time in fall 2009.

[a] Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed.

[b] Teacher attitudes are measured using a 24-item Teacher Beliefs Scale (Burts et al. 1990) that consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. Scores for the Developmentally Appropriate Attitudes Scale range from 1 to 10. The didactic and child-initiated subscale scores use a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) with negatively-worded items reverse scored. Scale scores range from 1 to 5.

• Sixty-four percent of Head Start teachers do not report symptoms of depression. Four percent report symptoms of severe depression, and another 6 percent report symptoms of moderate depression.

• Scores regarding attitudes toward developmentally appropriate practice (Burts et al. 1990) are 7.9 out of 10 overall. Scores on child-initiated practice are 4.5 out of 5 and are 2.6 out of 5 for didactic, strictly-initiated practice.

Table E.4. Curricula Used in Head Start Classrooms: Fall 2009

Curricula[a]	Percent of Teachers
Creative Curriculum	46.1
High/Scope Curriculum	18.6
Locally Designed Curriculum	2.7
Widely Available Curriculum	12.8
Other	19.8

Source: Fall 2009 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children entering Head Start for the first time in fall 2009.

[a] Percentages represent the primary curriculum used by teachers in the classroom, regardless of whether the teacher uses only one curriculum or if he/she uses a combination of curricula.

• Forty-six percent of all Head Start teachers reported using Creative Curriculum as their primary curriculum.

Table E.5. Classroom Characteristics: Fall 2009

	Mean
Number of Children	16.8
3 years old (or younger)	6.4
4 years old	9.4
5 years old (or older)	1.1
Days per week class meets	4.6
Hours per week class meets	25.7
Classrooms by Age of Children	Percent of Classrooms
3-year-olds only	9.8
4-year-olds only	15.0
3-year-olds and 4-year-olds	75.2

Source: Fall 2009 FACES Teacher Interview.

Note: Statistics are weighted to represent all classrooms serving children who entered Head Start for the first time in fall 2009.

• On average, classrooms serve almost 17 children, 56 percent of whom are 4 years old.

• Classes meet, on average, 4.6 days each week for 5.6 hours each day.

• Seventy-five percent of all Head Start classrooms are mixed age classrooms. Fifteen percent of classrooms serve children who are 4 years old only and the remaining 10 percent of classrooms serve children who are 3 years old only.

Table E.6. Classroom Language Environment: Fall 2009

	Percent of all Classrooms/Mean
Classrooms with DLL children	71.4
Number of DLL children in classroom (Mean)	4.5
Number of DLL children in classroom (Range)	0 – 20
	As Percent of Classrooms with DLL Children
Languages spoken by children	
English	83.8
Spanish	87.6
Asian and Pacific Island Languages[a]	18.6
Other non-English Languages	12.3
Languages used for instruction	
English	91.6
Spanish	52.5
Asian and Pacific Island Languages[a]	3.3
Other non-English Languages	5.3
Language used most often for reading	
English	94.4
Spanish	5.6
Language used most often for speaking	
English	91.7
Spanish	8.0
Adults in classroom speaking non- English languages (for instruction)	
Lead teacher	40.3
Assistant teacher	35.8
Classroom aide	6.0
Volunteer/non-staff	4.4

Source: Fall 2009 FACES Teacher Interview.

Note: Statistics are weighted to represent all classrooms serving children who entered Head Start for the first time in fall 2009.

[a] Asian and Pacific Island languages include languages from three categories as specified in the Program Information Report: Middle Eastern and South Asian Languages, East Asian Languages, and Pacific Island Languages.

• Over 70 percent of Head Start classrooms have DLL children enrolled with an average of 5 DLL children per classroom.

• Eighty-eight percent of classrooms serving children who are DLLs include children who speak Spanish. In nearly 20 percent of DLL classrooms, children speak an Asian language and children speak another non-English language in only 12 percent of DLL classrooms.

• Ninety-two percent of all DLL classrooms use English for instruction and 53 percent of DLL classrooms use Spanish for instruction. English is also the language used most often for reading and speaking in DLL classrooms (94 percent and 92 percent of DLL classrooms, respectively).

Table E.7. Frequencies of Reading and Language Activities, as Reported by Classroom Teachers: Fall 2009

Reading and Language Activity	Never	Monthly	Weekly	Daily or Almost Daily
	Percent of Classrooms			
Work on letter naming	0.5	2.5	11.6	84.9
Practice writing letters	4.2	7.0	19.2	69.0
Discuss new words	0.4	3.8	14.0	81.4
Dictate stories to an adult	3.6	13.2	24.0	58.9
Work on phonics	5.1	6.0	17.8	70.5
Listen to teacher read stories where they see the print	#	1.5	7.0	91.2
Listen to teacher read stories where they don't see the print	53.8	9.0	12.3	24.6
Retell stories	2.7	10.9	29.1	56.7
Learn about conventions of print	2.0	8.7	12.6	76.4
Write own name	5.3	8.5	14.1	71.5
Learn about rhyming words and word families	7.2	14.0	30.7	47.6
Learn about common prepositions	1.7	9.1	25.2	63.7

Source: Fall 2009 FACES Teacher Interview.

Note: Statistics are weighted to represent all classrooms serving children who entered Head Start for the first time in fall 2009.

Estimate rounds to zero.

• The most common reading and language activities (reported as occurring daily or almost daily for 75 percent or more of classrooms) include working on letter naming, discussing new words, listening to the teacher read stories where children see the print, and learning about conventions of print. Activities occurring less frequently, although still occurring daily or almost daily in at least 57 percent of classrooms, include practicing writing letters, dictating stories to an adult, working on phonics, retelling stories, writing names, and learning about common prepositions. Only listening to the teacher read stories where children do not see print and learning about rhyming words and word families occur less often.

Table E.8. Frequencies of Math Activities, as Reported by Classroom Teachers: Fall 2009

Math Activity	Never	Monthly	Weekly	Daily or Almost Daily
	Percent of Classrooms			
Count out loud	#	1.2	5.3	93.2
Work with geometric manipulatives	0.2	3.1	9.4	86.9
Work with counting manipulatives	2.5	3.3	14.2	79.6
Play math-related games	2.6	9.9	24.0	62.8
Use music to understand math concepts	4.9	11.7	19.5	63.2
Use creative movement or creative drama to understand math concepts	7.4	13.7	26.6	52.0
Work with rulers or other measuring instruments	6.5	18.0	20.8	54.3
Engage in calendar-related activities	5.0	6.7	4.6	83.3
Engage in activities related to telling time	17.4	14.4	9.8	57.7
Engage in activities that involve shapes and patterns	1.0	4.7	13.9	80.0

Source: Fall 2009 FACES Teacher Interview.

Note: Statistics are weighted to represent all classrooms serving children who entered Head Start for the first time in fall 2009.

Estimate rounds to zero.

• The most common math activities (reported as occurring daily or almost daily for 75 percent or more of classrooms) include counting out loud, working with geometric manipulatives, working with counting manipulatives, engaging in calendar-related activities, and engaging in activities that involve shapes and patterns. All other math activities addressed occur less often but still daily or almost daily in at least 52 percent of classrooms: playing math-related games, using music to understand math concepts, using creative movement or creative drama to understand math concepts, working with rulers or other measuring instruments, and engaging in activities related to telling time.

SECTION E2

TEACHERS AND CLASSROOMS: FALL 2000–2009

Table E.9. Lead Teacher Demographic Characteristics: Fall 2000 – 2009

Teacher Background	Percent of Classrooms			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Gender				
Female	95.1	98.3	98.0	99.2
Male	4.9	1.7	2.0	0.8
Age				
18 – 29	14.9	12.1	17.1	19.3
30 – 39	33.4	29.1	26.1	29.3
40 – 49	28.3	34.3	31.8	25.6
50 – 59	16.3	20.5	20.1	20.3
60 or Older	7.1	4.0	4.8	5.6
Race/Ethnicity				
White, Non-Hispanic	46.2	51.3	41.2	44.7
African American, Non-Hispanic	33.7	26.6	33.9	29.2
Hispanic/Latino	15.4	16.2	20.2	21.5
American Indian or Alaska Native, Non-Hispanic	0.0	3.0	1.0	1.8
Asian or Pacific Islander, Non-Hispanic	1.1	2.8	1.4	1.3
Multi-Racial/Bi-Racial, Non-Hispanic	3.4	0.0	0.8	0.5
Other, Non-Hispanic	0.2	0.2	1.5	0.9

Source: Fall 2000, 2003, 2006, and 2009 FACES Teacher Interview.

Note: Statistics are weighted to represent all classrooms serving children entering Head Start for the first time in the cohort year.

- Over time, the percentage of Head Start classrooms with female teachers remained above 95 percent and increased from fall 2000 to fall 2009. The percentage of Head Start classrooms with male teachers decreased from 5 percent in fall 2000 to less than 1 percent in fall 2009.

- Across cohorts, most Head Start classrooms have teachers who are between the ages of 30 and 49.

- From 2000 to 2009, close to or more than 75 percent of Head Start classrooms have teachers who are White or African American.

Table E.10. Lead Teacher Education, Credentials, and Earnings: Fall 2000 – 2009

Teacher Education and Credentials	Percent of Classrooms			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Years Teaching in Head Start				
1 – 2 Years	17.8	15.0	16.2	19.6
3 – 4 Years	24.2	21.0	12.6	15.1
5 – 9 Years	29.4	25.9	35.6	26.6
10+ Years	28.7	38.1	35.5	38.7
Highest Level of Education				
High School Diploma or Equivalent or Less	10.4	4.9	3.4	7.2
Some College	32.3	23.0	15.0	10.6
Associate's Degree (AA)	18.6	34.3	41.6	33.4
Bachelor's Degree (BA)	27.8	31.4	35.8	37.7
Graduate or Professional Degree	10.9	6.4	4.3	11.1
Field of Study Includes Early Childhood Education	35.0	49.5	38.4	42.2
Enrolled in 6+ Courses in Early Childhood Education	57.5	95.4	91.0	88.0
Has a Child Development Associate (CDA)	58.1	54.5	54.0	45.9
Has a State-Awarded Certificate	28.7	30.2	31.2	29.3
Has a Teaching Certificate or License	34.0	37.2	42.2	41.1
Currently Enrolled in Teacher Related Training	45.2	41.6	39.6	37.2
Mean Years Teaching in Head Start	8.0	8.4	8.7	8.9
Mean Annual Salary (in dollars)[a]	20749.8	23862.0	23617.1	28352.4

Source: Fall 2000, 2003, 2006, and 2009 FACES Teacher Interview.

Note: Statistics are weighted to represent all classrooms serving children entering Head Start for the first time in the cohort year.

[a] Salaries are not adjusted for inflation.

- The percentage of Head Start classrooms with teachers having 1 - 4 years of Head Start teaching experience decreased from 2000 through 2006. Conversely, the percentage of Head Start classrooms with teachers having more than 5 years of Head Start teaching experience increased from 2000 through 2006. The mean years teaching in Head Start remained stable over time.

- The percentage of Head Start classrooms with teachers having at least an Associate's Degree (AA) increased from 2000 to 2009.

- Across cohorts, the percentage of Head Start classrooms with teachers who reported having a Child Development Associate (CDA), are currently enrolled in a teacher related training, or have a state-awarded certificate have remained steady.

- The mean annual salary of teachers is significantly greater in fall 2009 as compared to fall 2000.

Table E.11. Lead Teacher Mental Health, Beliefs, and Knowledge: Fall 2000 – 2009

	Percent of Classrooms/Mean Scores			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Degree of Depressive Symptoms[a]				
Not depressed	NA	NA	64.4	64.2
Mildly depressed	NA	NA	23.1	25.7
Moderately depressed	NA	NA	8.5	6.8
Severely depressed	NA	NA	4.0	3.2
Mean Number of Depressive Symptoms	NA	NA	4.3	4.3
Teacher Attitudes[b] (Mean Scores)				
Developmentally Appropriate Attitudes Scale	8.1	8.5	8.0	8.0
Didactic Scale	2.4	2.3	2.5	2.5
Child-Initiated Scale	4.5	4.6	4.5	4.5

Source: Fall 2000, 2003, 2006, and 2009 FACES Teacher Interview.

Note: Statistics are weighted to represent all classrooms serving children entering Head Start for the first time in the cohort year.

NA = not available.

[a] Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed.

[b] Teacher attitudes are measured using a 24-item Teacher Beliefs Scale (Burts et al. 1990) that consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. Scores for the Developmentally Appropriate Attitudes Scale range from 1 to 10. The didactic and child-initiated subscale scores use a five-point Likert scale from 1 (strongly disagree) to 5 (strongly agree) with negatively-worded items reverse scored. Scale scores range from 1 to 5.

- In fall 2006 and fall 2009, 64 percent of Head Start classrooms have teachers who report no symptoms of depression, with an average teacher depressive symptoms score of 4.3.

- Except for scores in 2003, teachers' attitudes toward developmentally appropriate practice and teachers' didactic, strictly-initiated practice scores were stable from 2000 to 2009.

- From 2000 through 2009, teachers' attitudes toward child-initiated practice remained stable.

Table E.12. Curricula Used in Head Start Classrooms: Fall 2000 – 2009

	Percent of Classrooms			
	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Curricula[a]				
Creative Curriculum	38.5	51.7	54.9	49.4
High/Scope Curriculum	20.0	17.7	16.4	16.6
Locally Designed Curriculum	NA	NA	5.1	3.5
Widely Available Curriculum[b]	9.6	8.1	6.0	11.6
Other	31.9	22.5	17.6	18.9

Source: Fall 2000, 2003, 2006, and 2009 FACES Teacher Interview.

Note: Statistics are weighted to represent all classrooms serving children entering Head Start for the first time in the cohort year.

NA = not available.

[a]Percentages represent the primary curriculum used by teachers in the classroom, regardless of whether the teacher uses only one curriculum or if s/he uses a combination of curricula.

[b]In 2003, 2006, and 2009 the "Widely Available Curriculum" category includes High Reach, Let's Begin with the Letter People, Montessori, Bank Street, Creating Child Centered Classrooms – Step by Step, Scholastic Curriculum, and Curiosity Corner – Johns Hopkins. In the 2000 data, Let's Begin with the Letter People was not directly identified and, thus, could not be folded into the "Widely Available Curriculum" category.

- Across cohorts, increases or decreases in the type of curricula used by Head Start classrooms were not significant.

Table E.13. Frequencies of Reading and Language Activities that Occur Daily or Almost Daily, as Reported by Classroom Teachers: Fall 2000 – 2009

	Percent of Classrooms			
Reading and Language Activity	Fall 2000	Fall 2003	Fall 2006	Fall 2009
Work on letter naming	68.1	83.4	88.1	84.9
Practice writing letters	34.6	65.1	64.6	69.0
Discuss new words	77.5	80.6	78.6	81.4
Dictate stories to an adult	53.2	45.6	54.2	58.9
Work on phonics	50.8	63.5	68.0	70.5
Listen to teacher read stories where they see the print	91.1	89.2	93.1	91.2
Listen to teacher read stories where they don't see the	26.8	17.4	26.3	24.6
Retell stories	60.1	64.3	58.5	56.7
Learn about conventions of print	71.3	78.9	77.1	76.4
Write own name	46.7	68.3	75.1	71.5
Learn about rhyming words and word families	42.9	46.4	51.0	47.6
Learn about common prepositions	74.7	70.8	67.7	63.7

Source: Fall 2000, 2003, 2006, and 2009 FACES Teacher Interview.

Note: Statistics are weighted to represent all classrooms serving children entering Head Start for the first time in the cohort year.

- The percentage of Head Start classrooms with teachers who reported working on letter names, practicing writing letters, working on phonics, and writing own name daily or almost daily are higher in fall 2009 as compared to fall 2000.

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