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Study Design and Data Tables for FACES 2006 Baseline Report

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Policy Research, Inc.

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Data Tables for the
FACES 2006
Baseline Report**

December 2008

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INTRODUCTION

The Head Start Family and Child Experiences Survey (FACES), 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 multiple developmental domains. It also includes interviews with children's parents, teachers, and program managers, and direct observations of classroom quality.¹

FACES is a tool for measuring Head Start program performance at the national level. FACES collects data on successive nationally representative samples of the children and families served. It also seeks to examine the developmental progress of children and their families both during and following Head Start participation. This recurring data collection provides the means for assessing how the program is performing, currently and over time.

This set of tables is designed to accompany a research brief which profiles the Head Start children and families who were newly enrolled in the program in fall 2006, their home environments, and the Head Start classroom environments they entered.² Following an introduction to the study methodology and sample, the tables in each section provide information on the children's characteristics, family demographics and home life (Section A), and child cognitive (Section B), health (Section C), and social-emotional status (Section D) at program entry. A final set of tables details teacher and classroom characteristics (Section E). See Section F for figures.

METHODS

The FACES 2006 sample provides information at the national level about Head Start programs, centers, classrooms, and the children and families they serve. A sample of Head Start pro-

grams was selected from the 2004-2005 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 nine newly enrolled 3- and 4-year-old children were selected for the study.⁴

Sixty programs, 135 centers, 410 classrooms, 365 teachers, and 3,315 children participated in the study in the fall of 2006. Overall, 92 percent of the sampled programs and all of the sampled centers and classrooms participated in the fall.⁵ The parents of 89 percent of the sampled children consented to their children's participation. Child assessments, parent interviews, teacher interviews, and teacher ratings were obtained for 95-98 percent of these children.⁶

Data were collected over a four-month period in fall 2006 (September – December 2007). MPR data collection teams assessed the children at their Head Start centers, interviewed the children's lead teachers, and interviewed the majority of children's parents during week-long site visits.⁷ Teachers were asked to complete a set of ratings for each sampled child in their classroom using either a Web-based or paper instrument.

Data from the direct child assessments are used here to report on children's cognitive and physical 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 fall battery of direct child assessments included a set of 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.

The direct assessment began with a screening to determine whether children from households where English was not the primary spoken language should be assessed in English, assessed in Spanish, or not assessed at all.⁸ The assessments themselves used the standard material for each instrument (for example, stimulus and response pages from the PPVT-4 and Woodcock-Johnson measures). Computer-assisted personal interviewing (CAPI) was used when administering the assessments to facilitate the movement from one measure to the next without the assessor's 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.

Parent Interviews. FACES 2006 used a computer-assisted interview to collect information from Head Start parents in a variety of areas, including the characteristics of households (e.g., household income, number of adult household members, languages spoken in the home) and household members (e.g., 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.

Teacher Interviews and Teacher Child Reports. FACES 2006 also conducted computer-assisted personal interviews with lead teachers about their educational backgrounds, professional experience, and credentials.

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 on both teacher-directed activities and child-selected activities in a typical day, as well as how often the children in the class partic-

ipate in various language and literacy development and mathematics activities. Teachers were asked a series of questions on whether they have a principal curriculum guiding the classroom activities and, if so, whether they received training in how to use it. They were also asked how they assess the children's level of achievement and progress over the Head Start year.

Using a Teacher Child Report form, they were asked to rate each child on a set of 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.

Interviewer Ratings. At the end of the one-on-one testing sessions with children, the assessor completed a set of rating scales evaluating the child's behavior in the assessment situation, including the child's approaches to learning and any problem behaviors. Four subscales from the Leiter-R Examiner Rating Scales were used in FACES 2006: (1) attention, (2) organization/impulse control, (3) activity level, and (4) sociability. The 27 items and four subscales make up the cognitive/social scale.

Population Estimates. The statistics found in these 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 in fall 2006. The data used to report on child and family characteristics and child outcomes are weighted to represent all newly entering Head Start children.⁹ Teacher data are weighted to represent all teachers serving children entering Head Start for the first time in fall 2006.

NOTES

¹ In 2005, the Administration for Children and Families (ACF) selected Mathematica Policy Research and its partners—Educational Testing Service, Juárez and Associates, and General Support Services—to design and conduct FACES 2006.

² Tarullo, L., West, J., Aikens, N. & Hulse, L. (2008). *Beginning Head Start: Children, Families and Programs in Fall 2006*. Washington, DC: U.S. Department of Health and Human Services.

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. Thirteen programs affected by Hurricanes Katrina and Rita in August 2005 were unable to provide information for the 2004–2005 PIR data and thus were not eligible for sample selection.

⁴ Children who were 3 years old and attending their first year of Head Start were sampled at a higher rate to ensure comparable sample sizes between 3-year-olds and 4-year-olds at the end of the kindergarten year, given the longer follow-up time for this younger group.

⁵ Three of the 63 programs that were sampled declined to participate.

⁶ 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 92 percent. The cumulative teacher response rate is 91 percent and the cumulative child response rate (consent rate) is 82 percent. The cumulative weighted response rates for the child assessments, parent interviews, and teacher ratings are 78 percent, 79 percent, and 78 percent, respectively. At the teacher level, among participating classes, marginal weighted response rate for the teacher interview was 98.4%. At the child level, among consented children, the child assessment rate was 95.9 percent; parent interview was 96.3 percent; teacher-child report was 95.3 percent.

⁷ Parents who were not interviewed during the week-long visit were interviewed by phone. About 89 percent of the parent interviews were conducted in person. The fall 2006 round also included program director, center director, and education coordinator interviews, but data from these sources are not used in the tables.

⁸ The screening process and cognitive assessment measures are described in the research brief (see Tarullo et al., 2008).

⁹ Weights are used to compensate for the differential probabilities of selection at the sampling stage (e.g., 3-year-olds were sampled at a higher rate than 4-year-olds) and to adjust for the effects of nonresponse.

TABLE A.1

DEMOGRAPHIC CHARACTERISTICS OF CHILDREN ENTERING HEAD START IN FALL 2006

Demographic Characteristic	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Age as of September 1, 2006			
3 years old or younger	63.3	--	--
4 years old or older	36.7	--	--
Race/Ethnicity			
White	23.5	20.4	28.8
African American, Non-Hispanic	32.7	37.2	24.9
Hispanic/Latino	34.9	33.2	37.8
American Indian or Alaska Native	1.5	1.6	1.4
Asian or Pacific Islander	1.6	1.7	1.5
Multi-Racial/Bi-Racial, Non-Hispanic	5.2	5.3	5.1
Other	0.7	0.7	0.5
Gender			
Female	48.3	49.4	46.5
Male	51.7	50.6	53.5

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

- Almost two-thirds of children entering Head Start for the first time are three years old (as of September 1, 2006), and the rest are four years old.
- Just over a third of entering Head Start children are Hispanic/Latino and another third are African American.
- Newly entering 3-year-olds are more likely (37 percent) to be African American than are entering 4-year-olds (25 percent), while 4-year-olds are more likely to be White or Hispanic/Latino than are 3-year-olds.
- Boys outnumber girls slightly, especially among 4-year-olds (not tested for significance).

[See also Figure A.1]

TABLE A.2
PRIMARY LANGUAGE SPOKEN TO THE CHILD AT HOME

Primary Language Spoken to the Child at Home	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
English	72.9	74.8	69.5
Spanish	22.8	21.4	25.2
Other	4.4	3.8	5.3

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

- Just over a quarter—27 percent—of newly entering Head Start children live in households where English is not the primary language spoken to the child.
- Spanish is by far the most prevalent non-English language, spoken to the child in 23 percent of households.
- 4-year-olds are more likely to be spoken to in Spanish at home (25 percent) than are 3-year-olds (21 percent) and less likely to be spoken to in English at home.

TABLE A.3
HOUSEHOLD SIZE

Household Size and Membership	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Number of Adults in Household			
1	29.8	31.0	27.6
2	50.6	49.6	52.5
3 or more	19.6	19.4	20.0
Mean Number of Adults	1.99	1.97	2.04
Number of Children in Household			
1	18.3	19.2	16.7
2	36.3	35.7	37.4
3	25.3	25.6	24.8
4 or more	20.2	19.6	21.2
Mean Number of Children	2.58	2.56	2.61
Total Number of Persons in Household			
2	5.9	6.3	5.0
3	17.8	17.8	18.0
4	28.3	29.2	26.6
5	22.9	22.7	23.3
6	13.5	12.6	15.2
7 or more	11.6	11.4	11.9
Mean Number of Persons	4.65	4.61	4.72

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

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.

^aAge as of September 1, 2006.

- On average, Head Start children live in households with 2 adults and 2.6 children.
- 30 percent of children live in households with only one adult. About half of the children's households contain 2 adults, and another 20 percent contain three or more adults.
- 82 percent of children live in households with other children.

TABLE A.4
FAMILY STRUCTURE

Children Living With	Percent of Children		
	All Children	3-Year-Olds ^b	4-Year-Olds ^b
Biological ^a Mother and Biological Father	45.6	44.9	46.7
Married	31.6	31.2	32.3
Unmarried	13.5	13.3	13.8
Marital status not reported	0.5	0.4	0.6
Biological ^a Mother Only	47.9	49.0	46.2
Biological ^a Father Only	2.2	1.9	2.9
Neither Biological Mother Nor Biological Father	4.3	4.3	4.2

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

While the previous table (Table A.3) shows the total number of adults in children's households, 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.

^aIncludes both biological and adoptive parents.

^bAge as of September 1, 2006.

- Less than half of Head Start children live with both biological/adoptive parents.

[See also Figure A.4]

TABLE A.5
MOTHER'S AGE AT CHILD'S BIRTH

Age, in Years	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
17 or under	6.7	6.1	7.5
18-19	13.1	13.1	13.11
20-24	36.7	36.8	36.1
25-29	23.5	23.0	24.5
30 or older	20.2	20.9	18.8
Mean Age	25.11	25.24	24.87

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

- On average, when newly entering Head Start children were born their mothers were 25 years old.
- Only 7 percent of children's mothers were under 18 when they were born. (Mother's age at child's birth may be an underestimate of teenage motherhood, since siblings may have been born earlier.)

TABLE A.6
PARENT EDUCATION

Highest Level of Education of Biological or Adoptive Parents Living with Child	Percent of Children		
	All Children	3-Year-Olds ^b	4-Year-Olds ^b
Percentage of Children Living with their Mother ^a	93.5	93.9	92.9
Highest Level of Education Completed by those Mothers ^a			
Less than high school diploma	38.1	37.1	40.1
High school diploma or GED	31.9	31.9	31.2
Some college/vocational/technical	24.0	24.8	22.9
Bachelor's degree or higher	6.1	6.3	5.8
Percentage of Children Living with their Father ^a	47.8	46.8	49.6
Highest Level of Education Completed by those Fathers ^a			
Less than high school diploma	45.4	43.5	48.7
High school diploma or GED	32.2	32.1	32.4
Some college/vocational/technical	14.8	16.2	12.5
Bachelor's degree or higher	7.6	8.3	6.4
Percentage of Children Living with Either Parent ^a	95.7	95.7	95.8
Highest Level of Education Completed by those Parents ^a			
Less than high school diploma	32.6	31.5	34.5
High school diploma or GED	33.7	33.6	33.8
Some college/vocational/technical	25.4	26.3	23.8
Bachelor's degree or higher	8.3	8.6	7.9

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

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

^aIncludes both biological and adoptive parents.

^bAge as of September 1, 2006.

- 62 percent of children's mothers had at least a high school diploma or GED.
- 55 percent of children's fathers had at least a high school diploma or GED.
- 67 percent of children had at least one parent with a high school diploma or GED.

[See also Figure A.6]

TABLE A.7
PARENT EMPLOYMENT STATUS

Employment Status of Biological or Adoptive Parents Living with Child	Percent of Children		
	All Children	3-Year-Olds ^b	4-Year-Olds ^b
Percentage of Children Living with their Mother ^a	93.5	93.9	92.9
Employment Status of those Mothers ^a			
Working full-time	31.5	33.2	28.5
Working part-time	20.1	21.5	17.7
Looking for work	14.2	14.0	14.7
Not in labor force	34.2	31.4	39.1
Percentage of Children Living with their Father ^a	47.8	46.8	49.6
Employment Status of those Fathers ^a			
Working full-time	71.8	72.4	70.8
Working part-time	13.4	12.3	15.3
Looking for work	7.2	8.0	6.0
Not in labor force	7.5	7.3	7.9
Percentage of Children Living with Either Parent ^a	95.7	95.7	95.8
Employment Status of the Most Employed of those Parents ^a			
Working full-time	58.5	58.7	57.9
Working part-time	17.0	17.6	16.0
Looking for work	11.7	12.0	11.3
Not in labor force	12.8	11.7	14.7

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

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

^aIncludes both biological and adoptive parents.

^bAge as of September 1, 2006.

- 32 percent of newly entering children's mothers are working full-time, and another 20 percent are working part-time.
- Mothers of 4-year-olds are somewhat less likely to be working than mothers of 3-year-olds.
- 85 percent of children's fathers are employed, and most of these (72 percent) are working full-time.
- 59 percent of children have at least one parent who is working full-time. One quarter of children have no employed parents, and about half of these have at least one parent who is looking for work.

TABLE A.8

HOUSEHOLD INCOME AS A PERCENTAGE OF THE FEDERAL POVERTY THRESHOLD

Income as a Percentage of Poverty	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
50 percent or less	16.8	17.1	16.4
50 to 100 percent	41.2	40.7	42.1
101 to 130 percent	15.8	16.3	15.0
131 to 185 percent	14.8	14.7	14.9
186 to 200 percent	2.2	2.1	2.5
201 percent or above	9.2	9.2	9.3

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

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.

^aAge as of September 1, 2006.

- 58 percent of newly entering Head Start children live in households where the total household income is at or below the federal poverty threshold. Close to 90 percent of children live in households where the total household income is less than or equal to 185 percent of the poverty threshold.
- Not shown in table: Mean annual household income is \$22,704. (\$22,416 for families with 3-year-olds and \$23,198 for families with 4-year-olds). The median household income is \$18,736.

TABLE A.9

HOUSEHOLD INCOME AS A PERCENTAGE OF THE FEDERAL POVERTY THRESHOLD,
BY RACE/ETHNICITY

Income as a Percentage of Poverty	Percent of Children			
	White	African American, Non-Hispanic	Hispanic/Latino	Other
50 percent or less	10.1	21.7	17.1	16.1
50 to 100 percent	40.3	38.5	45.3	36.8
101 to 130 percent	15.8	14.6	17.0	15.5
131 to 185 percent	15.0	14.7	14.0	17.3
186 to 200 percent	2.3	2.3	2.0	2.5
201 percent or above	16.4	8.3	4.7	11.9

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

- Not shown in table: Households of newly entering White children tend to have higher incomes than other households.
- White children's households are less likely to have incomes below 50 percent of the federal poverty level, and more likely to have incomes above 200 percent of poverty, than are those of African American and Hispanic children.
- Hispanic children's households are more likely than African American children's households to have incomes between 50 and 130 percent of the poverty level.

TABLE A.10

PUBLIC ASSISTANCE RECEIVED BY ANY HOUSEHOLD MEMBER

Type of Public Assistance	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Welfare	22.6	23.0	22.1
Food Stamps	52.5	53.8	50.2
WIC	60.3	62.4	56.7
SSI	13.6	13.8	13.3

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

- 60 percent of newly entering Head Start children live in households that receive assistance through USDA's WIC program. 53 percent of children live in households that receive food stamps, and 23 percent live in households that receive welfare assistance (TANF).
- 3-year-olds are somewhat more likely to live in households that receive WIC than are 4-year-olds.

TABLE A.11
FAMILY RISK INDEX

Risk Factors	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Single Parent Household ^b	47.2	48.4	45.3
Mother Does Not Have High School Diploma ^c	38.1	36.9	40.1
Income Below Federal Poverty Threshold	58.0	57.7	58.5
Family Risk Index ^d			
0 risk factors	16.8	16.7	16.9
1 risk factor	35.7	36.6	34.0
2 risk factors	34.4	32.7	37.2
3 risk factors	13.2	14.0	11.9

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

^bA 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.

^cHouseholds that do not include a mother are excluded from this factor.

^dNumber 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.

- Nearly half of Head Start children have more than one family risk factor.

TABLE A.12
FAMILY RISK INDEX, BY CHILD CHARACTERISTICS

Child Characteristics	Percent of Children with Different Numbers of Family Risk Factors		
	0 risk factors	1 risk factor	2 or more risk factors
Race/Ethnicity			
White	25.7	38.0	36.4
African American, Non-Hispanic	12.0	35.9	52.1
Hispanic/Latino	14.1	32.9	53.0
Other	22.1	40.0	37.9
Gender			
Female	15.5	36.7	47.8
Male	18.3	34.5	47.2
Home Language Minority (English is Not the Primary Language Spoken to Child at Home)			
Yes	14.9	33.3	51.8
No	17.6	36.6	45.9

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

- Hispanic and African-American children tend to have more risk factors than White children. The differences between White and the other categories were significant when contrasting no risk factors with 2 or more risk factors.
- Children whose parents speak a language other than English to them at home are more likely (52 percent) to have multiple family risk factors than other children (46 percent).

TABLE A.13
FREQUENCY OF READING TO CHILD

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	4.2	22.6	34.6	38.7
Age as of September 1, 2006				
3 years old or younger	4.1	23.3	34.0	38.6
4 years old or older	4.4	21.3	35.6	38.7
Race/Ethnicity				
White	2.3	13.9	32.4	51.5
African American, Non-Hispanic	3.0	23.5	39.0	34.5
Hispanic/Latino	6.9	28.7	30.2	34.3
Other	3.2	18.4	41.5	36.8
Gender				
Female	4.3	21.5	33.7	40.6
Male	4.2	23.2	35.5	37.2
Family Risk Index				
0 risk factors	3.5	18.4	38.1	40.0
1 risk factor	4.1	21.7	33.0	41.2
2 or more risk factors	4.4	26.2	34.1	35.4
Home Language Minority (English is Not the Primary Language Spoken to Child at Home)				
Yes	8.1	30.6	28.4	32.9
No	2.8	19.6	36.9	40.8

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

- Almost three-quarters 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 children. 84 percent of White children are read to at least 3 times during the week, compared to 74 percent of African American children and 65 percent of Hispanic children.
- Children with multiple risk factors are less likely to be read to at least 3 times a week than are children with no risk factors.
- Home language minority children are read to by family members less often than are other children.

[See also Figure A.13]

TABLE A.14

FAMILY MEMBERS' ACTIVITIES WITH CHILD IN PAST WEEK

Type of Activity	Percent of Children
Told child a story	73.0
Taught child letters, words, or numbers	94.1
Taught child songs or music	80.6
Worked with child on arts and crafts	63.8
Played with toys or games indoors	97.0
Played a game, sport, or exercised together	85.5
Took child along on errands	95.9
Involved child in household chores	91.8
Talked about what happened in Head Start	94.8
Talked about TV programs or videos	72.5
Played counting games	84.3
Mean number of activities	9.33

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

- 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; going along on errands; talking about Head Start; learning letters, words, or numbers; and participating in household chores.
- Not shown in table: 3-year-olds are somewhat more likely to have been taught songs or music and played counting games than are 4-year-olds.

[See also Figure A.14]

TABLE A.15

FAMILY MEMBERS' ACTIVITIES WITH CHILD IN PAST MONTH

Type of Activity	Percent of Children
Visited a library	26.9
Went to a movie	32.5
Went to a play, concert, or other live show	13.3
Went to a mall	74.3
Visited an art gallery, museum, or historical site	11.9
Visited a playground or park or had a picnic	85.4
Visited a zoo or aquarium	20.7
Talked about family history or ethnic heritage	41.6
Attended event sponsored by community group	38.4
Attended athletic or sporting event	33.0
Attended church activity	52.9
Mean number of activities	4.31

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

- The majority of newly entering Head Start children visited a playground or park (85 percent) or a shopping mall (74 percent) and just over half attended a church activity with a parent or other family member in the past month.
- Between a fifth and a third of children went to a sporting event, movie, library, or zoo/aquarium in the past month.
- Children were less likely to have engaged in cultural activities such as visiting museums, and attending plays or concerts.
- Not shown in table: 3-year-olds are somewhat more likely to have attended church and community group activities than are 4-year-olds; while 4-year-olds are somewhat more likely to have visited an art gallery, museum, or historical site than are 3-year-olds.

[See also Figure A.15]

TABLE A.16
TELEVISION VIEWING AND COMPUTER ACCESS

	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Amount of Time Child Spent Watching Television on a Typical Weekday			
None	8.7	8.6	9.0
Less than one hour	22.7	22.8	22.4
One to two hours	47.6	47.5	47.8
More than two hours	21.0	21.1	20.9
Child Has Access to a Computer in the Home			
Yes	53.2	53.1	53.4
No	46.8	47.0	46.6

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

- Just over a fifth of newly entering Head Start children watch more than two hours of television a day. Children are most likely to watch television for one to two hours per weekday.
- More than half of Head Start children have access to a home computer.

TABLE A.17
HOUSEHOLD ROUTINES

	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Have Regular Bedtime	86.6	85.6	88.3
Number of Days Per Week Family Eats Dinner Together			
0-2	8.4	8.6	8.0
3-4	18.0	19.6	15.3
5-6	18.4	17.3	20.3
7	55.2	54.5	56.4
Mean	5.58	5.53	5.66

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

- 87 percent of Head Start children have a regular bedtime.
- Not shown in table: On average, children regularly sleep for 10 hours per night. (This amount was derived by computing the number of hours between the reported usual bed time and the usual waking time.)
- 55 percent of Head Start children eat dinner as a family seven days per week. On average, children's families eat dinner together about six times per week.

TABLE A.18

DISCIPLINE

	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Parent spanked child in past week	36.3	38.9	31.9
Parent used “time out” in past week	67.4	67.0	67.9

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

- 36 percent of Head Start children were spanked in the past week, and 67 percent were disciplined using “time out.”
- 3-year-olds are somewhat more likely to have been spanked than are 4-year-olds.

TABLE A.19
CHILD NUTRITION

Child's Nutrition During Past Week	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Drank milk at least twice a day	71.4	70.6	72.9
Drank no soda, sports drinks, or non-100%-juice drinks	22.9	22.3	23.9
Ate no fast food	25.2	24.8	26.0
Ate sweets less than once a day	68.1	68.1	68.0
Ate salty snacks less than once a day	76.0	75.3	77.1

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

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

^aAge as of September 1, 2006.

- 71 percent of children drank milk at least twice a day.
- 23 percent avoided soda and other sweetened beverages completely, and one-quarter avoided fast food.
- 68 percent ate sweets less than once a day, and 76 percent ate salty snacks less than once a day.

TABLE A.20
CHILD'S HEALTH CARE

	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Regular Medical Checkup in Past Year	98.9	99.0	98.6
Regular Dental Checkup in Past Year	87.7	86.4	89.8
Has Health Insurance	94.2	94.4	93.8
Private	48.8	48.0	50.2
Medicaid	71.2	71.4	70.9
SCHIP ^b	9.0	10.8	5.9
Other government	3.7	3.2	4.7

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

^bState Children's Health Insurance Program.

- Almost all newly entering Head Start children (99 percent) had a regular medical check-up in the past year, and 88 percent saw a dentist.
- Newly entering 4-year-olds are more likely to have had a dental check-up than are 3-year-olds.
- A large majority of children (94 percent) have health insurance. Almost half are covered by private insurance. Just over 70 percent are covered by Medicaid and 9 percent by SCHIP.
- 3-year-olds are more likely to be covered by SCHIP than are 4-year-olds.
- Not shown in table: Children whose parents are employed full time are more likely to have private insurance (54 percent) than parents who work part-time (46 percent) or are not employed (39 percent).

TABLE A.21
CHILD'S HEALTH CARE, BY RACE/ETHNICITY

	Percent of Children			
	White	African American, Non-Hispanic	Hispanic/Latino	Other
Regular Medical Checkup in Past Year	98.4	99.5	99.0	97.4
Regular Dental Checkup in Past Year	82.4	88.6	92.1	80.4
Has Health Insurance	93.5	97.3	91.1	96.5
Private	47.3	43.4	55.8	45.5
Medicaid	69.6	77.5	66.7	70.0
SCHIP ^a	7.1	12.4	6.9	9.8
Other government	2.8	1.7	4.1	12.3

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aState Children's Health Insurance Program.

- Newly entering Hispanic children are most likely to have had a dental check-up in the past year, followed by African-American children.
- African-American children are more likely to have health insurance than are White and Hispanic children. This difference is driven largely by higher rates of Medicaid and SCHIP among this group. Hispanic children are more likely to be covered by private insurance than are other children, and are more likely to have other types of government health insurance than are African-American children.

TABLE A.22
DEPRESSIVE SYMPTOMS AMONG PARENTS^a

	Percent of Children		
	All Children	3-Year-Olds ^b	4-Year-Olds ^b
Degree of Depressive Symptoms			
Not depressed	57.9	57.9	58.1
Mildly depressed	23.2	23.3	23.0
Moderately depressed	10.1	10.6	9.3
Severely depressed	8.8	8.3	9.7
Mean Number of Depressive Symptoms	5.37	5.37	5.39

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aIn this table, the term “parent” is used to refer to the primary caregiver who responded to the survey. Most are parents, but some are grandparents or other primary caregivers.

^bAge as of September 1, 2006.

- Nine percent of newly entering children’s parents report symptoms of severe depression, and another ten percent report symptoms of moderate depression.

[See also Figure A.22]

TABLE A.23

DEPRESSIVE SYMPTOMS AMONG PARENTS^a, BY RACE/ETHNICITY

	Percent of Children			
	White	African American, Non-Hispanic	Hispanic/Latino	Other
Degree of Depressive Symptoms				
Not depressed	48.1	53.1	69.3	56.5
Mildly depressed	27.2	26.7	17.2	23.1
Moderately depressed	12.8	11.1	7.5	9.6
Severely depressed	11.8	9.1	5.9	10.8
Mean Number of Symptoms	6.77	5.78	4.00	5.68

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aIn this table, the term “parent” is used to refer to the primary caregiver who responded to the survey. Most are parents, but some are grandparents or other primary caregivers.

- Newly entering Hispanic/Latino children’s parents reported fewer depressive symptoms than other parents.

TABLE A.24

CHILD AND PARENT^a EXPOSURE TO CRIME AND VIOLENCE

Type of Exposure	Percent of Children		
	All Children	3-Year-Olds ^b	4-Year-Olds ^b
Child witnessed violent crime in past year	3.2	2.8	3.8
Child witnessed domestic violence in past year	6.0	5.1	7.5
Child was victim of violent crime in past year	0.8	0.5	1.2
Child was victim of domestic violence in past year	1.4	1.0	2.1
Relative household member arrested or charged with a crime	22.9	23.1	22.6
Parent ^b witnessed nonviolent crime in neighborhood in past year	21.2	22.3	19.4
Parent ^b witnessed violent crime in neighborhood in past year	20.6	22.0	18.3
Parent ^b knows victim of violent crime in neighborhood in past year	15.5	16.1	14.5
Parent ^b was victim of violent crime in neighborhood in past year	4.4	4.7	3.9
Parent ^b was victim of domestic violence in past year	4.6	4.4	4.9

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aIn this table, the term “parent” is used to refer to the primary caregiver who responded to the survey. Most are parents, but some are grandparents or other primary caregivers.

^bAge as of September 1, 2006.

- Very few newly entering Head Start children had witnessed any sort of violence in the past year, and even fewer had been victimized themselves.
- 4-year-olds are more likely to have witnessed domestic violence than are 3-year-olds.
- The most common type of violence (in terms of both witnessing and victimization) was domestic violence. Six percent of children witnessed domestic violence and one percent were the victim of domestic violence.
- Nearly a quarter of Head Start children had a member of their household arrested or charged with a crime.
- 21 percent of parents had witnessed nonviolent crime in their neighborhoods during the prior year, and almost as many had witnessed violent crime.
- Not shown in table: The majority of parents who had witnessed crime in the neighborhood had seen it more than once in the past year.
- Parents of 3-year-olds are more likely to have witnessed violent crime than are parents of 4-year-olds.

TABLE A.25

CHILD CARE ARRANGEMENTS IN ADDITION TO HEAD START

	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Type of Primary Child Care Arrangement			
Center-based care ^b	8.9	8.9	8.9
Relative	22.2	23.8	19.4
Non-relative	4.6	4.8	4.3
Equal time in multiple types of care	0.4	0.4	0.3
Any Child Care	36.0	37.8	32.9

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

^bCenter-based care includes wraparound care provided at the child's Head Start site that is not part of the Head Start program.

- Over a third 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, particularly relative care, is somewhat more common for 3-year-olds than for 4-year-olds.
- Relative care is the most common type of care children receive before or after Head Start (22 percent). Only 9 percent of children are cared for in a center-based program, and 5 percent are cared for in a non-relative home-based setting.

[See also Figure A.25]

TABLE A.26

CHILD CARE ARRANGEMENTS IN ADDITION TO HEAD START, BY RACE/ETHNICITY

	Percent of Children			
	White	African American, Non- Hispanic	Hispanic/Latino	Other
Type of Primary Child Care Arrangement				
Center-based care	10.4	10.5	5.1	13.7
Relative	19.7	28.6	18.3	21.4
Non-relative	6.1	2.0	5.5	6.7
Equal time in multiple types of care	0.4	0.3	0.3	0.9
Any Child Care	36.5	41.3	29.1	42.7

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

- Newly entering Hispanic/Latino children are least likely to be in child care before or after Head Start, particularly center-based care.
- African American children are more likely to be in relative care, and less likely to be in home-based non-relative care, than are White and Hispanic children.

TABLE A.27

AMOUNT OF TIME IN CHILD CARE AND HEAD START

	Mean Number of Hours in Head Start/Child Care			
	Sample size	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Head Start				
Among all households	3,169	23.46	24.50	21.68
Child Care				
Among those in child care	1,129	17.52	17.14	18.27
Among all households	3,165	6.26	6.43	5.97
Total Head Start and Child Care				
Among those in child care	1,141	40.48	40.96	39.52
Among all households	3,174	29.67	30.87	27.61

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

- Newly entering children spend an average of 23 hours per week in Head Start.
- Children in supplemental child care receive an average of 18 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 30 hours per week. For those children who receive both Head Start and child care, the total average hours per week in care increases to 40 hours.
- On average, 3-year-olds spend 2.8 more hours per week in Head Start, and 3.3 more hours per week in combined Head Start and child care, than 4-year-olds do.

Not shown in table:

- Children attending full-day Head Start programs are no less likely to be in 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.
- Children's parents pay an average of \$20.69 per week for before- and after-care.
- On average, parents of 4-year-olds spend \$6.67 more per week on child care than parents of 3-year-olds.

TABLE B.1

RELIABILITY OF FALL 2006 FACES CHILD ASSESSMENT DATA - ENGLISH AND SPANISH
LANGUAGE ASSESSMENTS

Scales	Fall 2006 (Total sample)		
	Number of items	Number of cases	Cronbach alphas
PPVT-4	132	2727	0.97
TVIP	75	716	0.93
WJ3: Letter Word Identification	26	2645	0.81
WJ3: Spelling	17	2647	0.79
WJ3: Applied Problems	29	2648	0.88
ECLS-B Math IRT Score	22	2617	0.81
ECLS-B Number/Shape Proficiency Probability Score	22	2617	0.64 ^a
Combined ECLS-B/WJ3 Applied Problems IRT Score	44	2617	0.81
Story and Print Concepts IRT Scale Score	13	2592	0.70
WM3: Letter Word Identification	14	405	0.66
WM3: Spelling	14	411	0.69
WM3: Applied Problems	19	408	0.84

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^a This reliability coefficient is split-half.

Screener and language of assessments

FACES 2006 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, the ECLS-K, and the Head Start National Reporting System, with data from those studies showing that the PreLAS 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, then he or she is 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 routed out of the cognitive assessment and is just weighed and measured.

All children, regardless of home language or performance on the Pre-LAS, receive the English receptive vocabulary measure, the Peabody Picture Vocabulary Test-4 (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.

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

Table B.1

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. 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 FALL 2006 FACES CHILD ASSESSMENT RAW SCORE DATA FOR CHILDREN TAKING THE ASSESSMENT IN ENGLISH

Scales	Fall 2006				
	Number of cases	Mean	SD	Reported response range	Possible response range
PPVT-4	2555	41.57	20.34	5 - 113	0 - 288
TVIP ^a	335	12.71	10.80	0 - 54	1 - 82
WJ3: Letter Word Identification	2645	3.32	2.92	0 - 22	0 - 76
WJ3: Spelling	2647	4.40	2.69	0 - 14	0 - 59
WJ3: Applied Problems	2648	5.23	4.32	0 - 21	0 - 63
ECLS-B Counting	2550	8.22	4.50	1 - 20	0 - 20

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

Raw scores are displayed.

^a These scores are for children from Spanish speaking households who passed the language screener and took the remainder of the assessment in English.

- Children in Head Start score in the middle range on the counting task (8.2 out of a possible 20) and on average can count up to 8 at the start of the program year.

TABLE B.3

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD ASSESSMENT RAW SCORE DATA BY AGE
FOR CHILDREN TAKING THE ASSESSMENT IN ENGLISH

Scales	Fall 2006 (Newly entering 3-year-olds ^a)					Fall 2006 (Newly entering 4-year-olds ^a)				
	Number of cases	Mean	SD	Reported response range	Possible response range	Number of cases	Mean	SD	Reported response range	Possible response range
PPVT-4	1606	35.54	17.14	5 - 106	0 - 228	947	50.86	21.37	5 - 113	0 - 228
TVIP ^b	161	10.11	9.24	0 - 39	1 - 82	174	14.88	11.50	0 - 54	1 - 82
WJ3: Letter Word Identification	1680	2.70	2.44	0 - 14	0 - 76	965	4.29	3.33	0 - 22	0 - 76
WJ3: Spelling	1683	3.45	2.25	0 - 12	0 - 59	964	5.92	2.63	0 - 14	0 - 59
WJ3: Applied Problems	1683	3.88	3.66	0 - 18	0 - 63	965	7.38	4.41	0 - 21	0 - 63
ECLS-B Counting	1607	7.20	4.09	1 - 20	0 - 20	943	9.80	4.66	1 - 20	0 - 20

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

Raw scores are displayed.

^a Age as of September 1, 2006.

^b These scores are for children from Spanish speaking households who passed the language screener and took the remainder of the assessment in English.

TABLE B.4

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD ASSESSMENT STANDARDIZED
SCORE DATA FOR CHILDREN TAKING THE ASSESSMENT IN ENGLISH

Scales	Number of cases	Reported response range	Possible response range	Mean (SD)			
				Overall	SD	Bottom quartile	Top quartile
PPVT-4 Standard Score	2555	37 - 144	20 – 160	85.40	14.22	67.96	90.51
TVIP ^a	329	0 - 134	55 - 145	84.65	14.96	68.42	88.17
WJ3: Letter Word Identification Standard Score	2402	62 - 176	0 – 200	93.87	17.1	74.85	97.99
WJ3: Spelling Standard Score	2525	47 - 149	0 – 200	95.05	15.76	75.25	100.37
WJ3: Applied Problems Standard Score	2344	45 - 153	0 – 200	89.82	17.5	67.48	96.08
ECLS-B Math IRT Score	2617	2.73 - 18.56	0 – 22	6.61	2.65	3.64	7.29
ECLS-B Number/Shape Proficiency Probability Score	2617	0 – 1.00	0 – 1.00	0.25	0.28	0.01	0.26
Combined ECLS-B/WJ3 Applied Problems IRT Score	2617	3.30 - 37.67	0 – 44	12.93	6.47	5.29	15.12
Story and Print Concepts IRT Scale Score	2294	0 – 10.73	0 - 14	3.66	2.36	0.96	4.59
PPVT-4 Growth Score Value (GSV) Score	2555	51 - 150	12 - 271	97.76	17.05	76.97	103.53
WJ3: Letter Word Identification W Ability Score	2402	276 - 400	n.a.	304.73	20.87	287.62	314.00
WJ3: Spelling W Ability Score	2525	287 - 426	n.a.	344.99	28.98	312.76	357.74
WJ3: Applied Problems W Ability Score	2344	332 - 444	n.a.	374.82	25.09	341.45	387.12

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aThese scores are for children from Spanish speaking households who passed the language screener and took the remainder of the assessment in English.

TABLE B.4

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. Like raw scores, W 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 scores and can range from 12 to 271.

n.a. = not applicable

- Children entering Head Start for the first time in Fall 2006 score below national norms on most measures of language, literacy, and math development. They score approximately one standard deviation below national norms on receptive vocabulary (85.4), two-thirds of a standard deviation below national norms on applied problems (89.8), and one-third of a standard deviation below national norms on letter word identification (93.9) and early writing (95.1). Children also score in the low range on average on the Story and Print Concepts task, with children scoring a mean of 3.7 (out of a possible 14).

Children's standard scores, however, are similar to those of children in FACES 2000 and FACES 2003 (with the exception of early writing score, which are higher than those for prior cohorts). (Note. WJ scores in FACES 2000 are drawn from the WJ-R. WJ scores in FACES 2003 are drawn from a hybrid version of the WJ-R and WJ-III. PPVT scores in FACES 2000 and 2003 are drawn from the PPVT-III).

- On the ECLS 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 FACES score in the low range on the number/shape proficiency probability (0.25 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., $.25 \times 100 = 25\%$ of Head Start children are able to demonstrate these skills at the start of the program year.) These scores can take on any value from zero to one.
- 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: 98 in letter-word knowledge and 100 in early writing skills. However, in receptive vocabulary children in the highest quartile score, on average, 91, about two-thirds of a standard deviation below national norms. Mean standard scores for the lowest quartile of Head Start children are at least one two standard deviation below national averages (e.g., 68 in vocabulary and 75 in early writing skills).

[See Figure B.4]

TABLE B.5

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD ASSESSMENT STANDARDIZED
SCORE DATA BY AGE FOR CHILDREN TAKING THE ASSESSMENT IN ENGLISH

Scales	Fall 2006 (Newly entering 3-year-olds ^a)			Fall 2006 (Newly entering 4-year-olds ^a)		
	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score	1606	86.43	13.34	947	83.82	15.35
TVIP ^b	158	88.64	12.56	171	81.31	15.95
WJ3: Letter Word Identification Standard Score	1466	95.36	18.83	936	91.75	14.01
WJ3: Spelling Standard Score	1571	98.34	15.41	954	90.14	14.98
WJ3: Applied Problems Standard Score	1425	93.20	17.48	919	85.04	16.38
ECLS-B Math IRT Score	1655	5.72	2.15	962	8.02	2.76
ECLS-B Number/Shape Proficiency Probability Score	1655	0.16	0.21	962	0.40	0.30
Combined ECLS-B/WJ3 Applied Problems IRT Score	1655	10.74	5.46	962	16.36	6.44
Story and Print Concepts IRT Scale Score	1445	3.01	2.14	849	4.67	2.34
PPVT-4 Growth Score Value (GSV) Score	1606	92.87	15.21	947	105.28	17.01
WJ3: Letter Word Identification W Ability Score	1466	300.50	19.00	936	310.76	21.89
WJ3: Spelling W Ability Score	1571	339.11	28.29	954	353.76	27.76
WJ3: Applied Problems W Ability Score	1425	370.25	24.64	919	381.28	24.27

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^a Age as of September 1, 2006.

^b These scores are for children from Spanish speaking households who passed the language screener and took the remainder of the assessment in English.

TABLE B.5

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. Like raw scores, W 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 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 measures. For example, in the areas of early writing and applied problems, differences in relative performance favor younger Head Start children. Across measures reflecting absolute performance, such as W 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 ECLS 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 (40% versus 16%). 4-year-olds also score higher on the Story and Print concepts task. This task does not have national norms for comparison.

TABLE B.6

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD ASSESSMENT
RAW SCORE DATA FOR CHILDREN TAKING THE ASSESSMENT IN SPANISH

Scales	Fall 2006				
	Number of cases	Mean	SD	Reported response range	Possible response range
PPVT-4	172	15.94	7.59	6 - 43	0 - 228
TVIP ^a	381	9.08	8.13	0 - 44	0 - 82
WM: Letter Word Identification	405	1.05	1.15	0 - 8	0 - 76
WM: Spelling	411	2.99	1.73	0 - 10	0 - 59
WM: Applied Problems	408	2.88	2.91	0 - 12	0 - 63

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

Raw scores are displayed.

^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 FALL 2006 FACES CHILD ASSESSMENT RAW SCORE DATA
BY AGE FOR CHILDREN TAKING THE ASSESSMENT IN SPANISH

Scales	Fall 2006 (Newly entering 3-year-olds ^a)					Fall 2006 (Newly entering 4-year-olds ^a)				
	Number of cases	Mean	SD	Reported response range	Possible response range	Number of cases	Mean	SD	Reported response range	Possible response range
PPVT-4	120	15.82	7.41	6 - 43	0 - 228	52	16.18	7.93	7 - 39	0 - 228
TVIP ^b	280	7.22	6.26	0 - 32	0 - 82	101	14.08	10.19	1 - 44	0 - 82
WM: Letter Word Identification	306	0.89	1.00	0 - 7	0 - 76	99	1.50	1.41	0 - 8	0 - 76
WM: Spelling	309	2.54	1.55	0 - 7	0 - 59	102	4.27	1.58	1 - 10	0 - 59
WM: Applied Problems	306	2.33	2.50	0 - 11	0 - 63	102	4.44	3.41	0 - 12	0 - 63

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

Raw scores are displayed.

^aAge as of September 1, 2006.

^bThese 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 FALL 2006 FACES CHILD ASSESSMENT STANDARDIZED SCORE DATA
FOR CHILDREN TAKING THE ASSESSMENT IN SPANISH

Scales	Number of cases	Reported response range	Possible response range	Overall	Mean (SD)		
					SD	Bottom quartile	Top quartile
PPVT-4 Standard Score	172	40 - 95	20 – 160	63.41	11.04	49.52	68.50
TVIP Standard Score ^a	372	58 - 118	55 – 145	84.90	11.05	71.82	88.39
WM3: Letter Word Identification Standard Score	190	66 - 121	0 – 200	79.32	10.67	69.57	83.66
WM3: Spelling Standard Score	374	57 - 118	0 – 200	88.22	11.12	73.42	93.06
WM3: Applied Problems Standard Score	302	51 - 118	0 – 200	82.37	12.78	67.42	86.75
Story and Print Concepts IRT Scale Score	298	0 – 10.12	0 – 14	2.98	2.02	1.00	4.16
PPVT-4 Growth Score Value (GSV) Score	172	54 - 101	12 - 271	72.5	10.08	60.94	75.50
WM3: Letter Word Identification W Ability Score	405	264 - 336	n.a.	277.75	14.76	264.00	293.00
WM3: Spelling W Ability Score	411	277 - 397	n.a.	323.27	26.86	294.15	342.00
WM3: Applied Problems W Ability Score	408	318 - 407	n.a.	349.33	25.40	318.00	364.93

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aThese scores are for children from Spanish speaking households who failed the language screener and took the remainder of the assessment in Spanish.

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. Like raw scores, W 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 scores and can range from 12 to 271.

n.a. = not applicable

TABLE B.8

- Like other Head Start children, children taking the assessment in Spanish score below norms on all 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 (84.9), two-thirds of a standard deviation below norms in early writing (88.2), and one and one-third of a standard deviation below norms on letter-word knowledge (79.3) and applied problems (82.4). They also score in the low range on the Story and Print concepts task, with children scoring a mean of 3.0 (out of a possible 14). This task does not have national norms for comparison.
- Scores on the norm-referenced measures are similar to the scores of the FACES 2000 children assessed in Spanish, with the exception of letter-word knowledge, where FACES 2006 scores are lower. (Note: WM scores in FACES 2000 are drawn from the WM-R. PPVT scores in FACES 2000 are drawn from the PPVT-III. In addition, previously reported scores for FACES 2000 are for children assessed in Spanish in Fall and in English in Spring).
- 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. The mean standard scores for the lowest quartile of children are at least one standard deviation below norms, and in some instances their scores are less than a standard deviation lower than the top quartile.
- These children also enter Head Start with skills that are behind those of language-majority children. For example, they enter with English receptive vocabulary skills approximately 20 points lower than those of other children (63.4 versus 86.4).

TABLE B.9

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD ASSESSMENT STANDARDIZED SCORE DATA BY AGE FOR CHILDREN TAKING THE ASSESSMENT IN SPANISH

Scales	Fall 2006 (Newly entering 3-year-olds ^a)			Fall 2006 (Newly entering 4-year-olds ^a)		
	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score	120	67.57	9.43	52	54.71	8.87
TVIP Standard Score ^b	271	86.50	9.54	101	80.78	13.38
WM: Letter Word Identification Standard Score	115	79.93	10.99	75	78.43	10.09
WM: Applied Problems Standard Score	272	89.55	10.97	102	84.82	10.78
WM: Spelling Standard Score	216	83.91	12.19	86	78.68	13.38
Story and Print Concepts IRT Scale Score	219	2.60	1.91	79	3.95	1.96
PPVT-4 Growth Score Value (GSV) Score	120	72.41	9.97	52	72.68	10.30
WM: Letter Word Identification W Ability Score	306	275.82	13.51	99	283.43	16.71
WM: Applied Problems W Ability Score	306	344.89	25.46	102	361.93	21.48
WM: Spelling W Ability Score	309	316.75	23.39	102	341.93	26.63

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^a Age as of September 1, 2006.

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

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. Like raw

TABLE B.9

scores, W 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 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 closer to their same-age peers than do newly entering 4-year-olds in the areas of English and Spanish receptive vocabulary, early writing, and applied problems.
- 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. This indicates that absolute (rather than age-normed performance) of 4-year-olds exceeds that of 3-year-olds. Four-year-olds also score higher on the Story and Print concepts task. This task does not have national norms for comparison.

TABLE B.10

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD ASSESSMENT DATA—PPVT-4 STANDARD SCORES BY CHILD ASSESSMENT LANGUAGE

Scale	PPVT-4 Standard Score (Fall 2006)				
	Number of cases	Mean	SD	Reported response range	Possible response range
All children	2730	84.14	14.96	37 - 144	20 – 160
Language minority children passing language screener	356	74.22	13.43	37 - 116	20 – 160
Language minority children failing language screener: Spanish home language	172	63.41	11.04	40 - 95	20 – 160
Language minority children failing language screener : Other home language	3	61.86	5.82	54 - 67	20 – 160

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

- Children from households where a language other than English is spoken enter Head Start with English vocabulary skills considerably behind those of children who come from households where English is the primary language spoken in the home. As expected, language minority children who are unable to pass the language screener have the lowest scores.

[See Figure B.10]

TABLE B.11

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD ASSESSMENT RAW SCORE DATA BY GENDER
FOR CHILDREN TAKING THE ASSESSMENT IN ENGLISH OR SPANISH

Scales	Fall 2006 (Girls)			Fall 2006 (Boys)		
	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4	1325	41.42	20.55	1378	38.89	20.73
TVIP ^a	361	11.22	10.11	355	10.54	9.29
WJ3: Letter Word Identification	1273	3.48	2.87	1347	3.15	2.95
WJ3: Spelling	1271	4.79	2.60	1351	4.05	2.73
WJ3: Applied Problems	1272	5.60	4.36	1351	4.92	4.25
ECLS-B Counting	1238	8.53	4.48	1289	7.91	4.52
WM3: Letter Word Identification	210	1.09	1.11	194	1.01	1.19
WM3: Spelling	215	3.25	1.60	195	2.74	1.82
WM3: Applied Problems	212	3.30	3.00	195	2.47	2.77

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

Raw scores are displayed.

^aThese scores are for all children from Spanish speaking households, regardless of whether the child passed or failed the language screener.

TABLE B.12

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD ASSESSMENT STANDARDIZED SCORE DATA
BY GENDER FOR CHILDREN TAKING THE ASSESSMENT IN ENGLISH OR SPANISH

Scales	Fall 2006 (Girls)			Fall 2006 (Boys)		
	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score	1325	85.31	15.12	1378	83.07	14.69
TVIP Standard Score ^a	356	85.33	13.50	345	84.22	12.77
WJ3: Letter Word Identification Standard Score	1184	95.11	16.51	1196	92.62	17.45
WJ3: Spelling Standard Score	1235	96.38	15.58	1266	93.87	15.86
WJ3: Applied Problems Standard Score	1155	90.67	16.76	1169	89.11	18.17
ECLS-B Math IRT Score	1264	6.81	2.64	1329	6.43	2.65
ECLS-B Number/Shape Proficiency Probability Score	1264	0.27	0.28	1329	0.24	0.27
Combined ECLS-B/WJ3 Applied Problems IRT Score	1264	13.43	6.42	1329	12.47	6.48
Story and Print Concepts IRT Scale Score	1290	3.80	2.30	1279	3.39	2.36
WM: Letter Word Identification Standard Score	96	79.42	10.29	94	79.22	11.05
WM: Spelling Standard Score	205	89.51	10.73	169	86.80	11.37
WM: Applied Problems Standard Score	167	83.31	11.79	135	81.29	13.74
PPVT-4 Growth Score Value (GSV) Score	1327	97.41	17.58	1379	95.23	17.76
WJ: Letter Word Identification W Ability Score	1184	305.75	20.46	1196	303.74	21.13
WJ: Spelling W Ability Score	1235	346.80	28.33	1266	343.44	29.63
WJ: Applied Problems W Ability Score	1155	375.54	24.29	1169	374.28	25.89
WM: Letter Word Identification W Ability Score	210	278.50	14.66	194	277.08	14.84
WM: Spelling W Ability Score	215	327.64	24.44	195	319.10	28.32
WM: Applied Problems W Ability Score	212	353.09	25.47	195	345.78	24.76

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. 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.

- There are differences by child gender across several measures. Compared to boys, newly entering girls perform better in the areas of receptive vocabulary, letter-word knowledge, and early writing. Girls also have higher Story and Print Concepts and are more likely to demonstrate number and shape skills.
- There is only one difference by gender on the Spanish assessments. Newly entering girls taking the assessment in Spanish perform better in early writing.

TABLE B.13

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD ASSESSMENT RAW SCORE DATA
BY RACE/ETHNICITY FOR CHILDREN TAKING THE ASSESSMENT IN ENGLISH

	Fall 2006 (White)			Fall 2006 (African American, non Hispanic)			Fall 2006 (Hispanic/Latino)			Fall 2006 (Other)		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4	635	52.31	20.59	973	37.00	18.04	875	32.65	19.05	241	43.18	20.29
WJ: Letter Word Identification	649	3.50	2.87	1011	3.18	2.94	731	3.06	2.61	251	4.00	3.57
WJ: Spelling	649	4.43	2.70	1012	3.83	2.47	731	5.05	2.68	253	4.67	3.01
WJ: Applied Problems	651	6.77	4.64	1011	4.25	3.89	731	4.90	4.01	252	5.62	4.52
ECLS-B Counting	625	8.39	4.41	971	8.03	4.54	712	8.06	4.35	239	8.92	4.91

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

Raw scores are displayed.

TABLE B.14

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD ASSESSMENT STANDARDIZED SCORE DATA
BY RACE/ETHNICITY FOR CHILDREN TAKING THE ASSESSMENT IN ENGLISH

	Fall 2006 (White)			Fall 2006 (African American, non Hispanic)			Fall 2006 (Hispanic/Latino)			Fall 2006 (Other)		
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	635	92.23	13.59	973	83.82	12.46	875	77.06	15.28	241	86.73	14.20
WJ: Letter Word Identification Standard Score	609	94.47	16.83	897	94.08	18.25	667	91.43	14.85	226	97.99	18.14
WJ: Spelling Standard Score	628	94.07	15.80	949	94.65	15.09	705	95.47	15.81	241	97.83	17.40
WJ: Applied Problems Standard Score	615	92.29	18.21	862	88.04	16.58	645	87.82	16.58	219	94.36	19.27
ECLS-B Math IRT Score	643	7.48	2.87	995	6.03	2.43	728	6.43	2.35	248	6.93	2.95
ECLS-B Number/Shape Proficiency Probability Score	643	0.34	0.30	995	0.20	0.25	728	0.23	0.25	248	0.29	0.30
Combined ECLS-B/WJ3 Applied Problems IRT Score	643	15.05	6.79	995	11.48	6.03	728	12.52	5.88	248	13.66	7.08
Story and Print Concepts IRT Scale Score	550	4.35	2.26	925	3.12	2.32	904	3.55	2.28	211	3.62	2.32
PPVT-4 Growth Score Value (GSV) Score	635	106.58	16.14	974	94.08	15.62	875	89.56	17.41	241	98.99	17.21
WJ: Letter Word Identification W Ability Score	609	306.09	20.02	897	303.40	21.60	667	303.12	19.27	226	310.31	23.30
WJ: Spelling W Ability Score	628	345.77	28.77	949	340.58	27.90	705	348.39	29.06	241	349.77	30.96
WJ: Applied Problems W Ability Score	615	379.97	25.54	862	369.49	24.05	645	373.96	23.81	219	381.30	26.42

TABLE B.14

Source: Fall 2006 FACES Direct Child Assessment.

Note Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

- There are differences by child race/ethnicity in children's standardized scores. For example, newly entering White children African score higher on applied problems and Story and Print Concepts than do American and Hispanic/Latino children. African American children score lower than both White and Hispanic/Latino children on ECLS-B math and ECLS-B number/shape proficiency. African American and White children score higher than Hispanic/Latino children in the areas of letter-word knowledge and English receptive vocabulary.
- There are no differences in early writing across White, African American, and Hispanic/Latino children.

TABLE B.15

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD ASSESSMENT RAW SCORE DATA
BY NUMBER OF FAMILY RISKS FOR CHILDREN TAKING THE ASSESSMENT IN ENGLISH OR SPANISH

Scales	Fall 2006 (0 risk)			Fall 2006 (1 risk)			Fall 2006 (2 or more risks)		
	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4	429	45.31	20.90	948	41.14	20.75	1171	36.55	19.94
TVIP ^a	95	10.10	9.01	230	10.59	9.78	373	11.29	9.93
WJ: Letter Word Identification	430	3.78	2.98	921	3.52	3.15	1115	2.93	2.62
WJ: Spelling	429	4.54	2.81	925	4.47	2.71	1114	4.33	2.62
WJ: Applied Problems	430	5.55	4.42	925	5.50	4.46	1113	4.86	4.12
ECLS-B Counting	410	8.31	4.19	887	8.80	4.74	1079	7.75	4.34
WM: Letter Word Identification	43	1.19	1.28	121	0.90	1.02	232	1.08	1.19
WM: Spelling	44	2.77	1.95	125	2.91	1.63	233	3.06	1.71
WM: Applied Problems	44	2.52	3.17	124	2.95	2.78	232	2.93	2.91

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

Raw scores are displayed.

^aThese scores are for all children from Spanish speaking households, regardless of whether the child passed or failed the language screener.

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 FALL 2006 FACES CHILD ASSESSMENT STANDARDIZED SCORE DATA
BY NUMBER OF FAMILY RISKS FOR CHILDREN TAKING THE ASSESSMENT IN ENGLISH OR SPANISH

Scales	Fall 2006 (0 risk)			Fall 2006 (1 risk)			Fall 2006 (2 or more risks)		
	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score	429	88.76	14.46	948	84.91	15.33	1171	81.31	14.25
TVIP Standard Score ^a	93	85.10	12.66	224	84.09	14.72	367	85.10	12.43
WJ3: Letter Word Identification Standard Score	400	98.17	18.67	846	94.47	17.18	999	91.20	15.77
WJ3: Spelling Standard Score	408	96.90	15.68	881	94.84	15.58	1065	94.71	16.10
WJ3: Applied Problems Standard Score	385	90.26	17.90	830	90.94	17.59	973	88.63	17.30
WM: Letter Word Identification Standard Score	19	82.13	12.67	55	79.20	10.44	111	78.92	10.46
WM: Spelling Standard Score	38	88.56	11.58	115	88.01	10.68	212	88.52	10.96
WM: Applied Problems Standard Score	32	80.60	13.83	94	82.84	13.34	171	82.59	12.23
PPVT-4 Growth Score Value (GSV) Score	429	100.87	17.01	948	97.22	17.66	1171	93.22	17.52
WJ: Letter Word Identification W Ability Score	400	308.30	20.47	846	305.80	22.01	999	301.85	19.57
WJ: Spelling W Ability Score	408	347.18	29.50	881	344.75	28.70	1065	344.61	29.00
WJ: Applied Problems W Ability Score	385	374.12	26.82	830	376.37	25.10	973	373.48	24.56
WM: Letter Word Identification W Ability Score	43	279.52	16.36	121	275.95	13.45	232	278.03	15.00
WM: Spelling W Ability Score	44	319.16	28.37	125	322.35	26.18	233	324.62	26.66
WM: Applied Problems W Ability Score	44	344.45	26.59	124	350.54	24.76	232	349.85	25.34
Story and Print Concepts IRT Scale Score	397	4.11	2.20	900	3.61	2.36	1128	3.39	2.30
ECLS-B Math IRT Score	422	6.91	2.64	915	6.87	2.81	1102	6.29	2.48
Combined ECLS-B/WJ3 Applied Problems IRT Score	422	13.65	6.42	915	13.52	6.75	1102	12.14	6.16
ECLS-B Number/Shape Proficiency Probability Score	422	0.28	0.28	915	0.28	0.29	1102	0.22	0.25

TABLE B.16

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. 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.

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, with differences favoring children with no risks. For example, children with no family risks score higher in the areas of receptive vocabulary, letter-word knowledge, ECLS-B math, ECLS-B number/shape proficiency, the combined ECLS-B/WJ3 math, and Story and Print Concepts than do children with two or more risks.
- Differences by number of family risks are not present among children taking the assessment in Spanish.

[See Figure B.16]

TABLE B.17

RELIABILITY OF FALL 2006 SUMMARY STATISTICS FOR FALL 2006 FACES PARENT AND TEACHER
CHILD REPORT DATA MEASURES

Scales	Fall 2006 (Total sample)		
	Number of items	Number of cases	Cronbach alphas
Child Literacy Skills (Teacher Report)	5	3058	0.72
Emergent Literacy Scale (Parent Report)	5	3170	0.61

Source: Fall 2006 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

TABLE B.18

SUMMARY STATISTICS FOR FALL 2006 FACES PARENT AND TEACHER CHILD REPORT DATA MEASURES

Scales	Fall 2006				
	Number of cases	Mean	SE	Reported response range	Possible response range
Child Literacy Skills (Teacher Report)	3058	2.68	0.03	0 - 7	0 - 7
Emergent Literacy Scale (Parent Report)	3170	2.04	0.03	0 - 5	0 - 5

Source: Fall 2006 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

- On average, parents reported that entering children demonstrate two of five early writing, language, and math skills.

TABLE B.19

SUMMARY STATISTICS FOR FALL 2006 FACES PARENT INTERVIEW AND TEACHER CHILD REPORT DATA MEASURES BY AGE

Scales	Fall 2006 (Newly entering 3-year-olds ^a)					Fall 2006 (Newly entering 4-year-olds ^a)				
	Number of cases	Mean	SE	Reported response range	Possible response range	Number of cases	Mean	SE	Reported response range	Possible response range
Child Literacy Skills (Teacher Report)	2016	2.16	0.04	0 - 7	0 - 7	1042	3.58	0.06	0 - 7	0 - 7
Emergent Literacy Scale (Parent Report)	2079	1.67	0.03	0 - 5	0 - 5	1091	2.66	0.05	0 - 5	0 - 5

Source: Fall 2006 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

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

TABLE B.20

SUMMARY STATISTICS FOR FALL 2006 FACES PARENT INTERVIEW AND TEACHER CHILD REPORT DATA MEASURES BY GENDER

Scales	Fall 2006 (Girls)			Fall 2006 (Boys)		
	Number of cases	Mean	SE	Number of cases	Mean	SE
Child Literacy Skills (Teacher Report)	1484	2.85	0.05	1548	2.52	0.05
Emergent Literacy Scale (Parent Report)	1539	2.22	0.04	1605	1.87	0.04

Source: Fall 2006 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

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

TABLE B.21

SUMMARY STATISTICS FOR FALL 2006 FACES PARENT INTERVIEW AND TEACHER CHILD REPORT DATA MEASURES BY RACE/ETHNICITY

Scales	Fall 2006 (White)			Fall 2006 (African American, non Hispanic)			Fall 2006 (Hispanic/Latino)			Fall 2006 (Other)		
	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Child Literacy Skills (Teacher Report)	662	2.66	0.07	1008	2.55	0.06	1129	2.77	0.06	256	2.84	0.12
Emergent Literacy Scale (Parent Report)	676	2.26	0.06	1050	2.07	0.05	1176	1.79	0.04	265	2.31	0.10

Source: Fall 2006 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

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

TABLE B.22

SUMMARY STATISTICS FOR FALL 2006 FACES PARENT AND TEACHER CHILD REPORT DATA
SELECTED MEASURES BY NUMBER OF FAMILY RISKS

Scales	Fall 2006 (0 risks)			Fall 2006 (1 risk)			Fall 2006 (2 or more risks)		
	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Child Literacy Skills (Teacher Report)	474	2.96	0.16	1051	2.81	0.11	1349	2.48	0.10
Emergent Literacy Scale (Parent Report)	485	2.20	0.12	1078	2.15	0.07	1412	1.88	0.06

Source: Fall 2006 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. 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.

- Parents and teachers of children with no risks report them as having more emergent literacy skills than children with one risk and than children with two or more risks.
- There is no parent- or teacher-reported difference between children with one risk compared to children with no risks.

TABLE C.1

DISABILITY CATEGORIES FOR CHILDREN WITH DISABILITIES (FALL 2006)

Disability Categorizations	Parent Report	Teacher Report
Percent of Children		
Children with Disabilities	5.67	10.92
Percent of Children with Disabilities		
Speech or Language Impairment	63.98	80.49
Cognitive Impairment ^a	16.08	23.44
Behavioral/Emotional Impairment ^b	12.34	6.71
Sensory Impairment ^c	12.79	12.28
Physical Impairment ^d	18.67	8.17
Child has IEP or ISFP	NA	43.58
Percent of Children with Disabilities having Multiple Impairments		
	20.15	22.79

Source: Fall 2006 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

Disability items were not asked in a similar way across parent and teacher respondents. Parents were asked a series of questions, including whether the child's activities were restricted because of any problem, whether the child was evaluated and diagnosed by a professional because of the problem, and the diagnosis provided. Together, this information was used to categorize parent-reported child disability. 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.

^a Cognitive Impairment includes the following: mental retardation and autism/pervasive developmental delay. Among teachers, non-categorical developmental delay is also included.

^b Behavioral/Emotional Impairment was not asked in a similar way across respondents. For parents, this category includes behavioral/emotional disability. Among teachers, the category includes behavior problems, hyperactivity, and ADHD.

^c Sensory Impairment includes: deafness, other hearing impairment, blindness, and other visual impairment.

^d Physical Impairment was not asked in a similar way across respondents. For parents, this category includes cerebral palsy, other physical impairment, and traumatic brain injury. Among teachers, the category includes motor impairment.

NA = Only teacher reports of the child's IEP/ISFP status are included here

- As compared to parent report, a larger percentage of children in Head Start are reported by their teacher as having a disability.
- As compared to parent reports in FACES 2000, a similar percentage of children in Head Start have a diagnosed disability (6 percent in both cohorts). In addition, the majority of children with disabilities are reported to have either speech/language impairments or cognitive impairments. This is consistent with prior cohorts. Smaller percentages of children in FACES 2006 are reported by their parents to have behavioral impairments than earlier cohorts.

TABLE C.2
DISABILITY CATEGORIES FOR CHILDREN BY AGE (FALL 2006)

Disability Categorizations	Parent Report		Teacher Report	
	3-year-olds ^a	4-year-olds ^a	3-year-olds ^a	4-year-olds ^a
Percent of Children				
Children with Disabilities	5.69	5.63	10.73	11.24
Percent of Children with Disabilities				
Speech or Language Impairment	68.39	55.84	81.89	78.11
Cognitive Impairment ^b	18.00	12.74	24.52	21.58
Behavioral/Emotional Impairment ^c	9.21	18.11	6.12	7.73
Sensory Impairment ^d	9.76	18.38	10.01	16.18
Physical Impairment ^e	16.96	21.63	9.19	6.41
Child has IEP or ISFP	NA	NA	35.51	57.42
Percent of Children with Disabilities having Multiple Impairments				
	20.31	19.85	24.35	20.11

Source Fall 2006 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

Disability items were not asked in a similar way across parent and teacher respondents. Parents were asked a series of questions, including whether the child's activities were restricted because of any problem, whether the child was evaluated and diagnosed by a professional because of the problem, and the diagnosis provided. Together, this information was used to categorize parent-reported child disability. 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.

^aAge as of September 1, 2006.

^b Cognitive Impairment includes the following: mental retardation and autism/pervasive developmental delay. Among teachers, non-categorical developmental delay is also included.

^c Behavioral/Emotional Impairment was not asked in a similar way across respondents. For parents, this category includes behavioral/emotional disability. Among teachers, the category includes behavior problems, hyperactivity, and ADHD.

^d Sensory Impairment includes: deafness, other hearing impairment, blindness, and other visual impairment.

^e Physical Impairment was not asked in a similar way across respondents. For parents, this category includes cerebral palsy, other physical impairment, and traumatic brain injury. Among teachers, the category includes motor impairment.

NA = Only teacher reports of the child's IEP/ISFP status are included here

- As compared to parent report, a larger percentage of both 3- and 4-year-old children in Head Start are reported by their teacher as having a disability.

TABLE C.3
DISABILITY CATEGORIES FOR CHILDREN BY GENDER (FALL 2006)

Disability Categorizations	Parent Report		Teacher Report	
	Girls	Boys	Girls	Boys
Percent of Children				
Children with Disabilities	3.67	7.59	6.50	15.01
Percent of Children with Disabilities				
Speech or Language Impairment	68.39	64.25	75.74	82.15
Cognitive Impairment ^a	18.00	18.54	20.43	25.05
Behavioral/Emotional Impairment ^b	9.21	10.41	7.75	6.39
Sensory Impairment ^c	9.76	16.23	16.86	10.58
Physical Impairment ^d	16.96	14.49	12.20	6.63
Child has IEP or ISFP	NA	NA	34.27	48.13
Percent of Children with Disabilities having Multiple Impairments				
	20.31	20.11	23.21	22.97

Source: Fall 2006 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

Disability items were not asked in a similar way across parent and teacher respondents. Parents were asked a series of questions, including whether the child's activities were restricted because of any problem, whether the child was evaluated and diagnosed by a professional because of the problem, and the diagnosis provided. Together, this information was used to categorize parent-reported child disability. 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.

^a Cognitive Impairment includes the following: mental retardation and autism/pervasive developmental delay. Among teachers, non-categorical developmental delay is also included.

^b Behavioral/Emotional Impairment was not asked in a similar way across respondents. For parents, this category includes behavioral/emotional disability. Among teachers, the category includes behavior problems, hyperactivity, and ADHD.

^c Sensory Impairment includes: deafness, other hearing impairment, blindness, and other visual impairment.

^d Physical Impairment was not asked in a similar way across respondents. For parents, this category includes cerebral palsy, other physical impairment, and traumatic brain injury. Among teachers, the category includes motor impairment.

NA = Only teacher reports of the child's IEP/ISFP status are included here

- According to teacher and parent report, a larger percentage of boys than girls have an identified disability.

TABLE C.4

DISABILITY CATEGORIES FOR CHILDREN BY RACE/ETHNICITY (FALL 2006)

	Parent Report				Teacher Report			
	White	African American, non Hispanic	Hispanic/Latino	Other	White	African American, non Hispanic	Hispanic/Latino	Other
Disability Categorizations								
Percent of Children								
Children with Disabilities	12.27	3.36	3.79	4.31	18.75	9.23	7.49	9.59
Percent of Children with Disabilities								
Speech or Language Impairment	58.10	83.59	57.77	71.11	80.49	81.89	83.08	72.51
Cognitive Impairment ^a	17.81	12.72	17.32	8.58	22.11	28.07	20.33	19.32
Behavioral/Emotional Impairment ^b	17.04	6.13	6.93	15.13	8.93	4.42	6.92	3.06
Sensory Impairment ^c	15.28	8.42	8.74	21.42	15.26	9.14	10.47	13.87
Physical Impairment ^d	14.61	14.30	32.50	13.77	7.11	6.27	4.59	25.54
Percent of Children with Disabilities having Multiple Impairments								
	20.05	19.86	20.21	21.42	22.72	19.97	22.82	28.51

Source: Fall 2006 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

Disability items were not asked in a similar way across parent and teacher respondents. Parents were asked a series of questions, including whether the child's activities were restricted because of any problem, whether the child was evaluated and diagnosed by a professional because of the problem, and the diagnosis provided. Together, this information was used to categorize parent-reported child disability. 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.

TABLE C4

^a Cognitive Impairment includes the following: mental retardation and autism/pervasive developmental delay. Among teachers, non-categorical developmental delay is also included.

^b Behavioral/Emotional Impairment was not asked in a similar way across respondents. For parents, this category includes behavioral/emotional disability. Among teachers, the category includes behavior problems, hyperactivity, and ADHD.

^c Sensory Impairment includes: deafness, other hearing impairment, blindness, and other visual impairment.

^d Physical Impairment was not asked in a similar way across respondents. For parents, this category includes cerebral palsy, other physical impairment, and traumatic brain injury. Among teachers, the category includes motor impairment.

NA = Only teacher reports of the child's IEP/ISFP status are included here

- According to teacher and parent report, a larger percentage of White children have an identified disability than children of other racial/ethnic groups in Head Start.

TABLE C.5

DISABILITY CATEGORIES FOR CHILDREN BY NUMBER OF FAMILY RISKS (FALL 2006)

Disability Categorizations	Parent Report			Teacher Report		
	0 risks	1 risks	2 or more risks	0 risks	1 risks	2 or more risks
Percent of Children						
Children with Disabilities	8.54	4.75	4.89	10.37	11.03	11.06
Percent of Children with Disabilities						
Speech or Language Impairment	71.88	72.61	62.37	77.66	85.47	77.88
Cognitive Impairment ^a	8.31	11.62	17.99	26.35	18.09	25.07
Behavioral/Emotional Impairment ^b	13.84	8.88	8.79	2.52	6.67	7.52
Sensory Impairment ^c	8.45	19.82	14.09	15.03	13.69	11.66
Physical Impairment ^d	10.34	23.40	24.62	17.26	8.62	5.84
Child has IEP or ISFP	NA	NA	NA	56.61	41.34	40.14
Percent of Children with Disabilities having Multiple Impairments						
	12.81	26.34	25.15	28.77	21.00	23.32

Source: Fall 2006 FACES Parent Interview and Teacher Child Report.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

Disability items were not asked in a similar way across parent and teacher respondents. Parents were asked a series of questions, including whether the child's activities were restricted because of any problem, whether the child was evaluated and diagnosed by a professional because of the problem, and the diagnosis provided. Together, this information was used to categorize parent-reported child disability. 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.

^a Cognitive Impairment includes the following: mental retardation and autism/pervasive developmental delay. Among teachers, non-categorical developmental delay is also included.

^b Behavioral/Emotional Impairment was not asked in a similar way across respondents. For parents, this category includes behavioral/emotional disability. Among teachers, the category includes behavior problems, hyperactivity, and ADHD.

^c Sensory Impairment includes: deafness, other hearing impairment, blindness, and other visual impairment.

^d Physical Impairment was not asked in a similar way across respondents. For parents, this category includes cerebral palsy, other physical impairment, and traumatic brain injury. Among teachers, the category includes motor impairment.

NA = Only teacher reports of the child's IEP/ISFP status are included here

- According to parent report, a larger percentage of children with no family risks have a disability than children from families with more risks. Head Start allows enrollment by children who are above the federal poverty level if they have a diagnosed disability.

TABLE C.6

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD HEIGHT AND WEIGHT DATA

Scales	Fall 2006		
	Number of cases	Mean	SE
Height (in inches)	3050	39.92	0.11
Weight (in pounds)	3026	37.88	0.25
Body Mass Index (BMI)	2967	16.52	0.05
Percent of Children			
Child is Underweight		2.98	
Child is Normal Weight		59.26	
Child is At Risk for Overweight		16.75	
Child is Overweight		15.69	

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

According to the Centers for Disease Control (CDC), the 50th percentile in height for children ages 3 to 5 ranges from 37 in to 43 in.; 30 lbs to 40 lbs in weight; 15.4 to 16.0 in BMI.

- For newly entering children in Head Start, average height and average weight are within age-norms provided by the CDC. However, newly entering Head Start children have an average Body Mass Index (BMI) that is above average for their age range (i.e., higher than the 50th percentile).
- A child is considered to be overweight or at risk for overweight when his/her BMI score is at or above the 85th percentile for their age and gender. Using these criteria, about 17 percent of children entering Head Start for the first time are at risk for overweight, and 32 percent are overweight or at risk for overweight. In comparison, about 11 percent of first-time kindergartners in the ECLS-K were at risk for overweight (West, Denton, Germino-Hausken 2000).

TABLE C.7

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD HEIGHT AND WEIGHT DATA BY AGE

Scales	Fall 2006 (3-year-olds ^a)			Fall 2006 (4-year-olds ^a)		
	Number of cases	Mean	SE	Number of cases	Mean	SE
Height (in inches)	1996	39.01	0.08	1054	41.50	0.09
Weight (in pounds)	1985	36.19	0.19	1041	40.80	0.28
Body Mass Index (BMI)	1945	16.52	0.06	1022	16.52	0.07
Percent of Children						
Child is Underweight		3.36			2.32	
Child is Normal Weight		60.25			57.56	
Child is At Risk for Overweight		16.52			17.14	
Child is Overweight		14.81			17.21	

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

According to the Centers for Disease Control (CDC), the 50th percentile in height for children ages 3 to 5 ranges from 37 in to 43 in.; 30 lbs to 40 lbs in weight; 15.4 to 16.0 in BMI. A child is considered to be overweight or at risk for overweight when his/her BMI score is at or above the 85th percentile for their age and gender.

- 4-year-olds are taller and weigh more than 3-year-olds.

TABLE C.8

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD HEIGHT AND WEIGHT DATA BY GENDER

Scales	Fall 2006 (Girls)			Fall 2006 (Boys)		
	Number of cases	Mean	SE	Number of cases	Mean	SE
Height (in inches)	1488	39.75	0.11	1536	40.08	0.14
Weight (in pounds)	1480	37.19	0.25	1520	38.57	0.29
Body Mass Index (BMI)	1447	16.36	0.06	1494	16.68	0.05
Percent of Children						
Child is Underweight		3.72			2.33	
Child is Normal Weight		62.03			57.69	
Child is At Risk for Overweight		15.86			17.87	
Child is Overweight		14.71			16.88	

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

According to the Centers for Disease Control (CDC), the 50th percentile in height for children ages 3 to 5 ranges from 37 in to 43 in.; 30 lbs to 40 lbs in weight; 15.4 to 16.0 in BMI. A child is considered to be overweight or at risk for overweight when his/her BMI score is at or above the 85th percentile for their age and gender.

- Boys are taller and weigh more than girls. They also have higher BMI scores.
- More girls than boys are underweight or normal weight.

TABLE C.9

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD HEIGHT AND WEIGHT DATA BY RACE/ETHNICITY

Scales	Fall 2006 (White)			Fall 2006 (African American, non Hispanic)			Fall 2006 (Hispanic/Latino)			Fall 2006 (Other)		
	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Height (in inches)	643	39.89	0.21	1002	40.02	0.12	1141	39.84	0.18	261	39.94	0.28
Weight (in pounds)	641	37.47	0.46	998	37.70	0.30	1130	38.39	0.37	254	37.63	0.68
Body Mass Index (BMI)	631	16.43	0.07	980	16.37	0.05	1103	16.74	0.07	250	16.49	0.12
Percent of Children												
Child is Underweight		2.23			4.05			2.42			3.24	
Child is Normal Weight		61.68			61.78			54.47			62.56	
Child is At Risk for Overweight		16.91			14.96			18.89			14.71	
Child is Overweight		13.78			13.75			18.81			15.15	

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

According to the Centers for Disease Control (CDC), the 50th percentile in height for children ages 3 to 5 ranges from 37 in to 43 in.; 30 lbs to 40 lbs in weight; 15.4 to 16.0 in BMI. A child is considered to be overweight or at risk for overweight when his/her BMI score is at or above the 85th percentile for their age and gender.

- Hispanic/Latino children weigh more and have higher BMI scores than White and African American children.
- A child is considered to be overweight or at risk for overweight when his/her BMI score is at or above the 85th percentile for their age and gender. Using these criteria, Hispanic/Latino children are more likely than White and African American children to be overweight and less likely to be of normal weight. African American children are more likely than White children to be underweight.

TABLE C.10

SUMMARY STATISTICS FOR FALL 2006 FACES CHILD HEIGHT AND WEIGHT DATA BY NUMBER OF FAMILY RISKS

Scales	Fall 2006 (0 risks)			Fall 2006 (1 risk)			Fall 2006 (2 or more risks)		
	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Height (in inches)	470	39.86	0.20	1044	40.00	0.13	1346	39.88	0.11
Weight (in pounds)	466	37.46	0.44	1042	38.11	0.31	1330	37.82	0.26
Body Mass Index (BMI)	456	16.35	0.10	1018	16.56	0.07	1310	16.56	0.06
Percent of Children									
Child is Underweight		3.65			2.74			3.00	
Child is Normal Weight		61.78			59.84			58.04	
Child is At Risk for Overweight		16.36			16.62			16.34	
Child is Overweight		12.56			15.43			17.24	

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. 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.

According to the Centers for Disease Control (CDC), the 50th percentile in height for children ages 3 to 5 ranges from 37 in to 43 in.; 30 lbs to 40 lbs in weight; 15.4 to 16.0 in BMI. A child is considered to be overweight or at risk for overweight 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 risk for overweight status by the number of family risks. However, children in households with no risks have lower BMI scores than children with more family risks.
- Children in households with two or more risks are more likely than children with no family risks to be overweight.

TABLE C.11
CHILD HEALTH STATUS AS REPORTED BY PARENTS (FALL 2006)

	Percentages		
	Excellent/Very Good	Good	Fair/Poor
All Children	77.11	16.88	5.89
Age ^a			
3-year-olds	76.83	16.46	6.52
4-year-olds	77.58	17.62	4.80
Gender			
Female	80.15	13.95	5.73
Male	74.42	19.51	5.99
Race/Ethnicity			
White	81.47	14.30	4.07
African American, Non-Hispanic	81.12	13.39	5.38
Hispanic/Latino	69.51	22.35	8.03
Other	80.93	14.65	4.20
Family Risks			
0	83.37	14.87	1.64
1	80.13	15.51	4.04
2 or More	72.38	18.75	8.86

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. 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.

^aAge as of September 1, 2006.

- More than three-quarters 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 "fair" or "poor" health by their parents.
- Parents of girls are more likely to rate them as having "excellent" or "very good" health than are parents of boys.
- 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 "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.

TABLE D.1

RELIABILITY OF FALL 2006 SUMMARY STATISTICS FOR FALL 2006 FACES PARENT, TEACHER, AND ASSESSOR CHILD REPORT DATA MEASURES

Scales	Fall 2006 (Total sample)		
	Number of items	Number of cases	Cronbach alphas
Teacher Report			
Social Skills	12	3057	0.88
Total Behavior Problems	13	3058	0.90
Aggressive Behavior	4	3054	0.83
Hyperactive Behavior	6	3058	0.86
Withdrawn Behavior	6	3054	0.76
PLBS – Total	25	3058	0.91
PLBS – Attitude toward Learning	7	3058	0.75
PLBS – Competence Motivation	10	3058	0.80
PLBS – Attention/Persistence	9	3058	0.87
Parent Report			
Social Skills/Positive Approaches to Learning	8	3170	0.67
Total Behavior Problems	12	3168	0.70
Assessor Rating			
Leiter Cognitive/ Social Raw Score	4	3089	0.89
Leiter Cognitive/ Social Standard Score	4	3089	0.89
Attention	10	3089	0.97
Organization/Impulse Control	8	3090	0.94
Activity Level	4	3090	0.91
Sociability	5	3090	0.91

Source: Fall 2006 FACES 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 2006. All reported differences are statistically significant at the .05 level.

TABLE D.2
SUMMARY STATISTICS FOR FALL 2006 FACES PARENT, TEACHER,
AND ASSESSOR CHILD REPORT DATA MEASURES

Scales	Fall 2006				
	Number of cases	Mean	SE	Reported response range	Possible response range
Teacher Report					
Social Skills	3057	15.51	0.14	0 - 24	0 - 24
Total Behavior Problems	3058	7.03	0.21	0 - 33	0 - 36
Aggressive Behavior	3054	1.57	0.07	0 - 8	0 - 8
Hyperactive Behavior	3058	3.12	0.10	0 - 12	0 - 12
Withdrawn Behavior	3054	1.51	0.06	0 - 12	0 - 12
PLBS – Total ^a	3058	50.25	0.42	10.92 - 62.99	n.a.
PLBS – Attitude toward Learning ^a	3058	50.14	0.35	6.03 - 60.83	n.a.
PLBS – Competence Motivation ^a	3058	50.32	0.43	7.13 - 62.34	n.a.
PLBS – Attention/Persistence ^a	3058	50.17	0.37	15.28 - 61.65	n.a.
Parent Report					
Social Skills/Positive Approaches to Learning	3170	11.86	0.07	0 - 16	0 - 16
Total Behavior Problems	3168	5.76	0.10	0 - 22	0 - 24
Assessor Rating					
Leiter Cognitive/ Social Raw Score	3089	54.64	0.91	0 - 81	0 - 81
Leiter Cognitive/ Social Standard Score ^b	3089	90.02	0.70	40 - 126	40 - 126
Attention	3089	19.27	0.38	0 - 30	0 - 30
Organization/Impulse Control	3090	15.36	0.28	0 - 24	0 - 24
Activity Level	3090	8.09	0.15	0 - 12	0 - 12
Sociability	3090	11.91	0.15	0 - 15	0 - 15

Source: Fall 2006 FACES 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 2006. All reported differences are statistically significant at the .05 level.

^a This score is a T-score set to have a mean of 50 and standard deviation of 10. T-scores illustrate a child's performance relative to the population of first-time Head Start children as a whole. A high T-score for a subgroup indicates that the subgroup's mastery level is greater than other groups in the population.

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

n.a. = not applicable

TABLE D.3

SUMMARY STATISTICS FOR FALL 2006 FACES PARENT, TEACHER, AND ASSESSOR CHILD REPORT DATA MEASURES BY AGE

Scales	Fall 2006 (Newly entering 3-year-olds ^a)					Fall 2006 (Newly entering 4-year-olds ^a)				
	Number of cases	Mean	SE	Reported response range	Possible response range	Number of cases	Mean	SE	Reported response range	Possible response range
Teacher Report										
Social Skills	2015	14.81	0.21	0 - 24	0 - 24	1042	16.74	0.15	1 - 24	0 - 24
Total Behavior Problems	2016	7.67	0.26	0 - 33	0 - 36	1042	5.92	0.30	0 - 29	0 - 36
Aggressive Behavior	2015	1.70	0.08	0 - 8	0 - 8	1039	1.33	0.10	0 - 8	0 - 8
Hyperactive Behavior	2016	3.47	0.11	0 - 12	0 - 12	1042	2.51	0.14	0 - 12	0 - 12
Withdrawn Behavior	2015	1.57	0.07	0 - 12	0 - 12	1039	1.41	0.08	0 - 11	0 - 12
PLBS – Total ^b	2016	48.92	0.48	10.91 - 62.99	n.a.	1042	52.58	0.48	13.28 - 62.99	NA
PLBS – Attitude toward Learning ^b	2016	49.05	0.38	6.03 - 60.83	n.a.	1042	52.05	0.45	6.03 - 60.83	NA
PLBS – Competence Motivation ^b	2016	49.08	0.53	7.13 - 62.34	n.a.	1042	52.48	0.44	15.02 - 62.34	NA
PLBS – Attention/Persistence ^b	2016	48.86	0.42	15.28- 61.65	n.a.	1042	52.48	0.48	15.28 - 61.65	NA
Parent Report										
Social Skills/Positive Approaches to Learning	2079	11.77	0.08	1 - 16	0 - 16	1091	12.03	0.09	0 - 16	0 - 16
Total Behavior Problems	2079	5.69	0.11	0 - 22	0 – 24	1089	5.89	0.13	0 - 19	0 – 24
Assessor Rating										
Leiter Cognitive/ Social Raw Score	2020	50.52	1.08	0 - 81	0 – 81	1069	61.68	0.82	0 - 81	0 – 81
Leiter Cognitive/ Social Standard Score ^c	2020	88.44	0.87	40 - 126	40 - 126	1069	92.71	0.74	40 - 117	40 - 126
Attention	2020	17.50	0.43	0 - 30	0 – 30	1069	22.31	0.34	0 - 30	0 – 30
Organization/Impulse Control	2021	14.07	0.34	0 - 24	0 – 24	1069	17.57	0.23	0 - 24	0 – 24
Activity Level	2021	7.52	0.16	0 - 12	0 – 12	1069	9.08	0.17	0 - 12	0 – 12
Sociability	2021	11.43	0.19	0 - 15	0 - 15	1069	12.72	0.15	0 - 15	0 - 15

TABLE D.3

Source: Fall 2006 FACES 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 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

^b This score is a T-score set to have a mean of 50 and standard deviation of 10. T-scores illustrate a child's performance relative to the population of first-time Head Start children as a whole. A high T-score for a subgroup indicates that the subgroup's mastery level is greater than other groups in the population.

^c This standard score has a mean of 100 and a standard deviation of 15.

n.a. = not applicable

- Teachers report that 4-year-olds have more social skills and fewer 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 D.4

SUMMARY STATISTICS FOR FALL 2006 FACES PARENT, TEACHER, AND ASSESSOR CHILD REPORT
DATA MEASURES BY GENDER

Scales	Fall 2006 (Girls)			Fall 2006 (Boys)		
	Number of cases	Mean	SE	Number of cases	Mean	SE
Teacher Report						
Social Skills	1484	16.45	0.20	1547	14.68	0.17
Total Behavior Problems	1484	5.60	0.21	1548	8.35	0.27
Aggressive Behavior	1481	1.86	0.08	1547	1.92	0.08
Hyperactive Behavior	1484	2.45	0.11	1548	3.73	0.11
Withdrawn Behavior	1481	1.34	0.06	1547	1.67	0.08
PLBS – Total ^a	1484	52.26	0.41	1548	48.43	0.50
PLBS – Attitude toward Learning ^a	1484	51.94	0.36	1548	48.52	0.49
PLBS – Competence Motivation ^a	1484	51.68	0.41	1548	49.09	0.53
PLBS – Attention/Persistence ^a	1484	52.47	0.37	1548	48.08	0.42
Parent Report						
Social Skills/Positive Approaches to Learning	1540	12.07	0.09	1604	11.65	0.08
Total Behavior Problems	1540	5.43	0.12	1602	6.07	0.14
Assessor Rating						
Leiter Cognitive/ Social Raw Score	1500	58.26	0.9	1563	51.20	1.09
Leiter Cognitive/ Social Standard Score ^b	1500	93.08	0.74	1563	87.11	0.78
Attention	1500	20.65	0.37	1563	17.96	0.46
Organization/Impulse Control	1500	16.48	0.28	1564	14.30	0.33
Activity Level	1500	8.66	0.16	1564	7.56	0.17
Sociability	1500	12.47	0.15	1564	11.36	0.18

Source: Fall 2006 FACES 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 2006. All reported differences are statistically significant at the .05 level.

^a This score is a T-score set to have a mean of 50 and standard deviation of 10. T-scores illustrate a child's performance relative to the population as a whole. A high T-score for a subgroup indicates that the subgroup's mastery level is greater than other groups in the population.

^b 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 D.5

SUMMARY STATISTICS FOR FALL 2006 FACES PARENT, TEACHER, AND
ASSESSOR CHILD REPORT DATA MEASURES BY RACE/ETHNICITY

Scales	Fall 2006 (White)			Fall 2006 (African American, non Hispanic)			Fall 2006 (Hispanic/Latino)			Fall 2006 (Other)		
	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Teacher Report												
Social Skills	662	15.66	0.19	1007	15.27	0.31	1129	15.71	0.19	256	15.25	0.29
Total Behavior Problems	662	7.36	0.39	1008	7.21	0.38	1129	6.62	0.45	256	7.08	0.42
Aggressive Behavior	661	1.54	0.13	1007	1.61	0.10	1127	1.57	0.14	256	1.51	0.14
Hyperactive Behavior	662	3.09	0.17	1008	3.45	0.20	1129	2.88	0.20	256	2.93	0.22
Withdrawn Behavior	661	1.83	0.10	1007	1.31	0.08	1127	1.39	0.11	256	1.84	0.13
PLBS – Total ^a	662	50.73	0.61	1008	49.54	0.72	1129	50.67	0.88	256	49.97	0.59
PLBS – Attitude toward Learning ^a	662	50.62	0.50	1008	49.40	0.53	1129	50.53	0.82	256	50.08	0.57
PLBS – Competence Motivation ^a	662	50.84	0.66	1008	50.10	0.69	1129	50.40	0.87	256	49.37	0.72
PLBS – Attention/Persistence ^a	662	50.46	0.60	1008	49.15	0.71	1129	50.84	0.68	256	50.63	0.69
Parent Report												
Social Skills/Positive Approaches to Learning	675	11.69	0.14	1051	12.01	0.18	1177	11.82	0.08	264	11.75	0.26
Total Behavior Problems	676	5.92	0.28	1050	5.24	0.12	1176	6.28	0.14	263	5.27	0.34
Assessor Rating												
Leiter Cognitive/ Social Raw Score	657	58.96	1.26	1017	52.63	0.89	1151	52.95	2.14	261	57.27	2.22
Leiter Cognitive/ Social Standard Score ^b	657	93.24	0.88	1017	88.83	0.72	1151	88.36	1.52	261	92.39	1.79
Attention	657	21.19	0.55	1017	18.49	0.38	1151	18.48	0.85	261	20.24	0.90

TABLE D.5

Scales	Fall 2006 (White)			Fall 2006 (African American, non Hispanic)			Fall 2006 (Hispanic/Latino)			Fall 2006 (Other)		
	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Organization/Impulse Control	657	16.69	0.44	1018	14.67	0.29	1151	14.85	0.65	261	16.36	0.67
Activity Level	657	8.52	0.21	1018	7.67	0.13	1151	8.12	0.37	261	8.41	0.38
Sociability	657	12.57	0.19	1018	11.76	0.18	1151	11.51	0.31	261	12.26	0.37

Source: Fall 2006 FACES 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 2006. All reported differences are statistically significant at the .05 level.

^a This score is a T-score set to have a mean of 50 and standard deviation of 10. T-scores illustrate a child's performance relative to the population as a whole. A high T-score for a subgroup indicates that the subgroup's mastery level is greater than other groups in the population.

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

- Teachers report fewer behavior problems for Hispanic/Latino children in their classrooms than for African American and White children. Teachers also report more social skills for Hispanic/Latino children than for African American children. Teachers report lower overall approaches to learning, attitudes toward learning, and attention/persistence scores for African American children than for Hispanic/Latino and White children.
- 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 White children as having better social/cognitive skills than African American and Hispanic/Latino children.

TABLE D.6

SUMMARY STATISTICS FOR FALL 2006 FACES PARENT, TEACHER, AND ASSESSOR
CHILD REPORT DATA MEASURES BY NUMBER OF FAMILY RISKS

Scales	Fall 2006 (0 risks)			Fall 2006 (1 risk)			Fall 2006 (2 or more risks)		
	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Teacher Report									
Social Skills	474	15.86	0.27	1050	15.78	0.21	1349	15.23	0.18
Total Behavior Problems	474	6.47	0.39	1051	6.74	0.21	1349	7.21	0.28
Aggressive Behavior	474	1.44	0.11	1050	1.5	0.07	1346	1.6	0.1
Hyperactive Behavior	474	2.78	0.2	1051	2.95	0.11	1349	3.25	0.14
Withdrawn Behavior	474	1.51	0.09	1050	1.49	0.09	1346	1.5	0.08
PLBS – Total ^a	474	51.02	0.66	1051	50.76	0.48	1349	49.76	0.49
PLBS – Attitude toward Learning ^a	474	50.58	0.64	1051	50.54	0.42	1349	49.85	0.44
PLBS – Competence Motivation ^a	474	50.87	0.61	1051	50.76	0.53	1349	49.81	0.5
PLBS – Attention/Persistence ^a	474	51.2	0.68	1051	50.73	0.43	1349	49.66	0.46
Parent Report									
Social Skills/Positive Approaches to Learning	484	11.97	0.16	1079	11.97	0.1	1411	11.77	0.12
Total Behavior Problems	485	5.15	0.22	1076	5.52	0.14	1411	5.96	0.11
Assessor Rating									
Leiter Cognitive/ Social Raw Score	477	56.08	1.47	1060	55.48	1.09	1362	53.73	1.08
Leiter Cognitive/ Social Standard Score ^b	477	91.56	1.06	1060	90.8	0.86	1362	89.16	0.83
Attention	477	19.8	0.63	1060	19.77	0.42	1362	18.75	0.45

TABLE D.5

Scales	Fall 2006 (0 risks)			Fall 2006 (1 risk)			Fall 2006 (2 or more risks)		
	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Organization/Impulse Control	477	15.99	0.51	1061	15.62	0.34	1362	15.02	0.34
Activity Level	477	8.09	0.24	1061	8.19	0.17	1362	8.09	0.19
Sociability	477	12.19	0.21	1061	11.86	0.21	1362	11.86	0.15

Source: Fall 2006 FACES 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 2006. 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 This score is a T-score set to have a mean of 50 and standard deviation of 10. T-scores illustrate a child's performance relative to the population as whole. A high T-score for a subgroup indicates that the subgroup's mastery level is greater than other groups in the population.

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

- Teachers and parents of children with two or more family risks report more behavior problems than do teachers and parents of children with one or no family risks.
- Teachers also rate children with two or more family risks as having fewer social skills and lower overall approaches to learning, competence motivation, and attention/persistence scores than 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 one or no risks.

TABLE E.1

CURRICULA AND ASSESSMENT TOOLS USED IN HEAD START CLASSROOMS,
AS REPORTED BY TEACHERS, FALL 2006

Curricula and Assessment Tools	Percent of Teachers	
	Percent	SE
Curricula ^a		
Creative Curriculum	66.05	0.06
High/Scope Curriculum	16.51	0.04
Locally designed curriculum	3.13	0.01
Widely available curriculum	5.13	0.03
Other	9.17	0.03
Assessment Tool		
Creative Curriculum	39.88	0.07
High/Scope Child Observation Record (COR)	10.78	0.03
Desired Results Developmental Profile (DRDP)	9.54	0.03
Other	39.80	0.06

Source: Fall 2006 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children entering Head Start for the first time in fall 2006.

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

- More than two-thirds of Head Start teachers report using Creative Curriculum as their primary curriculum in the classroom. The Creative Curriculum assessment tool was also most frequently used by teachers, although by only 40 percent.

TABLE E.2
LEAD TEACHER DEMOGRAPHIC CHARACTERISTICS, FALL 2006

Teacher Background	Percent of Teachers	
	Percent	SE
Gender		
Female	97.57	0.01
Male	2.43	0.01
Age		
18 – 29	15.01	0.03
30 – 39	25.97	0.03
40 - 49	33.37	0.03
50 - 59	20.50	0.03
60 or Older	5.14	0.01
Race/Ethnicity		
White, non-Hispanic	40.45	0.03
African-American, non-Hispanic	35.78	0.04
Hispanic/Latino	18.49	0.04
American Indian or Alaska Native	1.18	0.01
Asian or Pacific Islander	1.96	0.01
Multi-Racial/Bi-Racial, Non-Hispanic	1.02	0.01
Other	1.06	0.00

Source: Fall 2006 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children entering Head Start for the first time in fall 2006.

- Most Head Start teachers are female, and more than half are between the ages of 30 and 49. More than three-quarters are White or African American.
- Larger percentages of teachers in FACES 2006 are Hispanic/Latino, when compared to FACES 2000 and 2003 (18.5 percent versus 16.1 percent and 16.8 percent, respectively) (ACF 2008).¹

¹ Administration for Children and Families. *Head Start FACES 2003: Recent Trends in Program Performance. Fifth Progress Report*. Washington, DC: U.S. Department of Health and Human Services, 2008.

TABLE E.3

LEAD TEACHER QUALIFICATIONS AND EARNINGS, FALL 2006

Teacher Education and Credentials	Percent of Teachers	
	Percent	SE
Years Teaching in Head Start		
1-2 Years	16.41	0.03
3-4 Years	12.00	0.02
5-9 Years	37.10	0.04
10+ Years	34.48	0.03
Highest Level of Education		
High School Diploma or Equivalent	3.10	0.01
Some College	16.85	0.03
Associate's Degree (AA)	40.38	0.04
Bachelor's Degree (BA)	36.45	0.04
Graduate or Professional Degree	3.21	0.01
Of Those with an AA or Higher, Field of Study Includes Early Childhood Education	37.23	0.04
Of Those with an AA or Higher, Completed in 6+ Courses in Early Childhood Education	91.00	0.02
Has a Child Development Associate (CDA)	53.48	0.04
Has a State-Awarded Certificate	30.11	0.04
Has a Teaching Certificate or License	38.35	0.04
Currently Enrolled in Teacher Related Training	38.15	0.03
Mean Years Teaching in Head Start	8.58	0.42
Mean Annual Salary (in dollars)	\$23,073.60	845.31

Source: Fall 2006 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children entering Head Start for the first time in fall 2006.

- More than three-quarters of Head Start teachers have an Associate's or Bachelor's Degree. Compared to FACES 2000 and 2003, a larger percentage of teachers have an AA or higher (80 percent versus 56.8 percent and 72.1 percent, respectively). This is consistent with Head Start's mandate of increasing the education levels of its teachers to an AA or higher. The percentage of teachers with a Bachelor's degree or higher in FACES 2006 is similar to the percentage in FACES 2000 and 2003 (39.7 percent versus 38.5 percent and 37.8 percent, respectively.) (ACF 2008)
- About half of Head Start teachers report having a CDA, and a third have a state-awarded certificate, teaching certificate or license, or are currently enrolled in teacher related training.

TABLE E.4

LEAD TEACHER MENTAL HEALTH, FALL 2006

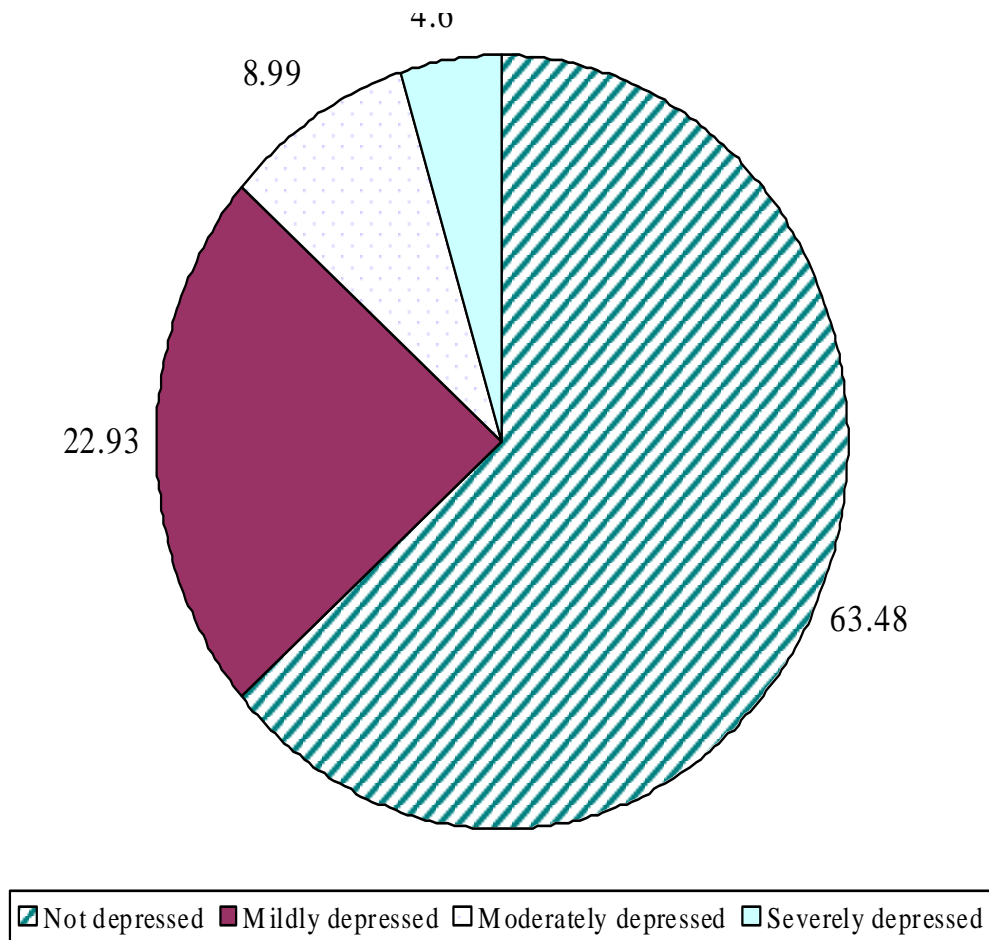
Teacher Mental Health	Percent of Teachers	
	Percent	SE
Degree of Depressive Symptoms		
Not depressed	63.48	0.04
Mildly depressed	22.93	0.03
Moderately depressed	8.99	0.02
Severely depressed	4.60	0.01
Mean Number of Depressive Symptoms	4.42	0.30

Source: Fall 2006 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children entering Head Start for the first time in fall 2006.

- Most Head Start teachers (63 percent) do not report elevated symptoms of depression. Five percent report symptoms of severe depression, and another 9 percent report symptoms of moderate depression. This measure was used with teachers for the first time in FACES 2006.

FIGURE E.4
DEPRESSIVE SYMPTOMS AMONG HEAD START TEACHERS (PERCENTAGE)



Source: Fall 2006 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children entering Head Start for the first time in fall 2006.

Most Head Start teachers (63 percent) do not report elevated symptoms of depression. Five percent report symptoms of severe depression, and another 9 percent report symptoms of moderate depression.

TABLE E.5

FREQUENCY OF READING AND LANGUAGE ACTIVITIES, AS REPORTED BY CLASSROOM TEACHERS, FALL 2006

	Never		Monthly		Weekly		Daily or almost daily	
Reading and language activity	Percent	<i>SE</i>	Percent	<i>SE</i>	Percent	<i>SE</i>	Percent	<i>SE</i>
Work on letter naming	0.42	0.00	1.66	0.01	9.35	0.02	88.39	0.02
Practice writing letters	2.83	0.01	7.49	0.02	23.71	0.03	65.32	0.04
Discuss new words	0.39	0.00	3.33	0.01	15.95	0.03	80.16	0.03
Dictate stories to an adult	2.51	0.01	14.05	0.03	28.42	0.03	54.85	0.03
Work on phonics	7.87	0.02	8.40	0.02	14.90	0.02	68.67	0.04
Listen to teacher read stories where they see the print	0.53	0.00	0.72	0.01	4.85	0.01	93.73	0.01
Listen to teacher read stories where they don't see the print	51.57	0.04	8.81	0.02	11.51	0.02	27.94	0.03
Retell stories	2.45	0.01	12.58	0.02	24.11	0.03	60.64	0.03
Learn about conventions of print	1.12	0.01	9.11	0.02	11.95	0.02	77.65	0.03
Write own name	4.42	0.01	4.88	0.01	14.60	0.02	75.92	0.03
Learn about rhyming words and word families	5.86	0.02	14.92	0.02	26.39	0.02	52.59	0.03
Learn about common prepositions	0.50	0.00	10.44	0.02	19.69	0.02	69.20	0.03

Source: Fall 2006 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children entering Head Start for the first time in fall 2006.

- For most reading and language activities, more than half of teachers teacher's report engaging in activities daily or almost daily
- The most common reading and language activities include: work on letter naming, discussing new words, listening to teacher read stories where children see the print, learn about conventions of print, and write own name. At least 75 percent of teachers report engaging in these activities daily or almost daily.
- Compared to other activities, smaller percentages of teachers have children "dictate stories to an adult" (54.9 percent), "learn about rhyming words or word families" (52.6 percent), or "listen to teacher read stories where they don't see the print" (27.94) on a daily basis.

TABLE E.6

FREQUENCY OF MATH ACTIVITIES, AS REPORTED BY CLASSROOM TEACHERS, FALL 2006

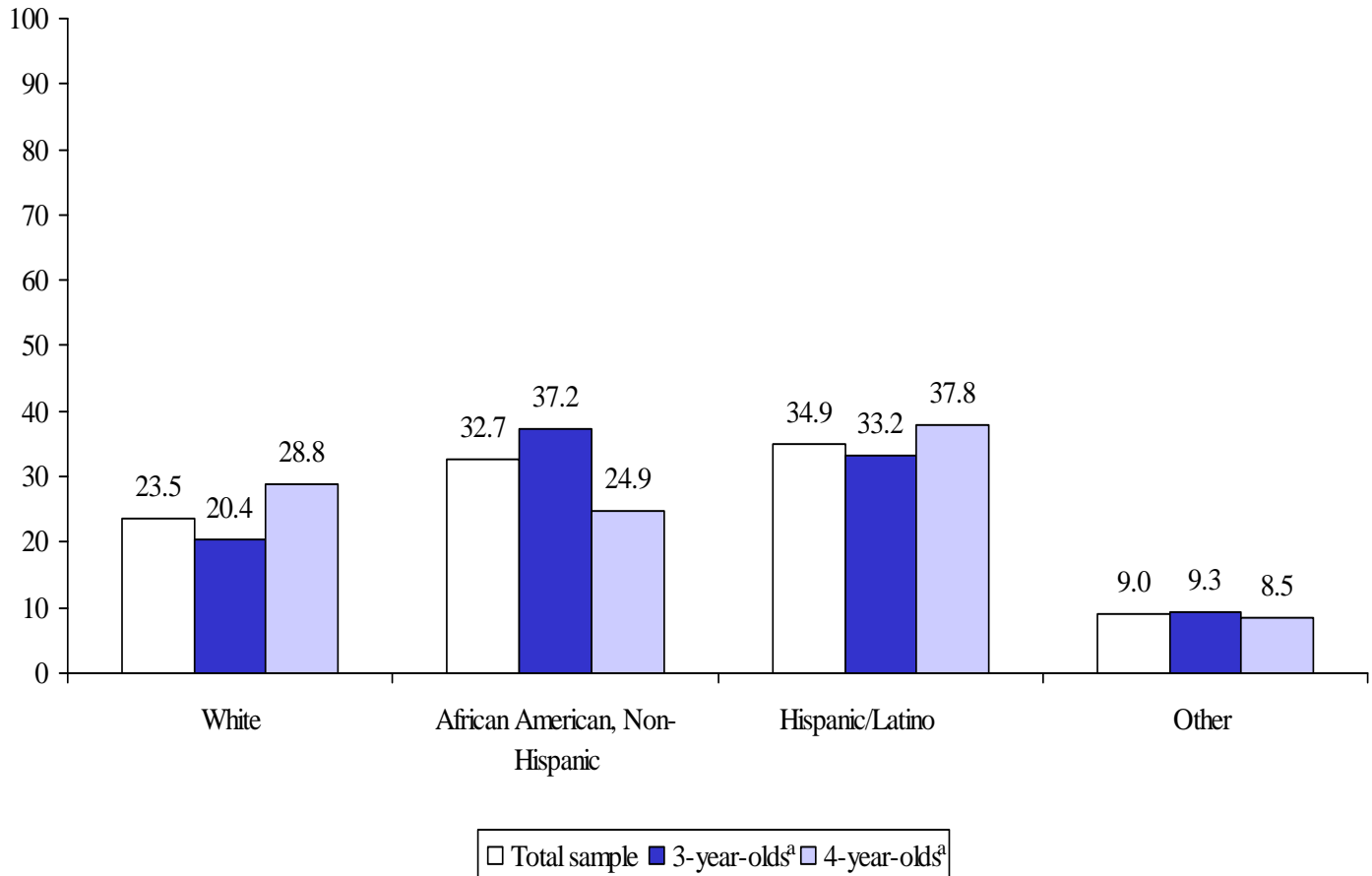
Math activity	Never		Monthly		Weekly		Daily or almost daily	
	Percent	<i>SE</i>	Percent	<i>SE</i>	Percent	<i>SE</i>	Percent	<i>SE</i>
Count out loud	0.20	<i>0.00</i>	0.00	<i>0.00</i>	2.11	<i>0.01</i>	97.52	<i>0.01</i>
Work with geometric manipulatives	0.00	<i>0.00</i>	5.02	<i>0.01</i>	11.18	<i>0.02</i>	83.63	<i>0.03</i>
Work with counting manipulatives	2.13	<i>0.01</i>	3.25	<i>0.01</i>	12.77	<i>0.02</i>	81.67	<i>0.02</i>
Play math-related games	0.13	<i>0.00</i>	14.95	<i>0.02</i>	18.43	<i>0.02</i>	66.32	<i>0.03</i>
Use music to understand math concepts	2.67	<i>0.01</i>	11.44	<i>0.02</i>	24.05	<i>0.03</i>	61.67	<i>0.03</i>
Use creative movement or creative drama to understand math concepts	3.82	<i>0.01</i>	15.55	<i>0.02</i>	23.56	<i>0.02</i>	55.60	<i>0.03</i>
Work with rulers or other measuring instruments	2.59	<i>0.01</i>	22.75	<i>0.04</i>	22.38	<i>0.03</i>	52.11	<i>0.04</i>
Engage in calendar-related activities	4.02	<i>0.01</i>	4.78	<i>0.01</i>	4.56	<i>0.01</i>	86.47	<i>0.03</i>
Engage in activities related to telling time	14.20	<i>0.03</i>	15.18	<i>0.02</i>	16.34	<i>0.03</i>	54.10	<i>0.04</i>
Engage in activities that involve shapes and patterns	0.31	<i>0.00</i>	6.03	<i>0.02</i>	11.07	<i>0.02</i>	82.42	<i>0.03</i>

Source: Fall 2006 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children entering Head Start for the first time in fall 2006.

- More than half of teachers report engaging in various math activities daily or almost daily. "Counting out loud" is the most common math activity. Almost all teachers report having children participate in this activity daily or almost daily. Other high frequency math activities include: working with geometric and counting manipulatives, engaging in calendar-related activities, and engaging in activities that involve shapes and patterns. At least 75 percent of teachers report engaging in these activities daily or almost daily.
- Compared to other activities, smaller percentages of teachers have children "use creative movement to understand math concepts," (55.6 percent), "work with rulers or other measuring instruments," (52.1 percent) or "engage in activities related to telling time" (54.1 percent) on a daily basis.

FIGURE A.1
CHILD'S RACE/ETHNICITY



Source: Fall 2006 FACES Parent Interview.

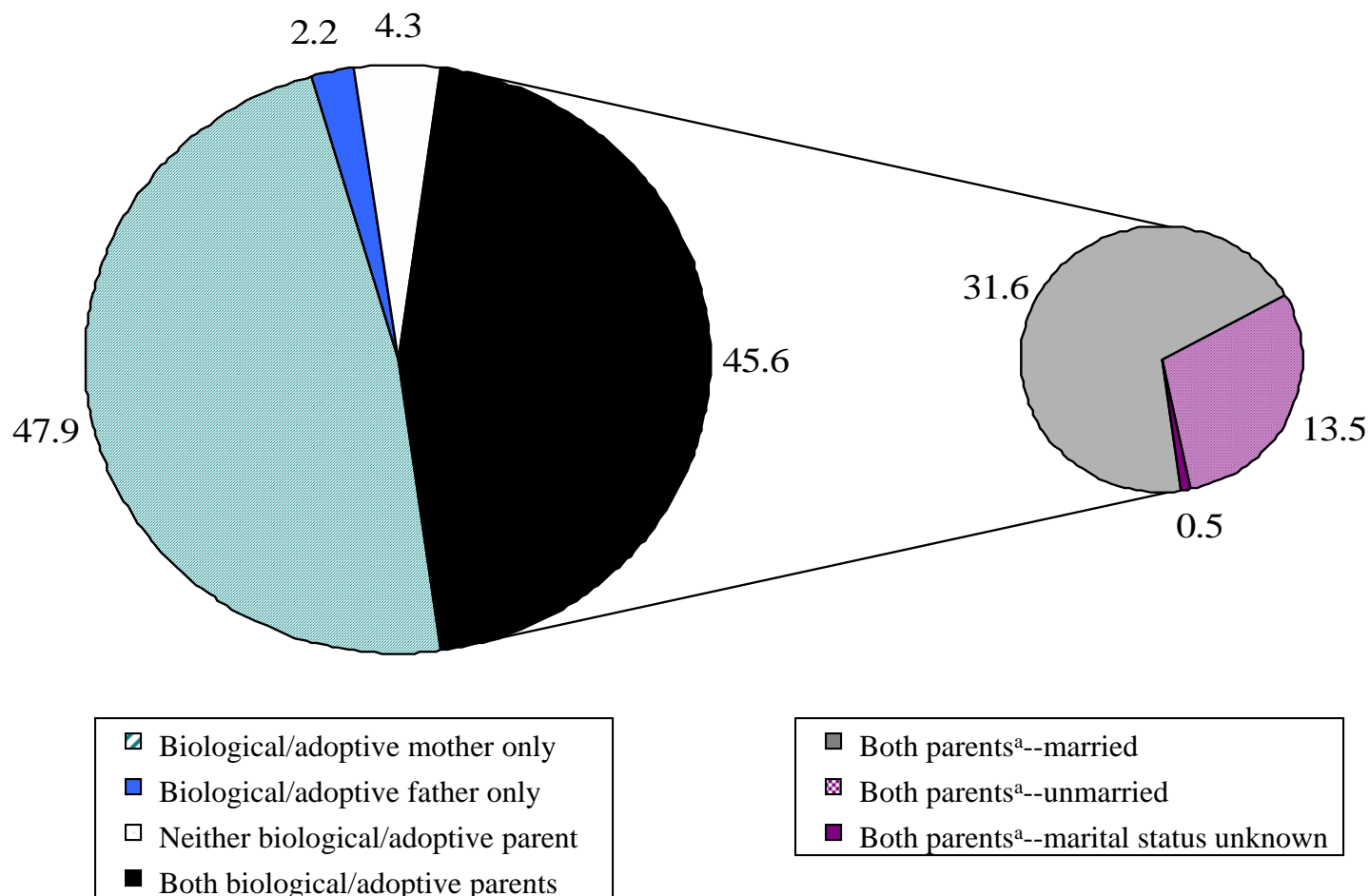
Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aAge as of September 1, 2006.

- Almost two-thirds of children entering Head Start for the first time are three years (as of September 1, 2006), and the rest are four years old.
- Just over a third of children are Hispanic/Latino and another third are African American.
- Three-year-olds are more likely (37 percent) to be African American than are four-year-olds (25 percent), while four-year-olds are more likely to be white or Hispanic/Latino than are three-year-olds.
- Boys outnumber girls slightly.

FIGURE A.4

FAMILY STRUCTURE



Source: Fall 2006 FACES Parent Interview.

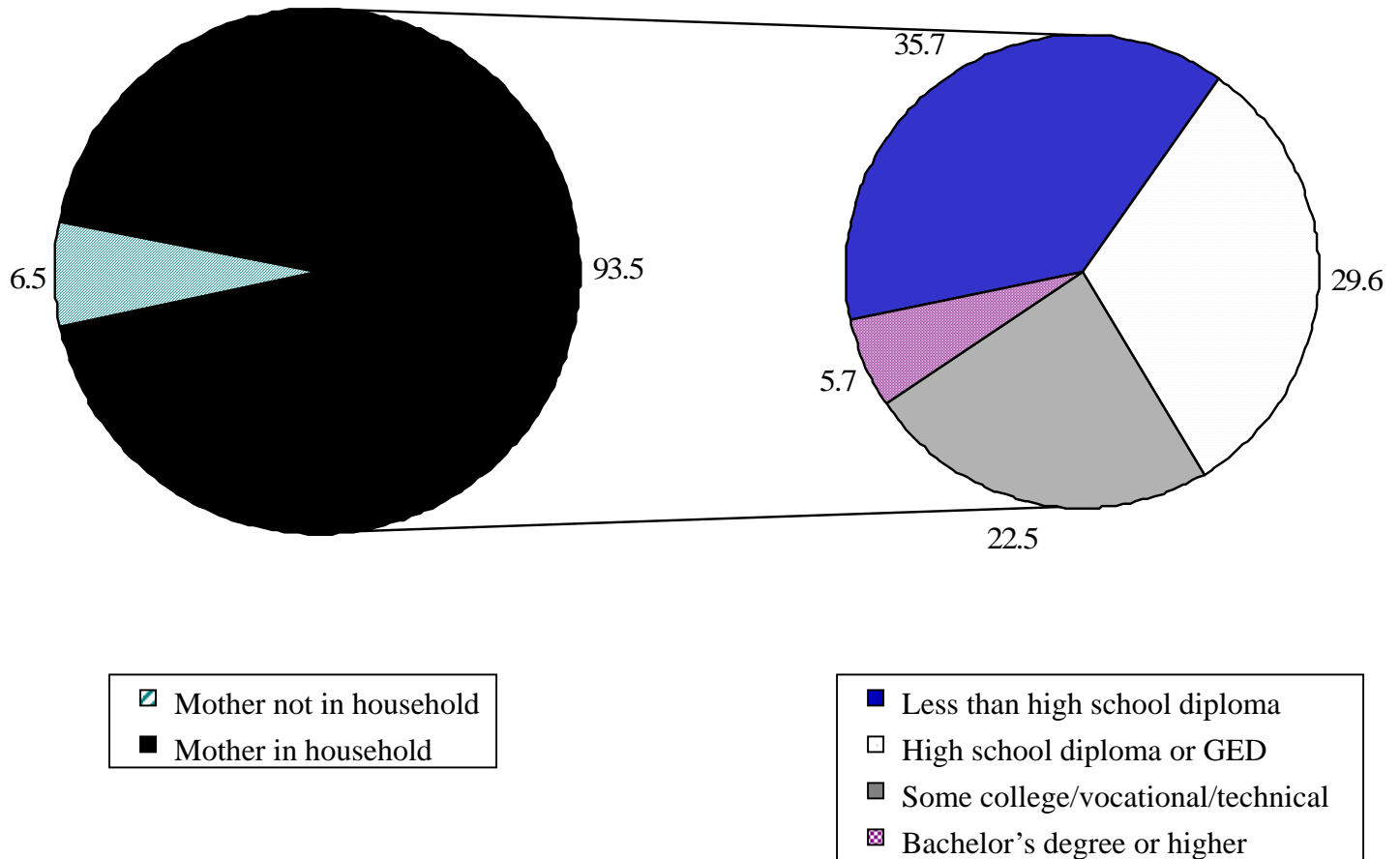
Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aIncludes both biological and adoptive parents.

- Less than half of Head Start children live with both biological/adoptive parents.
- Note: This figure 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/adoptive mother only" category does not mean that the biological/adoptive mother is the only adult in the household, but that she is the only biological/adoptive parent in the household.

FIGURE A.6

EDUCATION OF MOTHERS^a LIVING WITH THEIR CHILD



Source: Fall 2006 FACES Parent Interview.

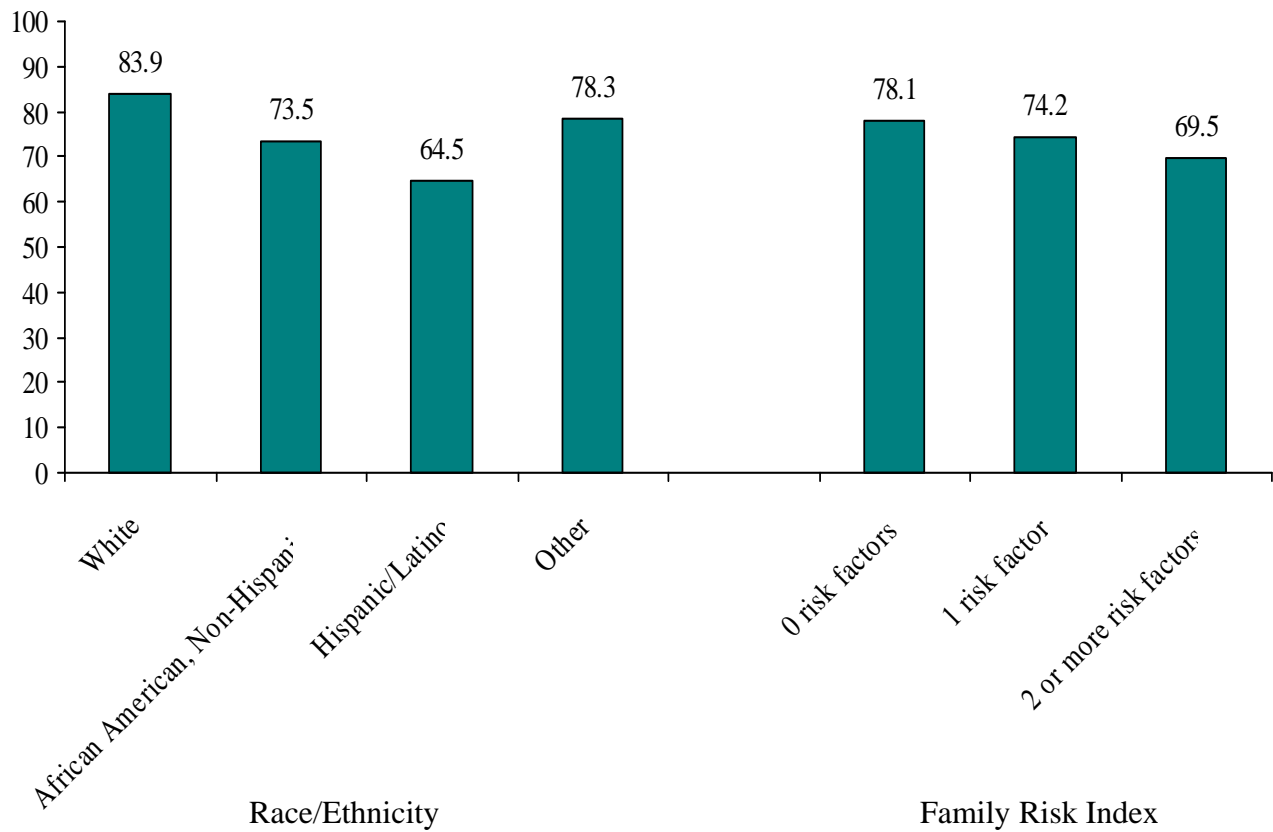
Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

^aIncludes both biological and adoptive mothers.

- 62 percent of children's mothers had at least a high school diploma or GED.

FIGURE A.13

FAMILY MEMBER READ TO CHILD AT LEAST THREE TIMES IN PAST WEEK



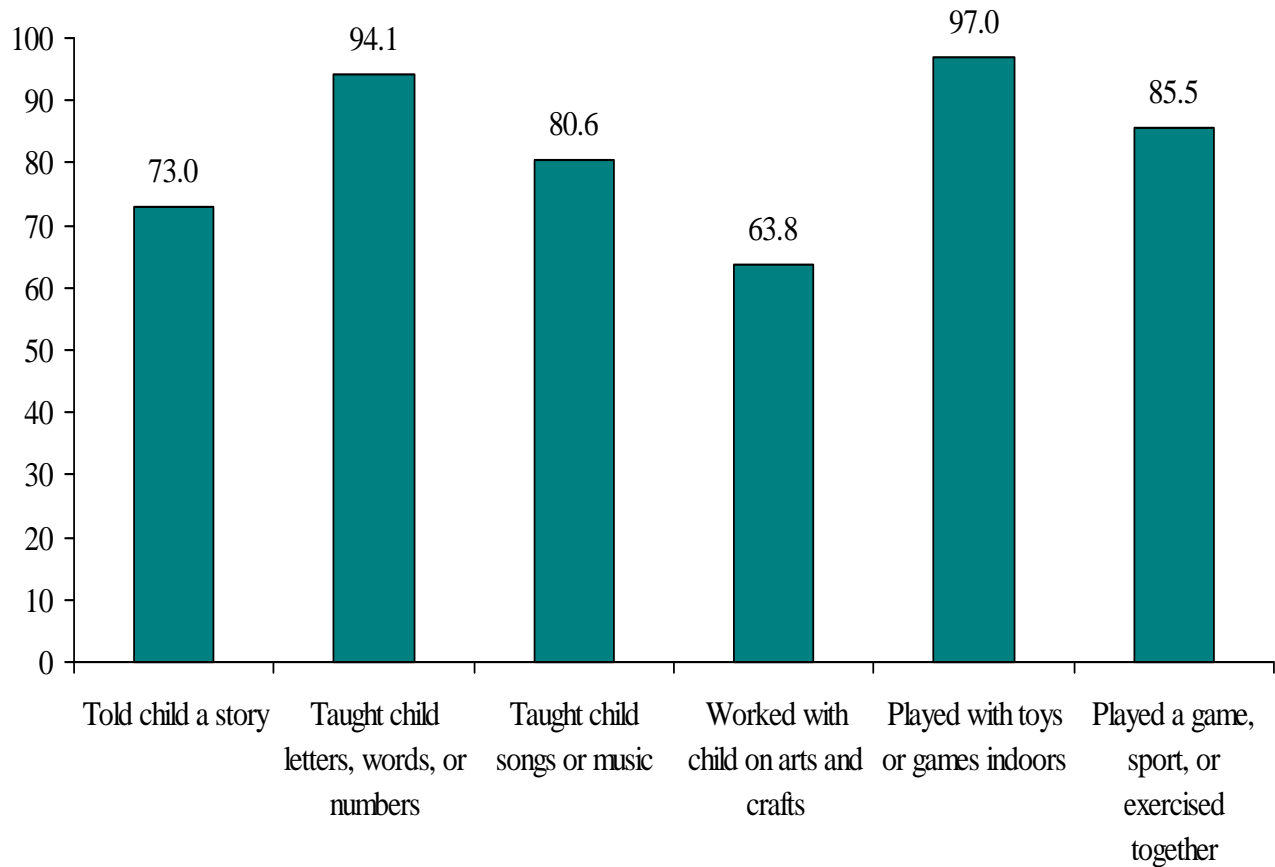
Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

- Almost three-quarters 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 children. 84 percent of white children are read to at least 3 times during the week, compared to 74 percent of African American children and 65 percent of Hispanic children.
- Children with multiple risk factors are less likely to be read to at least 3 times a week than are children with no risk factors.

FIGURE A.14

FAMILY ACTIVITIES WITH CHILD IN PAST WEEK



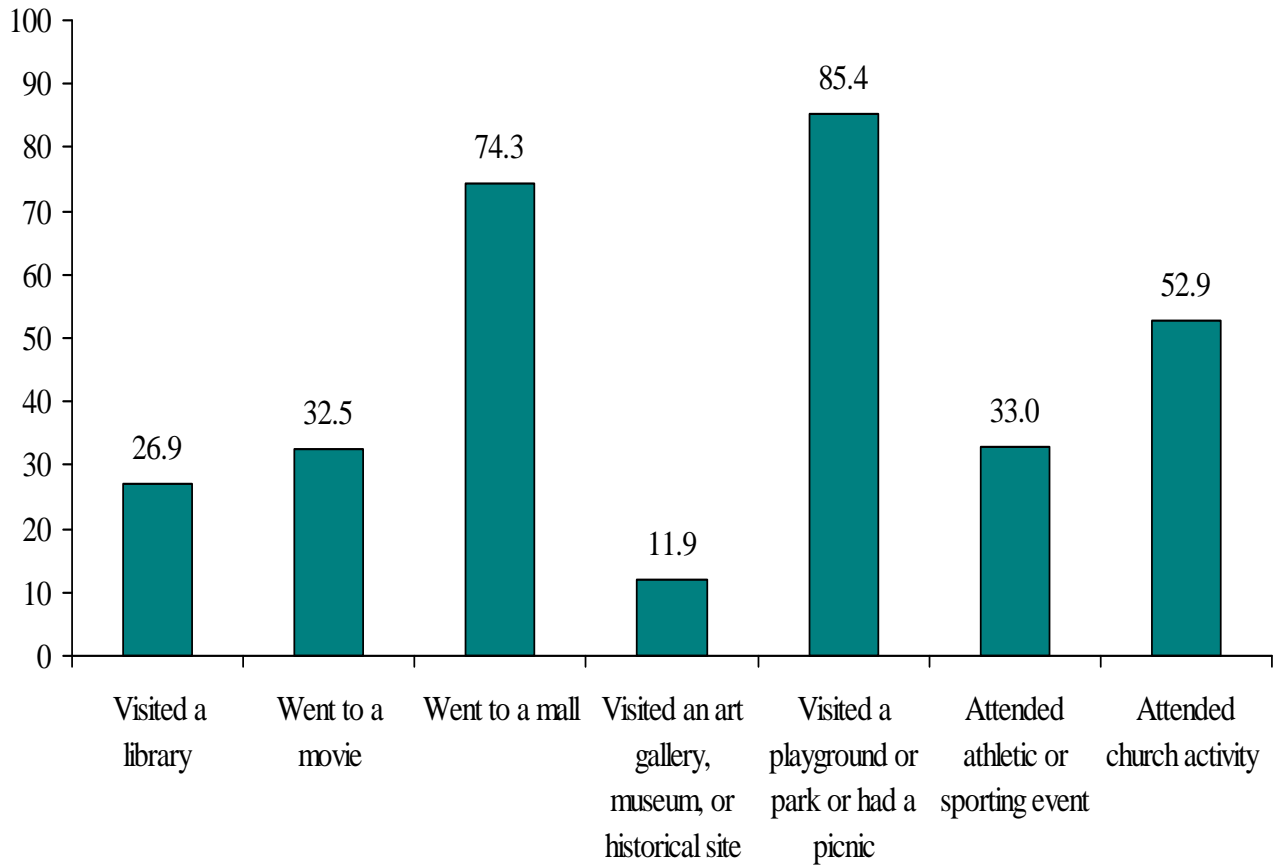
Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

- The majority of 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 and learning letters, words, or numbers.

FIGURE A.15

FAMILY ACTIVITIES WITH CHILD IN PAST MONTH



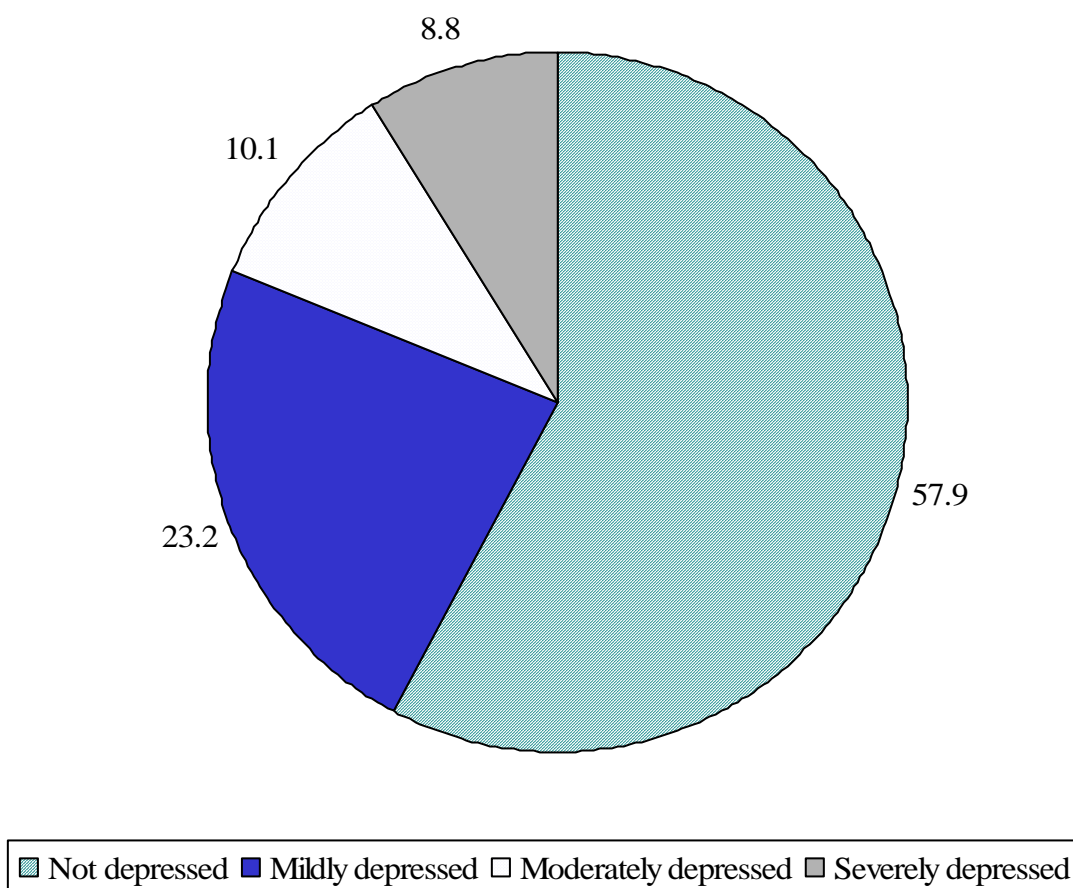
Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

- The majority of Head Start children visited a playground or park (85 percent) or a shopping mall (74 percent) and just over half attended a church activity with a parent or other family member in the past month.
- Between a fifth and a third of children went to a sporting event, movie or library in the past month.
- Children were less likely to have engaged in cultural activities such as visiting museums.

FIGURE A.22

DEPRESSIVE SYMPTOMS AMONG PARENTS



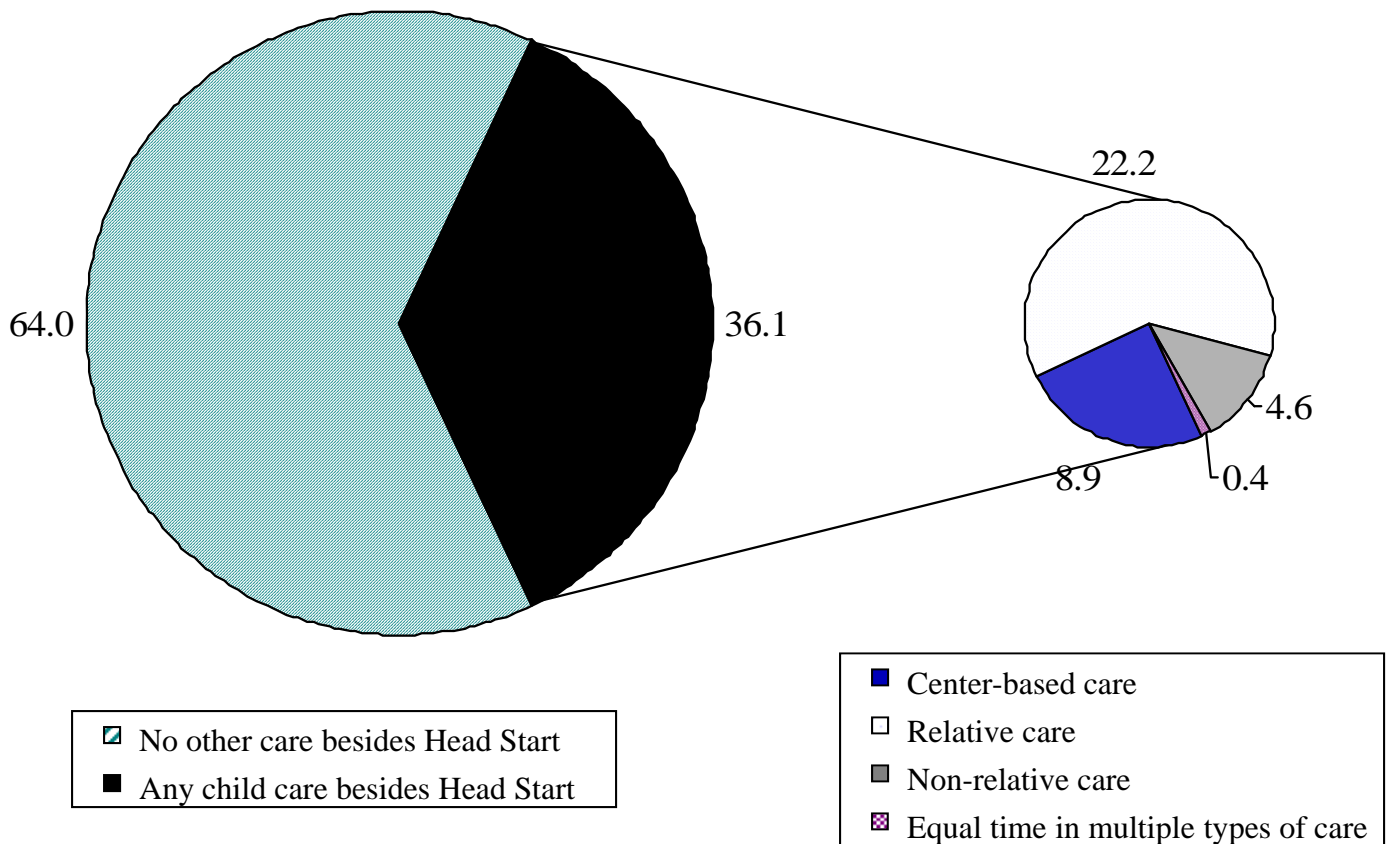
Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

- 9 percent of children's parents report symptoms of severe depression, and another 10 percent report symptoms of moderate depression. "Parent" is used to refer to the primary caregiver who responded to the survey. Most are parents, but some are grandparents or other primary caregivers.

FIGURE A.25

CHILD CARE ARRANGEMENTS



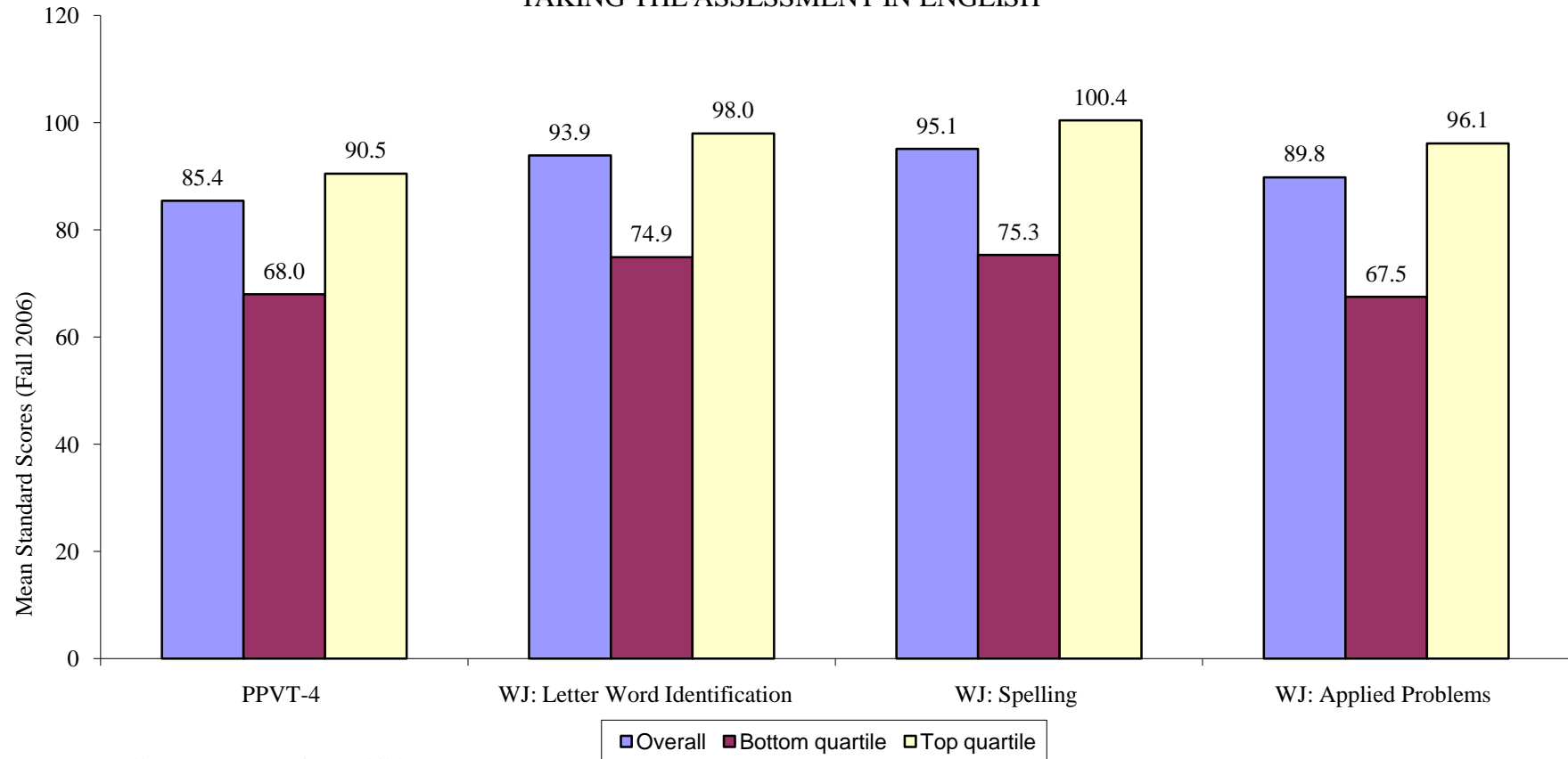
Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

- Over a third of Head Start children are cared for by someone other than their parents before or after Head Start.
- Relative care is the most common type of care children receive before or after Head Start (22 percent). Only 9 percent of children are cared for in a center-based program, and 5 percent are cared for in a non-relative home-based setting.

FIGURE B.4

MEAN STANDARD SCORES FOR ALL CHILDREN, THE BOTTOM QUARTILE, AND THE TOP QUARTILE AMONG THOSE TAKING THE ASSESSMENT IN ENGLISH

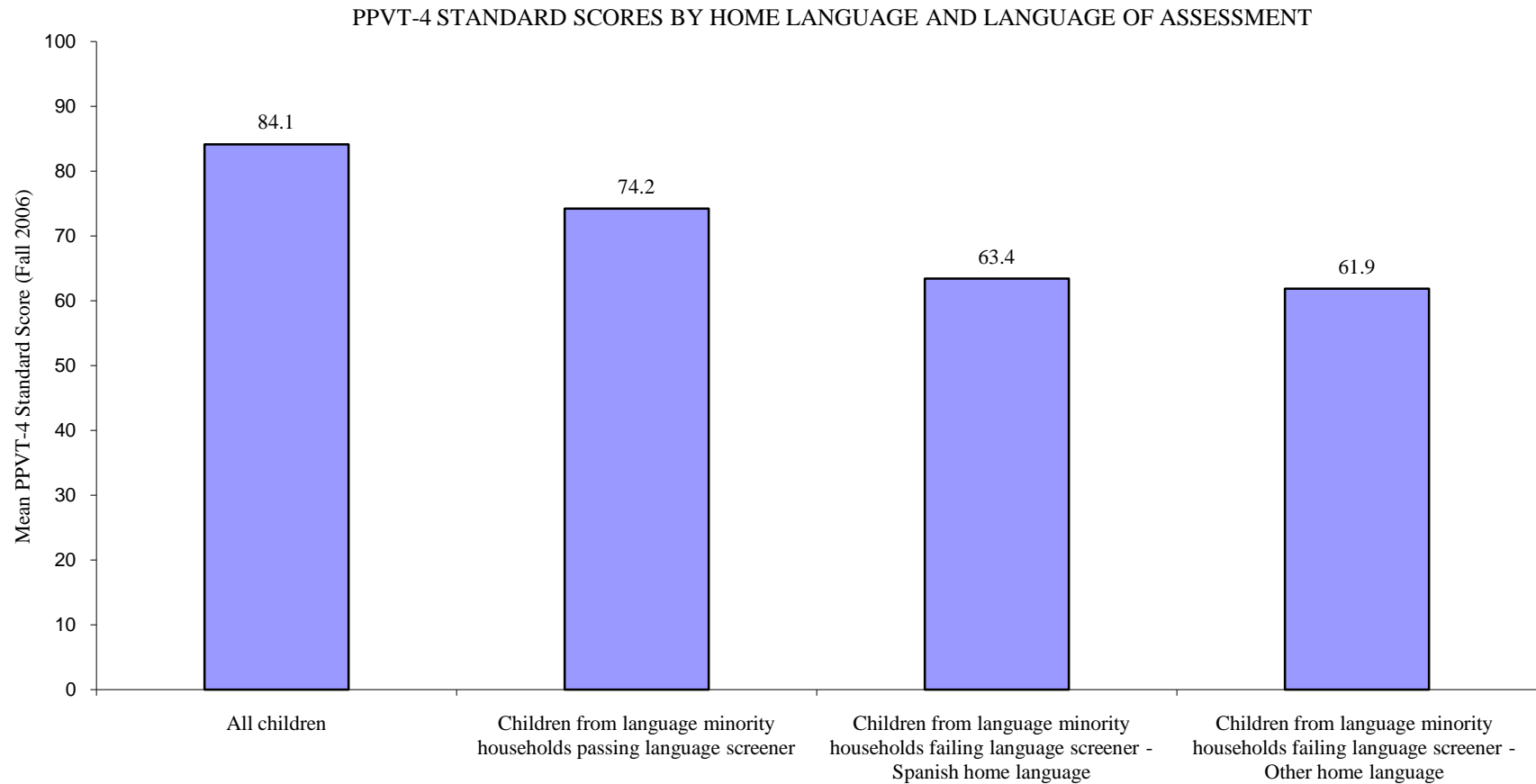


Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

Mean standard scores for the highest quartile of Head Start children are at national averages in letter word knowledge and early writing. On the other hand, mean standard scores for the lowest quartile of children are one to two standard deviations below national averages (e.g., 68 in vocabulary and 75 in early writing skills).

FIGURE B.10.



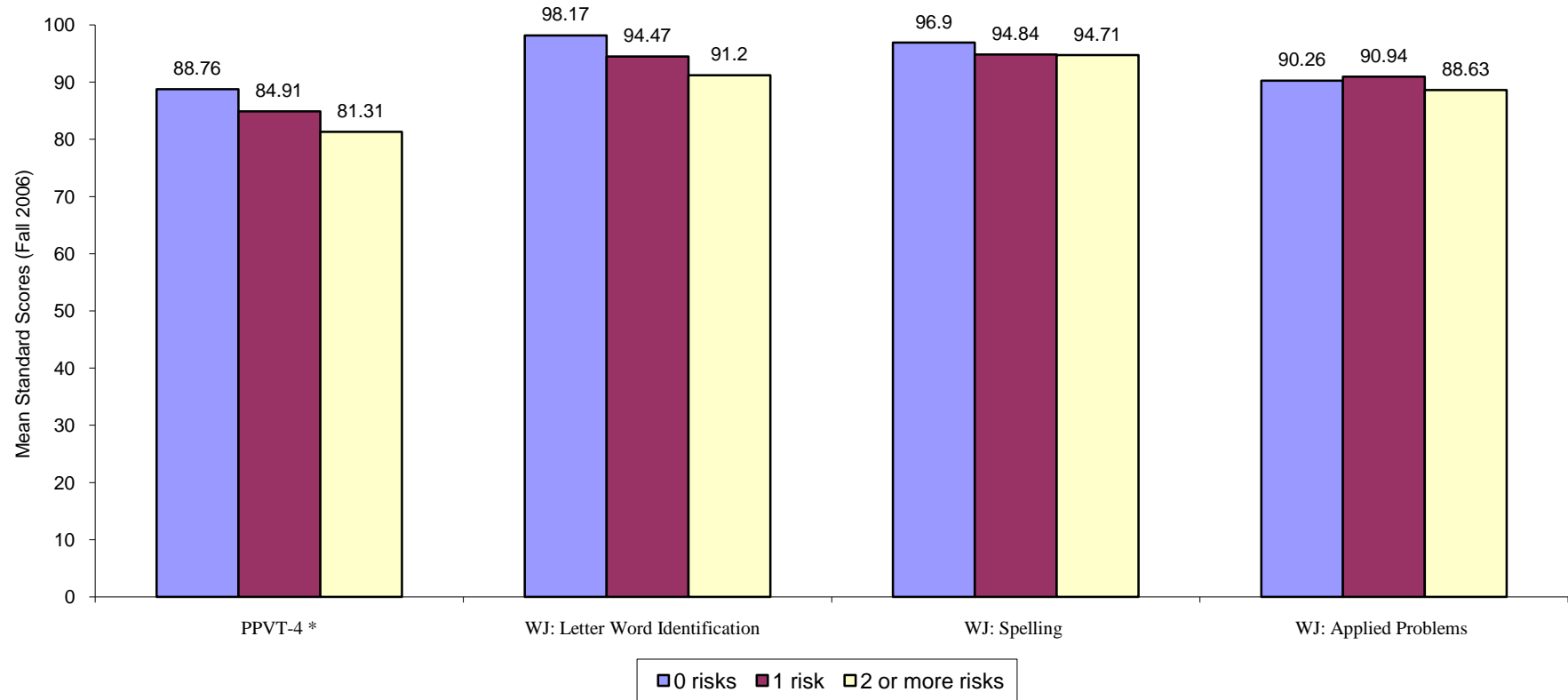
Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006. All reported differences are statistically significant at the .05 level.

Children from households where a language other than English is primarily spoken enter Head Start with English vocabulary skills considerably behind those of children where English is the primary language spoken in the home. As expected, language minority children who are unable to pass the language screener have the lowest receptive vocabulary scores.

FIGURE B.16.

MEAN ENGLISH LANGUAGE ASSESSMENT STANDARD SCORES BY NUMBER OF FAMILY RISKS



Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

* These scores reflect the performance of all children, regardless of home language or performance on the PreLAS.

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.

Children with no family risks score higher on the PPVT-4, WJ Letter Word Identification, ECLS-B math, ECLS-B number/shape proficiency, the combined ECLS-B/WJ3 math, and Story and Print Concepts than do children with 2 or more risks.