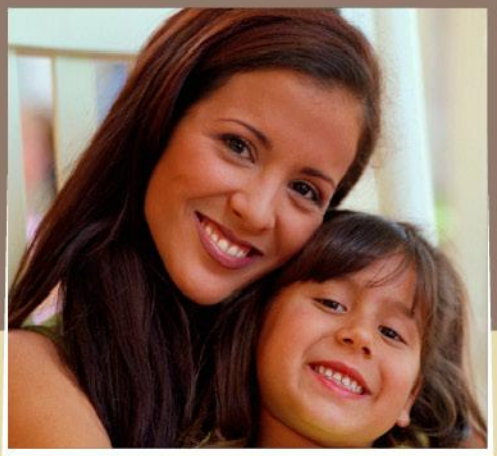
ACF-OPRE Report

Data Tables for FACES 2006

A Year in Head Start Report

OCTOBER, 2010

OPRE
Office of Planning, Research and Evaluation
Administration for Children and Families



Head Start FACES
family and child experiences survey

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ACKNOWLEDGMENTS:

The authors would like to express their appreciation our Project Officer Maria Woolverton and other federal staff at OPRE and the Office of Head Start. We thank the Mathematica team, including Cassandra Meagher, Annalee Kelly, Barbara Carlson, Anne Bloomenthal, Jennifer McNulty, Susan Sprachman, Brian Takei, Erin Slyne, Barbara Kennen, Kristina Rall, Ama Takyi, Miriam Lowenberg, Rita Zota, Daryl Hall, August Pitt, as well as Francene Barbour, Joan Gutierrez, and Thidian Diallo at the Survey Operations Center and all of the Mathematica field and telephone staff who collected the data. We are also grateful for the contributions of our partners at Juarez and Associates and the Educational Testing Service. Most of all, we offer our gratitude to the staff, families and children of the 60 FACES 2006 programs across the country, who once again opened their doors and shared their time with us.

ACF-OPRE Report:
Data Tables for FACES 2006 A Year in Head Start Report

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Contract Number: HHSP23320052905YC
Mathematica Reference Number: 6202-136

Suggested citation:
L. Hulsey, N. Aikens, Y. Xue, L. Tarullo, J. West. (2010). ACF-OPRE Report: Data Tables for FACES 2006 A Year in Head Start Report. Washington, DC. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.

TABLES

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Child Outcomes, Standard Deviations and Standard Errors

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, beliefs and opinions; classroom practices and quality measures; and child and family outcomes. FACES includes a battery of direct child assessments across multiple domains. It also comprises interviews with the child's parents, teachers and program managers, as well as direct observations of classroom quality. (For background information on FACES 2006, see West et al. 2007, Tarullo et al. 2008 and West et al. 2008.)

FACES is a tool for measuring Head Start program performance at the national level. This recurring data collection provides the means to assess how the program is performing currently and over time.

This set of tables is designed to accompany a research brief which profiles the 3- and 4-year-old Head Start children and families who were newly enrolled in the program in fall 2006 and are still attending in spring 2007 (see Aikens et al. 2010). Following this introduction to the study methodology and sample, the tables in the first section provide information on the children's characteristics, family demographics, and home life, including language background, educational environment of the home, family routines, and socioeconomic risk status in spring 2007. These tables also include information on parent involvement in Head Start and level of satisfaction with their own and their children's Head Start experiences. The next sections, on cognitive and social-emotional/health outcomes in spring 2007, chronicle children's developmental progress over the Head Start year. They examine whether these outcomes vary by age, gender, race/ethnicity, or risk status. The following section presents the characteristics of their teachers and classrooms, including measures of observed quality in spring 2007. Subsequent sections provide information on fall-spring change in family environment, child cognitive, social-emotional, and health outcomes. The next section examines the relationships among child, family, and classroom factors and children's outcomes; the methods used for those analyses appear in advance of the tables in that section. The final section provides tables of standard deviations and standard errors.

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 programs was selected from the 2004-2005 Head Start Program Information Report (PIR),[1] 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 randomly selected for the study.[2] Sixty programs, 135 centers, 410 classrooms, 365 teachers and 3, 315 children participated in the study in the fall of 2006. Children in the study were administered a battery of direct child assessments, their parents and teachers were interviewed, and interviews were conducted with the directors of the programs and centers in the sample and with education coordinators.

In spring 2007, data were collected again from the group of children who were completing their first year of the Head Start program.[3] Data were collected over a four-month period in spring 2007 (March – June). Mathematica data collection teams assessed the children at their Head Start centers, interviewed the children's lead teachers, observed their classrooms, and interviewed children's parents during week-long site visits.[4] Teachers were asked to complete a set of ratings for each sampled child in their classroom using either a Web-based or a paper instrument.[5]

A total of 3,296 children were eligible for the spring 2007 follow up[6] and 88 percent of the

eligible children participated.[7] Child assessments were completed for 98 percent of these children and 92 percent of their parents were interviewed. A Head Start teacher completed a set of teacher ratings for 96 percent of the children. An interview was completed with 99 percent of children's lead teachers.[8] In spring 2007, Mathematica staff also completed observations in 335 Head Start classrooms.[9] Data from the direct child assessments are used here to report on children's cognitive and physical outcomes at the beginning and end of their first year in Head Start. Parent and teacher ratings provide information about children's social skills, approaches to learning, problem behaviors and academic and non-academic accomplishments during the Head Start year. Assessor ratings are another source of information about children's social-emotional outcomes. We use parent interview data to describe children's backgrounds and home environments; teacher interview data to describe children's first Head Start classroom experiences; and classroom observation data to describe Head Start classroom quality.

Direct child assessments. The spring battery of direct child assessments, like the fall battery, 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 actual measures used are described below, where we report on children's cognitive scores at the end of the Head Start year and changes in scores over children's first year in the program.

Except for a few differences, the procedures used to administer the direct child assessments were the same as those used in the fall. The direct assessment began with a language 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.[10] However, if a child had been assessed in English in the fall, he or she was assessed in English in the spring regardless of his or her spring score on the language screener. The assessments themselves used the same standard materials that were used in the fall (for example, stimulus and response pages from the PPVT-4 and Woodcock-Johnson measures). Computer-assisted personal interviewing (CAPI) was used again 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 (that is, basals and ceilings). 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 (such as household income, number of adult household members, languages spoken in the home) and household members (including age, race/ethnicity, and relationship to study child).[11] Information was also collected on aspects of the child's home life, children's child-care arrangements, and parents' ratings of their children's social skills, problem behaviors, and language, literacy, and mathematics accomplishments. New to the spring interview were questions that asked parents about (1) their involvement and satisfaction with Head Start, (2) access to and use of community services and sources of social support, (3) outdoor spaces near their home where their child could play, and (4) household members' use of alcohol, tobacco, and drugs.

Teacher interviews and teacher child reports. In spring 2007, FACES 2006 again conducted computer-assisted personal interviews with lead teachers about their educational backgrounds, professional experience, and credentials. Teachers reported 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 frequency of various language and literacy development and mathematics activities. Teachers were asked 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. In the spring interview, teachers were asked about the management climate: the policies and procedures in their Head Start program. They were also asked about the strengths and weaknesses of the main curriculum, whether they have a regular mentor, their experiences with their mentor, and their involvement in training or technical assistance during this program year.

As in the fall, using a Teacher Child Report form, teachers were asked to rate each FACES child in their classroom 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 health, developmental conditions, and absences during the program year.

Interviewer ratings. At the end of the one-on-one testing sessions with children in the fall and spring, 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.

Classroom observations. In FACES 2006, measures of the classroom environment were obtained from a four-hour observation in the spring. The observation protocols included the Early Childhood Environment Rating Scale-Revised (ECERS-R; Harms, Clifford, and Cryer 1998), the Instructional Support domain from the Classroom Assessment Scoring System (CLASS; Pianta et al. 2008), and the Arnett Caregiver Interaction Scale (Arnett 1989). Classroom observations also provided information on child-adult ratios and group sizes. Observer ratings are used to produce a set of scores that capture global characteristics of Head Start classrooms as well as indicators of classroom resources and teacher-child interactions. More information on the three measures is found in the section on classroom quality.

Twenty-four observers were trained to rate key characteristics of children's classrooms using the ECERS-R, CLASS Instructional Support, and Arnett. Observers participated in an 8-day training that included lectures and discussion, classroom practice and videotaped certification, practice in early childhood classrooms, and field certification.

Population estimates. The statistics found in these tables are estimates of key characteristics of the population of newly entering Head Start children who were still enrolled in the program in spring 2007 and their parents and families, as well as the population of their Head Start teachers and classrooms. The data used to report on child and family characteristics and child outcomes are weighted to represent all children entering Head Start for the first time in fall 2006 who were still enrolled in spring 2007.[12] Teacher data are weighted to represent all teachers serving children who entered Head Start for the first time in fall 2006 and who were still enrolled in their classrooms in spring 2007. Classroom observation data are weighted to represent all classrooms in spring 2007 that were serving children who entered Head Start for the first time in fall 2006.

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NOTES

[1] 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.

[2] 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.

[3] Children who were no longer enrolled in the program where they were sampled in fall 2006 and who were not enrolled in one of the other FACES 2006 programs were not included in the spring 2007 data collection.

[4] Parents who were not interviewed in person during the week-long visit were interviewed by phone, either before or after site visits. About 44 percent of the parent interviews were conducted in person.

[5] About 80 percent of the teacher rating forms were completed using the Web instrument.

[6] This total represents 88 percent of the children who were sampled and eligible for the fall 2006 baseline data collection.

[7] These are all weighted marginal response rates, not accounting for prior stages of sampling and participation. The cumulative weighted response rates, which take into account the response rate for prior stages of the sample (such as, program, center, and child response rates), as well as fall 2006 consent rates, are by definition lower. The cumulative child response rate through spring 2007 is 81 percent. The corresponding response rates associated with completing the child assessments, parent interviews, and teacher ratings in spring 2007 are 78 percent, 79 percent, and 78 percent, respectively. At the teacher level, among participating classes, the marginal weighted response rate for the teacher interview was 98 percent. At the child level, among children whose parents gave consent, the rate for child assessments was 96 percent, the rate for parent interviews was 96 percent, and the rate for teacher-child reports was 95 percent.

[8] The cumulative teacher interview response rate is 92 percent.

[9] This represents 100 percent of the classrooms that were selected for observation. The cumulative response rate for the observations, which takes into account nonresponse at the program level, was 92 percent. Due to the smaller-than-expected classroom sizes encountered when selecting the FACES 2006 sample in the fall, we selected more classrooms than anticipated, and decided to subsample classrooms for observation. When two of a teacher's classes were in our sample, we randomly subsampled either the morning or afternoon session for observation. Analysis weights that include classroom observations were adjusted to account for the subsampling of classrooms. The classroom observation sample included 350 of the 390 eligible classrooms (90 percent). To be eligible for observation, the classroom must meet three criteria: (1) it must be a classroom in a center-based program (home-based services were not observed); (2) it must be one of the originally sampled classrooms (classrooms that children moved to in the spring were not eligible); and (3) it must have at least two sampled, eligible children whose parents gave consent.

[10] The screening process and cognitive assessment measures are described in the section of the accompanying research brief that describes children's cognitive outcomes (see Aikens et al. 2010).

[11] The preferred respondent for the spring interview was the child's biological mother or the fall 2006 respondent. Ninety-two percent of the spring interviews were completed by the same respondent who had been interviewed in the fall (and 89 percent were the child's biological mother). For 3 percent of the children, the first parent interview was completed in the spring; 97 percent completed the first parent interview in the fall.

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

CHILD CHARACTERISTICS, FAMILY DEMOGRAPHICS AND ACTIVITIES, SPRING 2007

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	62.80		
4 years old or older	37.20		
Race/Ethnicity			
White	22.79	19.88	27.72
African American, Non-Hispanic	32.98	37.63	25.20
Hispanic/Latino	35.28	33.48	38.38
American Indian or Alaska Native	1.51	1.58	1.41
Asian or Pacific Islander	1.73	1.56	1.87
Multi-Racial/Bi-Racial, Non-Hispanic	5.16	5.25	5.01
Other	0.54	0.62	0.41
Gender			
Female	48.64	49.91	46.56
Male	51.36	50.09	53.44

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

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	72.30	74.98	67.88
Spanish	22.88	20.91	26.24
Other	4.82	4.11	5.88

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

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	30.21	31.61	27.82
2	50.57	49.46	52.46
3 or more	19.23	18.94	19.72
Mean Number of Adults	1.98	1.96	2.03
Number of Children in Household			
1	17.92	18.31	17.27
2	36.26	35.70	37.21
3	25.63	26.27	24.52
4 or more	20.19	19.72	21.00
Mean Number of Children	2.59	2.58	2.60
Total Number of Persons in Household			
2	5.62	5.87	5.19
3	18.12	18.23	17.92
4	28.07	28.47	27.38
5	23.42	23.60	23.11
6	13.31	12.68	14.38
7 or more	11.47	11.15	12.02
Mean Number of Persons	4.65	4.61	4.71

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

This table shows the total number of adults in children's households, including biological/adoptive parents and other adults, such as parents' romantic partners, step-parents, foster parents, and grandparents.

[a]Age as of September 1, 2006.

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[a] Father	46.37	45.89	47.18
Married	31.87	31.73	32.14
Unmarried	13.41	13.25	13.70
Marital status not reported	0.17	0.20	0.13
Biological[a] Mother Only	47.32	48.15	45.90
Biological[a] Father Only	2.13	1.76	2.76
Neither Biological[a] Mother Nor Biological[a] Father	4.18	4.20	4.16

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

While the previous table (Table III.E.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.

[a]Includes both biological and adoptive parents.

[b]Age as of September 1, 2006.

Table A.5
Mother's Age at Child's Birth

	Percent of Children		
Age, in Years	All Children	3-Year-Olds[a]	4-Year-Olds[a]
17 or under	4.50	3.89	5.54
18-19	10.02	9.84	10.32
20-24	38.13	39.02	36.65
25-29	24.03	22.92	25.89
30 or older	23.32	24.33	21.61
Mean Age	25.37	25.47	25.20

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

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]	93.69	94.05	93.08
Highest Level of Education Completed by those Mothers[a]			
Less than high school diploma	36.82	35.25	39.51
High school diploma or GED	32.51	33.08	31.53
Some college/vocational/technical	24.55	25.36	23.16
Bachelor's degree or higher	6.12	6.31	5.80
Percentage of Children Living with their Father[a]	48.50	47.65	49.94
Highest Level of Education Completed by those Fathers[a]			
Less than high school diploma	45.46	43.13	49.41
High school diploma or GED	32.28	32.63	31.69
Some college/vocational/technical	14.93	16.06	13.02
Bachelor's degree or higher	7.33	8.19	5.88
Percentage of Children Living with Either Parent[a]	95.82	95.80	95.84
Highest Level of Education Completed by those Parents[a]			
Less than high school diploma	31.40	29.81	34.18
High school diploma or GED	34.24	34.52	33.74
Some college/vocational/technical	26.10	27.04	24.48
Bachelor's degree or higher	8.26	8.63	7.60

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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

[a]Includes both biological and adoptive parents.

[b]Age as of September 1, 2006.

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]	93.69	94.05	93.08
Employment Status of those Mothers[a]			
Working full-time	32.14	34.14	28.68
Working part-time	20.93	21.98	19.10
Looking for work	13.32	13.44	13.13
Not in labor force	33.61	30.43	39.09
Percentage of Children Living with their Father[a]	48.50	47.65	49.94
Employment Status of those Fathers[a]			
Working full-time	71.60	72.60	69.96
Working part-time	14.16	12.90	16.22
Looking for work	7.18	7.82	6.13
Not in labor force	7.06	6.67	7.69
Percentage of Children Living with Either Parent[a]	95.82	95.80	95.84
Employment Status of the Most Employed of those Parents[a]			
Working full-time	59.19	60.00	57.80
Working part-time	17.81	18.09	17.33
Looking for work	10.89	11.25	10.27
Not in labor force	12.12	10.67	14.60

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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

[a]Includes both biological and adoptive parents.

[b]Age as of September 1, 2006.

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

	Percent of Children		
Income as a Percentage of Poverty	All Children	3-Year-Olds[a]	4-Year-Olds[a]
50 percent or less	16.34	16.82	15.52
50 to 100 percent	41.10	40.45	42.22
101 to 130 percent	16.13	16.55	15.40
131 to 185 percent	14.74	14.87	14.50
186 to 200 percent	2.35	2.15	2.69
201 percent or above	9.34	9.16	9.66

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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

[a]Age as of September 1, 2006.

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

	Percent of Children			
Income as a Percentage of Poverty	White	African American, Non-Hispanic	Hispanic/Latino	Other
50 percent or less	9.69	21.46	15.80	16.96
50 to 100 percent	39.58	37.89	45.85	37.56
101 to 130 percent	16.44	14.98	17.31	14.52
131 to 185 percent	14.96	14.71	14.33	16.13
186 to 200 percent	2.64	2.47	1.91	2.93
201 percent or above	16.69	8.49	4.80	11.90

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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	21.53	21.81	21.05
Food Stamps	51.68	53.88	47.92
WIC	60.49	62.40	57.24
SSI	13.35	13.66	12.83

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

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]	49.78	50.86	47.94
Mother Does Not Have High School Diploma[c]	37.13	35.47	39.86
Income Below Federal Poverty Threshold	57.44	57.27	57.74
Family Risk Index[d]			
0 risk factors	17.03	17.08	16.95
1 risk factor	36.32	37.09	34.98
2 risk factors	34.54	33.26	36.74
3 risk factors	12.11	12.57	11.33

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

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

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

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

Table A.12
Family Risk Index, by Child Characteristics

Child Characteristics	Percent of Children with Different Numbers of Family Risk Factors[a]		
	0 risk factors	1 risk factor	2 or more risk factors
Race/Ethnicity			
White	25.99	38.10	35.91
African American, Non-Hispanic	12.23	36.79	50.98
Hispanic/Latino	14.41	34.32	51.27
Other	23.01	38.33	38.66
Gender			
Female	16.10	37.30	46.61
Male	17.91	35.40	46.69
Home Language Minority (English is Not the Primary Language Spoken to Child at Home)			
Yes	14.99	34.26	50.75
No	17.86	37.14	45.00

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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

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	2.68	21.78	40.15	35.40
Age as of September 1, 2006				
3 years old or younger	2.53	23.13	40.50	33.84
4 years old or older	2.77	19.54	39.62	38.07
Race/Ethnicity				
White	1.94	14.62	37.84	45.60
African American, Non-Hispanic	2.22	24.07	42.47	31.23
Hispanic/Latino	3.51	25.03	40.27	31.19
Other	2.83	17.92	36.74	42.51
Gender				
Female	2.00	21.60	38.60	37.80
Male	3.32	21.95	41.63	33.10
Family Risk Index				
0 risk factors	2.11	19.29	38.19	40.42
1 risk factor	3.42	18.46	39.98	38.15
2 or more risk factors	2.09	25.54	40.79	31.59
Home Language Minority (English is Not the Primary Language Spoken to Child at Home)				
Yes	3.51	26.86	40.12	29.51
No	2.35	19.78	40.16	37.72

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table A.14
Family Members' Activities with Child in Past Week

Type of Activity	Percent of Children
Told child a story	82.79
Taught child letters, words, or numbers	96.52
Taught child songs or music	86.41
Worked with child on arts and crafts	68.43
Played with toys or games indoors	97.99
Played a game, sport, or exercised together	91.29
Took child along on errands	95.43
Involved child in household chores	93.14
Talked about what happened in Head Start	96.21
Talked about TV programs or videos	79.61
Played counting games	88.13
Mean number of activities	9.76

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table A.15
Family Members' Activities with Child in Past Month

Type of Activity	Percent of Children
Visited a library	36.42
Went to a movie	43.71
Went to a play, concert, or other live show	20.02
Went to a mall	78.58
Visited an art gallery, museum, or historical site	19.07
Visited a playground or park or had a picnic	89.47
Visited a zoo or aquarium	23.17
Talked about family history or ethnic heritage	52.69
Attended event sponsored by community group	47.42
Attended athletic or sporting event	34.62
Attended church activity	57.52
Mean number of activities	5.03

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table A.16
Physical Activity and Screen Time

	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	7.98	8.45	7.20
Less than one hour	22.32	21.10	24.41
One to two hours	50.73	49.47	52.76
More than two hours	18.97	20.98	15.63
Amount of Time Child Spent Watching a Video or DVD			
None	24.68	24.22	25.35
Less than one hour	20.73	20.71	20.80
One to two hours	44.77	44.14	45.90
More than two hours	9.82	10.93	7.96
Child Has Access to a Computer in the Home			
Yes	58.78	58.09	60.01
No	41.22	41.91	39.99
Amount of Time Child Spent Playing Computer Games			
None	42.79	44.42	40.12
Less than one hour	37.51	35.95	40.07
One to two hours	17.40	17.30	17.56
More than two hours	2.30	2.33	2.24
Amount of Time Child Spent Playing Outside			
None	9.31	9.57	8.73
Less than one hour	12.58	12.96	11.98
One to two hours	40.22	41.13	38.76
More than two hours	37.89	36.34	40.54

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

Table A.17
Household Routines

	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Have Regular Bedtime	85.11	84.04	86.90
Number of Days Per Week Family Eats Dinner Together			
0-2	7.11	7.43	6.59
3-4	23.10	25.28	19.49
5-6	23.28	23.86	22.34
7	46.51	43.43	51.57
Mean	5.37	5.26	5.56

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

Table A.18
Discipline

	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Parent spanked child in past week	31.88	34.27	27.92
Parent used "time out" in past week	68.45	68.37	68.70

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

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	66.31	66.44	66.02
Drank no soda, sports drinks, or non-100%-juice drinks	22.15	19.76	26.01
Ate no fast food	22.47	23.26	21.03
Ate sweets less than once a day	69.42	68.35	71.15
Ate salty snacks less than once a day	77.05	75.66	79.32

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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

[a]Age as of September 1, 2006.

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	98.27	98.46	97.96
Regular Dental Checkup in Past Year	94.30	94.34	94.23
Has Health Insurance	94.91	95.73	93.54
Private	51.94	52.28	51.29
Medicaid			
SCHIP[b]	23.68	24.66	22.07
Other government	4.13	3.89	4.55

Source: Spring 2007 FACES Parent

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

[b]State Children's Health Insurance Program.

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	97.26	99.09	97.85	99.45
Regular Dental Checkup in Past Year	91.28	95.33	95.99	91.04
Has Health Insurance	96.06	96.73	92.32	95.77
Private	53.88	52.67	50.53	50.90
Medicaid	60.82	69.97	68.31	63.97
SCHIP[a]	21.53	26.72	22.68	22.34
Other government	3.43	3.10	2.82	14.82

Source: Spring 2007 FACES Parent

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]State Children's Health Insurance Program.

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	59.04	58.18	60.41
Mildly depressed	21.87	21.08	23.22
Moderately depressed	11.07	12.15	9.28
Severely depressed	8.03	8.59	7.10
Mean Number of Depressive Symptoms	5.27	5.45	4.98

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]In 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.

[b]Age as of September 1, 2006.

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	52.44	55.11	68.69	50.81
Mildly depressed	22.35	23.77	18.80	25.67
Moderately depressed	14.32	11.89	7.77	13.53
Severely depressed	10.90	9.22	4.74	9.99
Mean Number of Symptoms	6.29	5.74	4.00	6.23

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]In 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.

Table A.24
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	9.73	9.11	10.79
Relative	26.39	28.28	23.27
Non-relative	3.08	2.71	3.55
Equal time in multiple types of care	1.23	1.64	0.54
Any Child Care	40.43	41.74	38.14

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

Table A.25
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	10.34	11.42	7.26	11.63
Relative	22.19	32.37	23.87	25.50
Non-relative	5.89	2.09	2.53	2.08
Equal time in multiple types of care	0.84	1.82	0.58	2.66
Any Child Care	39.25	47.69	34.24	41.87

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table A.26
Amount of Time in Child Care and Head Start

	Mean Number of Hours Per Week			
	Sample size	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Head Start				
Among all households	2674	23.70	24.89	21.70
Child Care				
Among those in child care	1064	17.29	17.01	17.71
Among all households	2669	6.95	7.05	6.73
Total Head Start and Child Care				
Among those in child care		40.34	41.34	38.47
Among all households	2678	30.61	31.92	28.37

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

Table A.27
Parent Health Behaviors

Health Behavior	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Parent Has Health Insurance	65.09	65.39	64.53
Parent Smokes Tobacco	23.78	21.60	27.48
Any Household Member Smokes Tobacco	32.45	29.91	36.74
Any Household Member Has Gotten into Trouble Due to Alcohol in Past Year	1.83	1.79	1.90
Any Household Member Has Gotten into Trouble Due to Drugs in Past Year	0.15	0.16	0.13

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

Table A.28
Parenting Approaches and Attitudes

How Much Parent Agrees with Statement	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
I control my child by warning about bad things that can happen (A)			
Exactly	29.63	30.29	28.57
Very much	33.31	30.33	38.36
Somewhat	28.15	30.28	24.64
Not much	4.51	4.88	3.89
Not at all	4.40	4.22	4.55
At times I just don't have the energy to make my child behave (B)			
Exactly	6.04	6.64	5.04
Very much	7.51	7.33	7.80
Somewhat	27.97	27.28	29.12
Not much	18.22	18.69	17.43
Not at all	40.26	40.06	40.61
My child and I have warm intimate moments together (C)			
Exactly	45.69	45.55	45.84
Very much	40.66	39.99	41.83
Somewhat	10.83	11.16	10.31
Not much	1.29	1.35	1.20
Not at all	1.52	1.95	0.81
I teach my child that misbehavior will always be punished (D)			
Exactly	40.78	40.72	40.78
Very much	32.62	32.60	32.71
Somewhat	17.79	18.65	16.38
Not much	4.49	3.57	6.03
Not at all	4.32	4.46	4.10
I encourage my child to be curious, to explore, and to question things (E)			
Exactly	42.83	43.19	42.14
Very much	38.12	37.52	39.18
Somewhat	15.08	15.27	14.78
Not much	2.54	2.89	1.97
Not at all	1.43	1.14	1.93
I do not allow my child to get angry with me (F)			
Exactly	18.73	19.42	17.60
Very much	15.58	15.93	15.03
Somewhat	35.59	34.81	36.96
Not much	14.58	14.23	15.01
Not at all	15.52	15.61	15.39
I am easygoing and relaxed with my child (G)			
Exactly	33.27	32.94	33.72
Very much	33.25	32.94	33.84
Somewhat	29.15	29.90	27.93
Not much	3.16	2.91	3.56
Not at all	1.17	1.30	0.95
I believe that a child should be seen and not heard (H)			
Exactly	10.17	10.92	8.94
Very much	7.18	8.18	5.52
Somewhat	12.18	12.91	10.83
Not much	9.80	9.94	9.58
Not at all	60.66	58.04	65.12
I make sure my child knows I appreciate accomplishments (I)			
Exactly	60.29	59.57	61.42
Very much	37.23	37.73	36.46
Somewhat	2.17	2.37	1.84
Not much	0.29	0.29	0.28
Not at all	0.02	0.03	0.00

Table A.28 (contd.)
Parenting Approaches and Attitudes

How Much Parent Agrees with Statement	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
I have little or no difficulty sticking with my rules for my child even when close relatives are there (J)			
Exactly	35.51	36.22	34.40
Very much	27.13	26.44	28.16
Somewhat	27.75	27.68	27.91
Not much	4.69	5.10	4.01
Not at all	4.92	4.56	5.53
I encourage my child to be independent of me (K)			
Exactly	41.97	43.61	39.31
Very much	35.87	35.14	36.98
Somewhat	17.35	16.90	18.13
Not much	2.63	2.32	3.15
Not at all	2.18	2.03	2.43
Once I decide how to deal with a misbehavior, I follow through (L)			
Exactly	39.10	38.86	39.50
Very much	34.74	33.75	36.39
Somewhat	21.90	22.78	20.45
Not much	2.56	2.98	1.87
Not at all	1.69	1.63	1.80
I believe physical punishment to be the best way of disciplining (M)			
Exactly	3.10	3.03	3.23
Very much	3.66	4.07	3.00
Somewhat	13.61	14.70	11.81
Not much	16.13	16.61	15.34
Not at all	63.50	61.59	66.61
Mean Parental Warmth Score[b]			
Mean	4.26	4.25	4.28
Possible response range	1-5	1-5	1-5
Mean Parental Energy Score[c]			
Mean	3.90	3.89	3.92
Possible response range	1-5	1-5	1-5
Mean Parental Authoritative Score[d]			
Mean	3.44	3.44	3.43
Possible response range	1-5	1-5	1-5
Mean Parental Authoritarian Score[e]			
Mean	2.19	2.22	2.13
Possible response range	1-5	1-5	1-5

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

[b]The Parental Warmth Score is an average based on items C, E, G, I, and M.

[c]The Parental Energy Score is an average based on items B, J, and L.

[d]The Parental Authoritative Score is an average based on items A, D, E, and K.

[e]The Parental Authoritarian Score is an average based on items F, H and M.

Table A.29
Parenting Approaches and Attitudes, by Race/Ethnicity

How Much Parent Agrees with Statement	Percent of Children			
	White	African American, Non-Hispanic	Hispanic/ Latino	Other
I control my child by warning about bad things that can happen (A)				
Exactly	27.42	32.29	28.94	28.25
Very much	34.69	30.03	36.48	29.18
Somewhat	27.50	27.35	28.57	30.71
Not much	5.74	4.07	3.93	5.48
Not at all	4.65	6.26	2.08	6.38
At times I just don't have the energy to make my child behave (B)				
Exactly	3.97	5.54	8.22	4.33
Very much	6.11	7.49	8.61	6.70
Somewhat	26.35	20.24	35.61	30.05
Not much	22.88	14.96	17.65	20.71
Not at all	40.69	51.77	29.91	38.21
My child and I have warm intimate moments together (C)				
Exactly	48.76	47.60	41.23	49.30
Very much	39.50	36.40	46.27	36.75
Somewhat	9.76	12.45	9.73	11.54
Not much	1.28	0.69	1.77	1.62
Not at all	0.69	2.85	1.00	0.80
I teach my child that misbehavior will always be punished (D)				
Exactly	44.09	44.12	36.92	35.68
Very much	31.62	36.77	28.50	37.08
Somewhat	17.08	14.56	21.78	14.95
Not much	3.81	1.74	6.94	6.33
Not at all	3.40	2.81	5.86	5.95
I encourage my child to be curious, to explore, and to question things (E)				
Exactly	49.46	43.48	36.90	48.47
Very much	36.24	38.19	40.28	33.65
Somewhat	11.96	14.68	17.16	15.44
Not much	1.13	2.66	3.79	0.63
Not at all	1.21	1.00	1.88	1.81
I do not allow my child to get angry with me (F)				
Exactly	10.52	23.85	18.77	19.13
Very much	11.39	16.21	18.43	12.39
Somewhat	46.96	29.63	35.40	30.41
Not much	14.21	14.31	14.32	17.71
Not at all	16.92	16.00	13.08	20.37
I am easygoing and relaxed with my child (G)				
Exactly	28.49	37.50	32.62	32.45
Very much	33.06	32.84	34.46	30.89
Somewhat	36.64	25.66	26.82	32.78
Not much	1.20	1.80	5.30	3.62
Not at all	0.61	2.20	0.80	0.26
I believe that a child should be seen and not heard (H)				
Exactly	3.26	12.73	12.79	7.63
Very much	2.39	8.73	9.47	4.42
Somewhat	6.05	14.38	14.67	9.60
Not much	7.69	10.91	10.13	9.67
Not at all	80.61	53.25	52.93	68.69
I make sure my child knows I appreciate accomplishments (I)				
Exactly	62.10	62.99	54.90	67.09
Very much	37.21	34.80	41.28	30.45
Somewhat	0.69	2.12	3.06	2.46
Not much	0.09	0.71	.	.
Not at all	0.05	.	.	.

Table A.29 (contd.)
Parenting Approaches and Attitudes, by Race/Ethnicity

How Much Parent Agrees with Statement	Percent of Children			
	White	African American, Non-Hispanic	Hispanic/ Latino	Other
I have little or no difficulty sticking with my rules for my child even when close relatives are there (J)				
Exactly	34.87	42.10	28.96	38.94
Very much	28.26	25.17	28.51	26.40
Somewhat	32.92	23.59	29.47	23.18
Not much	1.90	3.15	6.76	8.93
Not at all	2.05	5.98	6.30	2.55
I encourage my child to be independent of me (K)				
Exactly	38.38	47.79	38.14	44.62
Very much	35.30	33.53	39.24	32.72
Somewhat	21.60	14.46	16.99	18.65
Not much	1.64	2.17	3.60	2.90
Not at all	3.08	2.05	2.03	1.11
Once I decide how to deal with a misbehavior, I follow through (L)				
Exactly	39.93	43.05	35.00	38.77
Very much	33.82	35.63	35.42	31.57
Somewhat	23.42	18.38	23.05	26.26
Not much	2.16	1.77	3.77	1.60
Not at all	0.68	1.17	2.76	1.80
I believe physical punishment to be the best way of disciplining (M)				
Exactly	2.10	3.20	3.89	2.09
Very much	1.76	5.71	2.91	3.92
Somewhat	10.68	19.49	10.73	11.02
Not much	18.04	19.23	12.74	13.36
Not at all	67.41	52.37	69.73	69.60
Mean Parental Warmth Score[a]				
Mean	4.32	4.24	4.23	4.30
Possible response range	1-5	1-5	1-5	1-5
Mean Parental Energy Score[b]				
Mean	3.97	4.04	3.73	4.26
Possible response range	1-5	1-5	1-5	1-5
Mean Parental Authoritative Score[c]				
Mean	3.39	3.49	3.43	3.18
Possible response range	1-5	1-5	1-5	1-5
Mean Parental Authoritarian Score[d]				
Mean	2.03	2.29	2.21	1.57
Possible response range	1-5	1-5	1-5	1-5

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]The Parental Warmth Score is an average based on items C, E, G, I, and M.

[b]The Parental Energy Score is an average based on items B, J, and L.

[c]The Parental Authoritative Score is an average based on items A, D, E, and K.

[d]The Parental Authoritarian Score is an average based on items F, H and M.

Table A.30
Parenting Approaches and Attitudes, by Number of Family Risks

How Much Parent Agrees with Statement	Percent of Children with Different Numbers of Family Risk Factors[a]		
	0 risk factors	1 risk factor	2 or more risk factors
I control my child by warning about bad things that can happen (A)			
Exactly	14.51	37.30	48.19
Very much	18.87	33.64	47.49
Somewhat	19.03	37.03	43.94
Not much	18.07	38.44	43.49
Not at all	17.65	36.04	46.31
At times I just don't have the energy to make my child behave (B)			
Exactly	12.61	36.08	51.31
Very much	11.01	36.45	52.54
Somewhat	15.49	35.39	49.12
Not much	23.52	32.97	43.51
Not at all	18.20	37.97	43.83
My child and I have warm intimate moments together (C)			
Exactly	17.38	38.25	44.37
Very much	18.29	35.26	46.45
Somewhat	17.19	32.72	50.09
Not much	3.34	31.35	65.31
Not at all	13.80	28.75	57.46
I teach my child that misbehavior will always be punished (D)			
Exactly	16.61	38.82	44.56
Very much	19.32	33.33	47.35
Somewhat	16.82	32.23	50.95
Not much	18.39	41.61	40.00
Not at all	13.46	38.97	47.57
I encourage my child to be curious, to explore, and to question things (E)			
Exactly	17.53	39.18	43.30
Very much	18.53	30.95	50.52
Somewhat	17.88	39.09	43.03
Not much	3.57	38.16	58.27
Not at all	11.05	42.04	46.91
I do not allow my child to get angry with me (F)			
Exactly	14.59	35.60	49.81
Very much	17.44	31.35	51.21
Somewhat	17.69	38.07	44.24
Not much	22.32	35.30	42.37
Not at all	15.68	37.39	46.93
I am easygoing and relaxed with my child (G)			
Exactly	15.41	36.92	47.66
Very much	19.32	33.76	46.92
Somewhat	19.14	38.24	42.63
Not much	8.56	28.14	63.30
Not at all	6.90	42.09	51.00
I believe that a child should be seen and not heard (H)			
Exactly	11.84	38.78	49.38
Very much	13.45	34.15	52.40
Somewhat	14.53	33.90	51.57
Not much	14.60	36.91	48.49
Not at all	19.93	36.01	44.06
I make sure my child knows I appreciate accomplishments (I)			
Exactly	18.36	37.97	43.67
Very much	16.50	32.74	50.76
Somewhat	13.71	35.24	51.05
Not much	58.92	41.08	.
Not at all	100.00	.	.

Table A.30 (contd.)
Parenting Approaches and Attitudes, by Number of Family Risks

How Much Parent Agrees with Statement	Percent of Children with Different Numbers of Family Risk Factors[a]		
	0 risk factors	1 risk factor	2 or more risk factors
I have little or no difficulty sticking with my rules for my child even when close relatives are there (J)			
Exactly	17.42	34.86	47.73
Very much	21.83	33.16	45.01
Somewhat	14.58	39.66	45.76
Not much	9.19	43.61	47.20
Not at all	17.18	33.35	49.47
I encourage my child to be independent of me (K)			
Exactly	16.40	38.67	44.93
Very much	17.74	33.04	49.22
Somewhat	19.01	36.54	44.45
Not much	14.43	31.71	53.86
Not at all	24.94	35.90	39.17
Once I decide how to deal with a misbehavior, I follow through (L)			
Exactly	16.69	37.03	46.27
Very much	16.59	35.33	48.07
Somewhat	19.83	34.34	45.82
Not much	23.09	37.62	39.29
Not at all	15.05	44.36	40.59
I believe physical punishment to be the best way of disciplining (M)			
Exactly	14.37	41.93	43.71
Very much	16.32	32.14	51.54
Somewhat	17.07	33.57	49.36
Not much	18.15	34.88	46.97
Not at all	17.72	36.75	45.54
Mean Parental Warmth Score[b]			
Mean	4.29	4.28	4.24
Possible response range	1-5	1-5	1-5
Mean Parental Energy Score[c]			
Mean	3.95	3.88	3.87
Possible response range	1-5	1-5	1-5
Mean Parental Authoritative Score[d]			
Mean	3.39	3.45	3.44
Possible response range	1-5	1-5	1-5
Mean Parental Authoritarian Score[e]			
Mean	2.12	2.19	2.19
Possible response range	1-5	1-5	1-5

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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

[b]The Parental Warmth Score is an average based on items C, E, G, I, and M.

[c]The Parental Energy Score is an average based on items B, J, and L.

[d]The Parental Authoritative Score is an average based on items A, D, E, and K.

[e]The Parental Authoritarian Score is an average based on items F, H and M.

Table A.31
Parent Involvement in Head Start

	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Ways Parent Participated This Year			
Volunteered in classroom (A)	60.10	60.94	58.79
Prepared food/materials for special events (C)	52.81	54.62	49.86
Helped with field trips or special events (D)	42.28	41.68	43.34
Participated in Head Start policy council or planning group (K)	24.65	25.32	23.56
Prepared or distributed Head Start newsletters or materials (M)	13.98	14.56	13.04
Participated in fundraising activities (N)	27.09	30.44	21.51
Observed classroom (B)	71.90	73.14	69.94
Attended parent/teach conferences (G)	84.51	84.51	84.48
HS staff visited home (H)	69.45	70.21	68.29
Attended HS social events (E)	50.35	50.70	49.84
Attended parent education meetings or workshops (F)	48.92	49.76	47.59
Attended HS event with spouse or partner (I)	40.46	40.67	40.17
Attended HS event with other adult (J)	32.21	32.46	31.85
Called or visited another Head Start parent (L)	20.53	21.17	19.48
Number of Issues that Kept Parent From Participating (Mean)[b]	1.78	1.77	1.79

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

[b]Issues that kept parents from participating included school or work schedules, need for support from spouse or partner, and not knowing others at Head Start

Table A.32
Social Support

	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
If I need to do an errand, I can easily find someone to watch my child			
Never true	15.94	16.38	15.23
Sometimes true	38.73	38.24	39.60
Always true	45.34	45.38	45.17
If I need a ride to get my child to the doctor, friends or family will help me			
Never true	9.71	9.65	9.82
Sometimes true	22.08	22.67	21.13
Always true	68.21	67.67	69.05
If my child is sick, friends or family will call or come by			
Never true	9.37	9.22	9.65
Sometimes true	26.77	26.07	27.98
Always true	63.86	64.71	62.37
If my child is having problems at Head Start, there is a friend, relative, or neighbor I can talk it over with			
Never true	9.43	9.43	9.45
Sometimes true	20.67	21.55	19.24
Always true	69.90	69.02	71.31
If I have an emergency and need cash, family or friends will loan it to me			
Never true	10.99	10.60	11.65
Sometimes true	29.24	30.67	26.88
Always true	59.77	58.72	61.46
If I have troubles or need advice, I have someone I can talk to			
Never true	4.75	4.84	4.61
Sometimes true	21.10	22.16	19.34
Always true	74.15	72.99	76.04
Number of Types Of Help Parent Can Always Get (Mean)	3.81	3.79	3.85
Types of People Parent Finds Very Helpful			
Family member(s) [b]	87.91	88.45	86.99
Friend(s) [c]	47.21	48.28	45.32
Head Start staff	59.70	61.29	56.96
Professional(s) other than Head Start staff[d]	29.38	30.55	27.23

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

[b]This measure combines responses to questions about the helpfulness of the respondent's current spouse or partner; the child's mother, father, and grandparents; and other relatives

[c]This measure combines responses to questions about the helpfulness of friends, co-workers, other Head Start parents, and religious or social group members

[d]This measure combines responses to questions about the helpfulness of professional helpgivers like counselors or social workers and other child care providers

Table A.33
Satisfaction with Head Start

	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Parent Very Satisfied With Head Start in:			
Helping child to grow and develop (A)	84.38	84.38	84.36
Identifying and providing services for child (D)	82.42	81.60	83.75
Maintaining a safe program (F)	85.66	84.57	87.45
Preparing child to enter kindergarten (G)	83.23	82.13	85.03
Parent Satisfaction With Head Start - Child Related Subscale[b]			
Mean	3.80	3.80	3.81
Possible response range	1-4	1-4	1-4
Parent Very Satisfied With Head Start in:			
Being open to parent's ideas and participation (B)	76.55	75.93	77.55
Respecting family's culture and background (C)	84.25	83.40	85.66
Identifying and providing services for family (E)	64.06	62.81	66.09
Helping parent become more involved in community groups (H)	59.06	58.40	60.11
Parent Satisfaction With Head Start - Family Related Subscale[c]			
Mean	3.63	3.62	3.65
Possible response range	1-4	1-4	1-4
Experiences Parents Report "Always":			
Child feels safe in Head Start (A)	86.64	85.81	88.03
Child gets lots of individual attention (B)	55.37	55.42	55.22
Teacher open to new information (C)	79.00	78.14	80.41
Child happy in Head Start (D)	84.06	84.09	83.97
Teacher warm towards child (E)	83.38	83.69	82.83
Child treated with respect by teachers (F)	88.66	88.47	88.95
Teacher takes interest in child (G)	82.65	82.67	82.59
Child feels accepted by teacher (H)	87.69	87.58	87.85
Teacher supportive of parent (I)	86.91	87.09	86.60
Parent feels welcomed by teacher (K)	89.37	89.82	88.61
Teacher handles discipline matters easily without being harsh (L)	83.29	83.21	83.40
Teacher seems happy and content (M)	83.71	83.88	83.40
Aide warm towards child (N)	85.88	85.40	86.66
Parent and Child Experiences in Head Start[d]			
Mean	3.76	3.75	3.77
Possible response range	1-4	1-4	1-4

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

[b]The Child Related Subscale is based on items A, D, F, and G. For each item, a response of "Very Dissatisfied" contributed point to the scale, "Somewhat Dissatisfied" contributed 2 points, "Somewhat Satisfied" contributed 3 points, and "Very Satisfied" contributed 4 points to the scale.

[c]The Family Related Subscale is based on items B, C, E, and H. For each item, a response of "Very Dissatisfied" contribute 1 point to the scale, "Somewhat Dissatisfied" contributed 2 points, "Somewhat Satisfied" contributed 3 points, and "Very Satisfied" contributed 4 points to the scale.

[d]This composite is based on the 13 items listed above it. For each item, a response of "Never" contributed 1 point to the scal "Sometimes" contributed 2 points, "Often" contributed 3 points, and "Always" contributed 4 points to the scale.

Table A.34
Types of Services Head Start Families Receive

	Percent of Children		
	All Children	3-Year-Olds[a]	4-Year-Olds[a]
Services received by any household member:			
Housing	9.32	9.36	9.27
Job training, Job search assistance, Transportation to or from work or training	5.49	5.11	6.12
School assistance	5.80	5.88	5.66
ESL classes	4.86	4.75	5.05
Child care	7.50	7.44	7.61
Counseling or other assistance (includes Alcohol or drug treatment or counseling, Legal advice, Mental health services, Help dealing with family violence, and Help or counseling for other family problems)	6.18	5.76	6.90
Dental or orthodontic care	11.69	11.20	12.53
Any of these services	32.43	31.79	33.55
Head Start made parents aware of or helped them obtain any of these services	12.09	12.51	11.42
Head Start helped parent find a regular health care provider for child:	7.04	7.22	6.77
Head Start provided information on health care providers	4.61	4.38	5.02
Head Start made referrals to health care providers	1.92	2.17	1.50
Head Start provided health care directly	0.35	0.45	0.16
Head Start provided other type of assistance in finding health care providers	0.12	0.14	0.09
Mother takes programs, courses, classes, or workshops	26.69	29.43	22.10
Head Start helped mother take or locate programs, courses, classes, or workshops	3.71	3.76	3.63
Father takes programs, courses, classes, or workshops	13.18	14.40	11.24
Head Start helped father take or locate programs, courses, classes, or workshops	0.50	0.65	0.25

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

CHILD COGNITIVE OUTCOMES, SPRING 2007

Table B.1. Reliability of Spring 2007 FACES Child Assessment Data -- English and Spanish Language Assessments

	Spring 2007 (Total sample)		
Scales	Number of items	Number of cases	Cronbach alphas
PPVT-4	168	2754	0.95
TVIP	74	626	0.94
WJ3: Letter Word Identification	34	2675	0.86
WJ3: Spelling	23	2680	0.81
WJ3: Applied Problems	33	2677	0.87
ECLS-B Math IRT Score	22	2672	0.87
ECLS-B Number/Shape Proficiency[a]	22	2672	0.51
Combined ECLS-B/WJ3 Applied Problems	44	2672	0.87
Story and Print Concepts	13	2621	0.70
WM3: Letter Word Identification	14	162	0.82
WM3: Spelling	19	162	0.67
WM3: Applied Problems	32	162	0.88

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a] This reliability coefficient is split-half.

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B.2. Summary Statistics for Spring 2007 FACES Child Assessment Raw Score Data For Children Taking the Assessment in English

	Spring 2007				
Scales	Number of cases	Mean	SD	Reported response range	Possible response range
PPVT-4	2648	51.11	22.24	6 - 131	0 - 228
TVIP [a]	467	15.96	11.56	0 - 50	0 - 82
WJ3: Letter Word Identification	2675	5.90	4.27	0 - 29	0 – 76
WJ3: Spelling	2680	6.28	3.18	0 - 19	0 - 59
WJ3: Applied Problems	2677	7.81	4.58	0 - 24	0 – 63
ECLS-B Counting	2672	11.14	5.40	0 - 20	0 - 20

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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.

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B.3. Summary Statistics for Spring 2007 FACES Child Assessment Raw Score Data by Age For Children Taking the Assessment in English

	Spring 2007 (3-year-olds)[a]					Spring 2007 (4-year-olds) [a]				
Scales	Number of cases	Mean	SD	Reported response range	Possible response range	Number of cases	Mean	SD	Reported response range	Possible response range
PPVT-4	1677	44.48	19.25	6 - 125	0 - 228	953	61.72	22.60	10 - 131	0 - 228
TVIP[b]	262	12.41	9.79	0 - 40	0 – 82	200	19.97	12.09	1 - 50	0 – 82
WJ3: Letter Word Identification	1698	4.96	3.83	0 - 24	0 – 76	959	7.41	4.49	0 - 29	0 – 76
WJ3: Spelling	1702	5.18	2.79	0 - 19	0 - 59	960	8.06	2.97	0 - 16	0 - 59
WJ3: Applied Problems	1700	6.45	4.23	0 - 23	0 – 63	959	9.99	4.26	0 - 24	0 – 63
ECLS-B Counting	1695	9.76	5.06	0 - 20	0 - 20	959	13.35	5.20	0 - 20	0 - 20

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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.

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B.4. Summary Statistics for Spring 2007 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	2648	41 - 150	20 – 160	85.50	14.5	67.6	104.2
TVIP Standard Score [a]	452	55 - 119	55 – 145	82.50	14.3	65.2	103.1
WJ3: Letter Word Identification Standard	2600	62 - 165	0 – 200	98.60	16.9	78.0	121.0
WJ3: Spelling Standard Score	2635	43 - 151	0 – 200	95.90	15	77.3	114.7
WJ3: Applied Problems Standard Score	2483	38 - 154	0 – 200	90.10	14.6	71.4	107.9
ECLS-B Math IRT Score	2672	3.20 - 21.20	0 – 22	9.50	3.2	5.50	13.80
ECLS-B Number/Shape Proficiency	2672	0.00 - 1.00	0 – 1.00	0.50	0.3	0.10	0.90
Combined ECLS-B/WJ3 Applied Problems	2672	3.90 - 43.70	0 – 48	18.50	7.3	9.20	27.90
Story and Print Concepts IRT Scale Score	2479	0.00 - 12.00	0 – 100	4.70	2.4	2.0	8.0
PPVT-4 W Score	2648	54 - 161	12 – 271	105.50	17.4	83.5	128.1
WJ3: Letter Word Identification W Ability	2600	276 - 427	NA	320.60	26.1	288.1	355.8
WJ3: Spelling W Ability Score	2635	287 - 451	NA	362.00	31.7	326.6	406.4
WJ3: Applied Problems W Ability Score	2483	332 - 458	NA	387.20	23.2	360.3	415.8

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B.5. Summary Statistics for Spring 2007 FACES Child Standardized Score Data by Age For Children Taking the Assessment in English

	Spring 2007 (3-year-olds)[a]			Spring 2007 (4-year-olds)[a]		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score	1677	85.30	14.20	953	85.90	14.90
TVIP Standard Score[b]	256	83.10	13.50	191	81.70	15.30
WJ3: Letter Word Identification Standard Score	1633	100.10	18.40	949	96.10	14.00
WJ3: Spelling Standard Score	1658	96.20	14.80	959	95.60	15.20
WJ3: Applied Problems Standard Score	1528	91.60	15.10	937	87.90	13.40
ECLS-B Math IRT Score	1695	8.30	2.80	959	11.3	3.00
ECLS-B Number/Shape Proficiency Probability Score	1695	0.30	0.30	959	0.70	0.30
Combined ECLS-B/WJ3 Applied Problems IRT Score	1695	16.00	6.50	959	22.5	6.50
Story and Print Concepts IRT Scale Score	1553	3.90	2.20	908	5.90	2.20
PPVT-4 W Score	1677	100.40	15.80	953	113.5	16.90
WJ3: Letter Word Identification W Ability Score	1633	315.00	24.70	949	329.4	25.80
WJ3: Spelling W Ability Score	1658	351.50	29.30	959	378.4	28.00
WJ3: Applied Problems W Ability Score	1528	380.60	22.70	937	397.1	20.10

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[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.

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B.6. Summary Statistics for Spring 2007 FACES Child Assessment Raw Score Data For Children Taking the Assessment in Spanish

	Spring 2007				
Scales	Number of cases	Mean	SD	Reported response range	Possible response range
PPVT-4	106	16.23	7.22	5 - 47	0 - 228
TVIP[a]	159	10.80	8.56	0 - 50	0 – 82
WM: Letter Word Identification	162	2.01	1.97	0 - 11	0 – 76
WM: Spelling	162	4.03	1.99	0 - 16	0 – 59
WM: Applied Problems	162	3.97	3.70	0 - 23	0 – 63

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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.

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B.7. Summary Statistics for Spring 2007 FACES Child Assessment Raw Score Data by Age For Children Taking the Assessment in Spanish

	Spring 2007 (3-year-olds)[a]					Spring 2007 (4-year-olds)[a]				
Scales	Number of cases	Mean	SD	Reported response range	Possible response range	Number of cases	Mean	SD	Reported response range	Possible response range
PPVT-4	82	15.96	6.57	5 - 41	0 - 228	24	17.26	9.27	5 - 47	0 - 228
TVIP[b]	124	9.74	8.40	0 - 50	0 - 82	35	15.05	7.81	1 - 41	0 - 82
WM: Letter Word	127	1.78	1.65	0 - 9	0 – 76	35	2.95	2.76	0 - 11	0 – 76
WM: Spelling	127	3.77	1.69	0 - 9	0 - 59	35	5.06	2.67	0 - 16	0 - 59
WM: Applied Problems	127	3.69	3.31	0 - 16	0 – 63	35	5.12	4.83	0 - 23	0 – 63

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Raw scores are displayed.

[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.

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B.8. Summary Statistics for Spring 2007 FACES Child Assessment Standardized Score Data For Children Taking the Assessment in Spanish

Scales	Number of cases	Reported response range	Possible response range	Mean (SD) Overall	SD	Bottom quartile	Top quartile
PPVT-4 Standard Score	106	33 - 85	20 – 160	59.85	10.31	47.02	73.65
TVIP Standard Score [a]	157	56 - 128	55 – 145	81.37	11.53	69.67	97.28
WM3: Letter Word Identification Standard Score	126	64 - 116	0 – 200	83.92	12.90	69.12	101.68
WM3: Spelling Standard Score	157	41 - 120	0 – 200	88.28	11.96	72.51	101.56
WM3: Applied Problems Standard Score	129	41 - 124	0 – 200	80.61	15.44	61.21	100.41
Story and Print Concepts IRT Scale Score	142	0 - 9.9	0 - 100	3.14	2.07	0.93	5.84
PPVT-4 W Score	106	51 - 104	12 – 271	72.99	9.91	61.02	85.98
WM3: Letter Word Identification W Ability Score	162	264 - 349	NA	288.67	20.19	270.43	323.15
WM3: Spelling W Ability Score	162	277 - 437	NA	337.67	26.29	310.14	369.47
WM3: Applied Problems W Ability Score	162	318 - 453	NA	357.91	27.66	322.78	393.58

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B.9. Summary Statistics for Spring 2007 FACES Child Assessment Standardized Score Data by Age For Children Taking the Assessment in Spanish

	Spring 2007 (3-year-olds) [a]			Spring 2007 (4-year-olds) [a]		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score	82	62.12	9.05	24	50.96	10.14
TVIP Standard Score[b]	123	82.78	11.35	34	75.62	10.41
WM: Letter Word Identification Standard Score	94	85.13	13.05	32	79.91	11.51
WM: Applied Problems Standard Score	123	89.78	10.85	34	82.10	14.15
WM: Spelling Standard Score	96	83.50	13.40	33	70.77	17.72
Story and Print Concepts IRT Scale Score	110	2.97	1.99	32	3.75	2.24
PPVT-4 W Ability Score	82	72.84	9.13	24	73.57	12.48
WM: Letter Word Identification W Ability	127	286.74	18.87	35	296.60	23.28
WM: Applied Problems W Ability Score	127	334.96	24.45	35	348.85	30.34
WM: Spelling W Ability Score	127	355.95	26.81	35	366.00	29.58

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[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.

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B.10. Summary Statistics for Spring 2007 FACES Child Assessment Raw Score Data by Gender For Children Taking the Assessment in English or Spanish

	Spring 2007 (Girls)			Spring 2007 (Boys)		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4	1361	51.17	22.62	1393	48.96	22.81
TVIP [a]	331	15.35	11.47	295	14.20	10.79
WJ3: Letter Word Identification	1303	6.33	4.25	1372	5.50	4.25
WJ3: Spelling	1306	6.82	3.16	1374	5.79	3.13
WJ3: Applied Problems	1304	8.17	4.48	1373	7.47	4.64
ECLS-B Counting	1303	11.72	5.38	1369	10.59	5.36
WM3: Letter Word Identification	93	2.35	2.21	69	1.58	1.50
WM3: Spelling	93	4.29	2.19	69	3.69	1.64
WM3: Applied Problems	93	4.66	3.85	69	3.08	3.29

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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

Raw scores are displayed.

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B.11. Summary Statistics for Spring 2007 FACES Child Assessment Standardized Score Data by Gender For Children Taking the Assessment in English or Spanish

	Spring 2007 (Girls)			Spring 2007 (Boys)		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score	1361	85.70	15.10	1393	83.80	14.90
TVIP Standard Score [a]	321	82.70	14.20	288	81.80	13.30
WJ3: Letter Word Identification Standard Score	1279	100.50	17.00	1321	96.70	16.60
WJ3: Spelling Standard Score	1287	99.20	14.10	1348	92.90	15.10
WJ3: Applied Problems Standard Score	1225	91.30	14.40	1258	88.90	14.70
ECLS-B Math IRT Score	1303	9.70	3.10	1369	9.20	3.30
ECLS-B Number/Shape Proficiency Probability Score	1303	0.50	0.30	1369	0.40	0.30
Combined ECLS-B/WJ3 Applied Problems IRT Score	1303	19.10	7.00	1369	18.00	7.40
Story and Print Concepts IRT Scale Score	1293	4.80	2.40	1328	4.40	2.40
WM: Letter Word Identification Standard Score	74	86.40	13.80	52	80.60	10.70
WM: Spelling Standard Score	90	90.00	12.60	67	86.10	10.70
WM: Applied Problems Standard Score	77	83.40	15.60	52	76.60	14.30
PPVT-4 W Ability Score	1361	105.40	17.90	1393	103.60	18.20
WJ: Letter Word Identification W Ability Score	1279	323.10	25.80	1321	318.30	26.20
WJ: Spelling W Ability Score	1287	367.60	29.90	1348	356.60	32.40
WJ: Applied Problems W Ability Score	1225	388.80	22.60	1258	385.70	23.70
WM: Letter Word Identification W Ability Score	93	292.00	21.70	69	284.40	17.20
WM: Spelling W Ability Score	93	340.40	28.10	69	334.10	23.20
WM: Applied Problems W Ability Score	93	362.90	27.80	69	351.50	26.10

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B.12. Summary Statistics for Spring 2007 FACES Child Assessment Raw Score Data by Race/Ethnicity For Children Taking the Assessment in English

	Spring 2007 (White)			Spring 2007 (African American, non-Hispanic)			Spring 2007 (Hispanic/Latino)			Spring 2007 (Other)		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4	570	64.62	22.07	925	48.08	19.78	999	41.17	21.07	237	54.01	21.81
WJ: Letter Word Identification	573	6.04	4.21	935	6.18	4.22	902	5.45	4.19	242	6.09	4.75
WJ: Spelling	574	6.43	3.24	935	5.81	2.99	906	6.62	3.23	242	6.45	3.36
WJ: Applied Problems	574	9.72	4.85	935	6.91	4.09	903	7.21	4.38	242	8.35	4.74
ECLS-B Counting	571	11.21	5.61	932	11.10	5.43	904	11.12	5.20	242	11.18	5.52

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Raw scores are displayed.

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B.13. Summary Statistics for Spring 2007 FACES Child Assessment Standardized Score Data by Race/Ethnicity For Children Taking the Assessment in English

	Spring 2007 (White)			Spring 2007 (African American, non-Hispanic)			Spring 2007 (Hispanic/Latino)			Spring 2007 (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	570	94.40	13.30	925	84.80	12.50	999	77.5	14.90	237.00	87.40	13.9
WJ3: Letter Word Identification Standard Score	559	98.00	16.50	907	101.40	17.70	878	95.8	15.70	233.00	99.00	17.4
WJ3: Spelling Standard Score	564	95.60	15.80	918	95.20	14.30	890	96.6	15.00	240.00	96.50	14.9
WJ3: Applied Problems Standard Score	545	95.70	14.30	871	88.30	14.00	823	87.00	14.20	221.00	92.90	14.4
ECLS-B Math IRT Score	571	10.70	3.40	932	8.80	3.00	904	9.1	3.00	242.00	9.80	3.40
ECLS-B Number/Shape Proficiency Probability Score	571	0.60	0.30	932	0.40	0.30	904	0.4	0.30	242.00	0.50	0.30
Combined ECLS-B/WJ3 Applied Problems IRT Score	571	21.20	7.60	932	17.10	6.80	904	17.8	6.90	242.00	19.30	7.60
Story and Print Concepts IRT Scale Score	532	5.30	2.60	888	4.10	2.30	962	4.60	2.30	218.00	4.60	2.3
PPVT-4 W Ability Score	570	115.70	16.10	925	103.40	15.50	999	97.20	18.00	237.00	107.60	17.4
WJ: Letter Word Identification W Ability Score	559	321.20	25.90	907	322.40	25.90	878	317.8	25.70	233.00	322.1	28.1
WJ: Spelling W Ability Score	564	363.30	32.10	918	357.60	30.20	890	365.1	32.40	240.00	363.2	31.5
WJ: Applied Problems W Ability Score	545	396.50	22.80	871	382.10	22.10	823	384.4	22.70	221.00	391.6	22.1

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B.14. Summary Statistics for Spring 2007 FACES Child Assessment Raw Score Data by Number of Family Risks For Children Taking the Assessment in English or Spanish

	Spring 2007 (0 risks)			Spring 2007 (1 risk)			Spring 2007 (2 or more risks)		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4	412	56.01	23.31	924	50.92	22.65	1178	46.35	21.79
TVIP [a]	72	13.34	12.32	192	13.96	10.42	330	15.80	11.42
WJ: Letter Word Identification	404	6.47	4.63	903	6.16	4.40	1132	5.35	3.95
WJ: Spelling	404	6.35	3.33	903	6.57	3.28	1137	6.03	3.02
WJ: Applied Problems	404	8.26	4.85	903	8.04	4.75	1134	7.32	4.31
ECLS-B Counting	403	11.19	5.52	901	11.52	5.54	1132	10.80	5.22
WM: Letter Word Identification	21	2.50	2.04	48	2.24	2.26	84	1.70	1.73
WM: Spelling	21	4.06	1.95	48	4.28	2.19	84	3.95	1.87
WM: Applied Problems	21	4.50	4.42	48	4.38	3.92	84	3.44	3.12

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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

Raw scores are dislayed.

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

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.

Table B.15. Summary Statistics for Spring 2007 FACES Child Assessment Standardized Score Data by Number of Family Risks For Children Taking the Assessment in English or Spanish

	Spring 2007 (0 risks)			Spring 2007 (1 risk)			Spring 2007 (2 or more risks)		
Scales	Number of cases	Mean	SD	Number of cases	Mean	SD	Number of cases	Mean	SD
PPVT-4 Standard Score	412	89.59	15.15	924	85.30	14.86	1178	82.05	14.71
TVIP Standard Score [a]	71	80.61	16.59	188	81.06	12.86	320	83.34	13.83
WJ3: Letter Word Identification Standard Score	389	101.86	18.38	875	99.66	16.74	1104	96.12	16.37
WJ3: Spelling Standard Score	393	97.61	14.93	889	97.16	15.33	1119	94.60	14.52
WJ3: Applied Problems Standard Score	373	92.85	14.85	843	90.43	15.11	1041	88.49	14.03
WM: Letter Word Identification Standard Score	19	84.16	15.54	38	86.08	14.48	60	82.90	11.30
WM: Spelling Standard Score	21	87.54	12.14	47	90.23	10.64	80	88.65	11.73
WM: Applied Problems Standard Score	18	84.07	17.27	41	81.31	14.48	63	79.35	15.73
PPVT-4 W Ability Score	412	109.14	17.87	924	105.19	17.92	1178	101.56	17.78
WJ: Letter Word Identification W Ability Score	389	324.53	27.43	875	322.57	26.17	1104	316.72	25.14
WJ: Spelling W Ability Score	393	363.63	31.82	889	364.36	32.20	1119	359.64	30.54
WJ: Applied Problems W Ability Score	373	389.87	23.78	843	387.80	24.15	1041	385.07	22.23
WM: Letter Word Identification W Ability Score	21	293.13	21.50	48	290.42	22.19	84	285.62	18.58
WM: Spelling W Ability Score	21	337.07	27.22	48	341.40	24.89	84	336.68	26.52
WM: Applied Problems W Ability Score	21	361.22	30.07	48	361.40	27.20	84	354.20	26.09
Story and Print Concepts IRT Scale Score	395	4.89	2.54	878	4.75	2.38	1121	4.38	2.36
ECLS-B Math IRT Score	403	9.87	3.32	901	9.66	3.39	1132	9.04	2.98
Combined ECLS-B/WJ3 Applied Problems IRT Score	403	19.41	7.46	901	18.94	7.62	1132	17.60	6.80
ECLS-B Number/Shape Proficiency Probability Score	403	0.51	0.35	901	0.48	0.34	1132	0.42	0.32

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table B.16. Reliability of Spring 2007 Summary Statistics for Spring 2007 FACES Parent and Teacher Child Report Data Selected Measures

	Spring 2007 (Total sample)		
Scales	Number of items	Number of cases	Cronbach alphas
Child Literacy Skills (Teacher Report)	5	2698	0.84
Emergent Literacy Scale (Parent Report)	5	2628	0.48

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Raw scores are displayed.

Table B.17. Summary Statistics for Spring 2007 FACES Parent and Teacher Child Report Data Selected Measures

	Spring 2007				
Scales	Number of cases	Mean	SE	Reported response range	Possible response range
Child Literacy Skills (Teacher Report)	2784	4.47	0.09	0 - 7	0 - 7
Emergent Literacy Scale (Parent Report)	2686	3.33	0.07	0 - 5	0 - 5

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Raw scores are displayed.

Table B.18. Summary Statistics for Spring 2007 FACES Parent and Teacher Child Report Data Selected Measures by Age

	Spring 2007 (3-year-olds)[a]						Spring 2007 (4-year-olds)[a]					
Scales	Number of cases	Mean	SE	Reported response range			Number of cases	Mean	SE	Reported response range		
Child Literacy Skills (Teacher Report)	1799	3.89	0.10	0	-	7	965	5.46	0.10	0	-	7
Emergent Literacy Scale (Parent Report)	1734	2.94	0.08	0	-	5	951	3.99	0.08	0	-	5

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

Raw scores are displayed.

Table B.19. Summary Statistics for Spring 2007 FACES Parent and Teacher Child Report Data Selected Measures by Gender

	Spring 2007 (Girls)			Spring 2007 (Boys)		
Scales	Number of cases	Mean	SE	Number of cases	Mean	SE
Child Literacy Skills (Teacher Report)	1368	4.75	0.08	1416	4.21	0.11
Emergent Literacy Scale (Parent Report)	1318	3.58	0.06	1368	3.10	0.09

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Raw scores are displayed.

Table B.20. Summary Statistics for Spring 2007 FACES Parent and Teacher Child Report Data Selected Measures by Race/Ethnicity

	Spring 2007 (White)			Spring 2007 (African American, non-Hispanic)			Spring 2007 (Hispanic/Latino)			Spring 2007 (Other)		
Scales	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)	584	4.51	0.14	894	4.24	0.13	1044	4.68	0.13	238	4.40	0.19
Emergent Literacy Scale (Parent Report)	537	3.42	0.15	893	3.47	0.06	1021	3.21	0.12	232	3.08	0.18

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Raw scores are displayed.

Table B.21. Summary Statistics for Spring 2007 FACES Parent and Teacher Child Report Data Selected Measures by Number of Family Risks

	Spring 2007 (0 risks)			Spring 2007 (1 risk)			Spring 2007 (2 or more risks)		
Scales	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Child Literacy Skills (Teacher Report)	420	4.51	0.16	420	4.51	0.10	1188	4.35	0.10
Emergent Literacy Scale (Parent Report)	411	3.45	0.13	411	3.45	0.07	1147	3.19	0.08

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Raw scores are displayed.

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.

Table B22. Summary Statistics for Spring 2007 FACES Child Assessment Raw Score Data for Children with Teacher Reported Disabilities[a] Taking the Assessment in English

	Spring 2007				
Scales	Number of cases	Mean	SD	Reported response range	Possible response range
PPVT-4	328	46.00	21.93	8 - 103	0 - 228
TVIP [b]	45	10.02	10.46	1 - 44	0 - 82
WJ3: Letter Word Identification	346	4.59	3.80	0 - 18	0 – 76
WJ3: Spelling	346	5.26	3.19	0 - 15	0 - 59
WJ3: Applied Problems	347	6.20	4.61	0 - 24	0 – 63
ECLS-B Counting	338	8.87	5.07	0 - 20	0 - 20

Source: Spring 2007 FACES Direct Child Assessment.

Raw scores are displayed.

[a] In this table, identification of child disability is based on spring 2007 teacher reports.

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

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B23. Summary Statistics for Spring 2007 FACES Child Assessment Standardized Score Data for Children with Teacher Reported Disabilities[a] 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	328	43.00 - 116.00	20 – 160	82.20	14	65.9	101
TVIP Standard Score [b]	43	55.00 - 111.00	55 – 145	79.40	13	65.1	98.2
WJ3: Letter Word Identification Standard Score	320	64.00 - 155.00	0 – 200	94.00	16.8	73.7	117.4
WJ3: Spelling Standard Score	326	43.00 - 131.00	0 – 200	91.30	16	70.4	110.7
WJ3: Applied Problems Standard Score	282	43.00 - 131.00	0 – 200	86.40	14.6	67.3	104.4
ECLS-B Math IRT Score	338	3.20 - 19.50	0 – 22	8.40	3	4.70	12.40
ECLS-B Number/Shape Proficiency Probability Score	338	0.00 - 1.00	0 – 1.00	0.40	0.3	0.00	0.80
Combined ECLS-B/WJ3 Applied Problems IRT Score	338	3.90 - 39.80	0 – 48	16.00	7	7.20	25.20
Story and Print Concepts IRT Scale Score	302	0.00 - 9.20	0 – 100	4.00	2.3	1.1	6.8
PPVT-4 W Score	328	60.00 - 142.00	12 – 271	101.30	17.8	78.5	124.5
WJ3: Letter Word Identification W Ability Score	320	276.00 - 384.00	NA	313.10	24.9	287	348.2
WJ3: Spelling W Ability Score	326	287.00 - 432.00	NA	352.50	33	313.3	395.9
WJ3: Applied Problems W Ability Score	282	332.00 - 458.00	NA	381.50	23.6	350.1	412.7

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported differences are statistically significant at the .05 level.

[a] In this table, identification of child disability is based on spring 2007 teacher reports.

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

Some children were administered the assessments in Spanish in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal in the fall but were able to by the spring. Data in this table reflect the performance of all children assessed in spring 2007, regardless of performance or language of assessment in the fall.

Table B24. Summary Statistics for Spring 2007 FACES Parent and Teacher Child Report Data Selected Measures for Children with Teacher Reported Disabilities[a]

	Spring 2007						
Scales	Number of cases	Mean	SE	Reported response range			Possible response range
Child Literacy Behaviors (Teacher Report)	371	3.57	0.12	0	-	7	0 - 7
Emergent Literacy Scale (Parent Report)	348	2.58	0.11	0	-	5	0 - 5

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported differences are statistically significant at the .05 level.

Raw scores are dislayed.

[a] In this table, identification of child disability is based on spring 2007 teacher reports.

CHILD SOCIAL-EMOTIONAL AND HEALTH OUTCOMES, SPRING 2007

Table C.1. Reliability of Spring 2007 Parent, Teacher, and Assessor Child Report Data

Scales	Spring 2007 (Total sample)		
	Number of items	Number of cases	Cronbach alphas
Teacher Report			
Social Skills	12	2747	0.89
Total Behavior Problems	13	2748	0.86
Aggressive Behavior	4	2747	0.84
Hyperactive Behavior	6	2748	0.87
Withdrawn Behavior	6	2747	0.76
PLBS – Total	25	2747	0.92
PLBS – Attitude toward Learning	7	2747	0.74
PLBS – Competence Motivation	10	2747	0.83
PLBS – Attention/Persistence	9	2747	0.87
Parent Report			
Social Skills/Positive Approaches to Learning	8	2668	0.65
Total Behavior Problems	12	2663	0.72
Assessor Rating			
Leiter Cognitive/ Social Raw Score	4	2818	0.98
Attention	10	2818	0.96
Organization/Impulse Control	8	2818	0.94
Activity Level	4	2818	0.88
Sociability	5	2818	0.90

Source: Spring 2007 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 and who were still enrolled in spring 2007.

Table C.2. Summary Statistics for Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures

Scales	Spring 2007 Number of cases	Mean	SE	Reported response range	Possible response range
Teacher Report					
Social Skills	2747	17.37	0.21	0 - 24	0 - 24
Total Behavior Problems	2748	6.42	0.26	0 - 35	0 - 36
Aggressive Behavior	2747	1.46	0.07	0 - 8	0 - 8
Hyperactive Behavior	2748	2.77	0.11	0 - 12	0 - 12
Withdrawn Behavior	2747	1.5	0.07	0 - 12	0 - 12
PLBS – Total [a]	2747	51.01	0.52	12.10 - 63.00	NA
PLBS – Attitude toward Learning [a]	2747	50.84	0.47	6.00 - 60.80	NA
PLBS – Competence Motivation [a]	2747	50.79	0.5	12.40 - 62.30	NA
PLBS – Attention/Persistence [a]	2747	51.37	0.47	15.30 - 61.70	NA
Parent Report					
Social Skills/Positive Approaches to Learning	2668	12.21	0.08	3 - 16	0 - 16
Total Behavior Problems	2663	5.38	0.11	0 - 22	0 – 20
Assessor Rating					
Leiter Cognitive/ Social Raw Score	2818	55.45	1.17	0 - 81	0 – 81
Leiter Cognitive/ Social Standard Score [b]	2818	89.19	1.00	40 - 124	40 - 126
Attention	2818	19.67	0.44	0 - 30	0 – 30
Organization/Impulse Control	2818	15.7	0.38	0 - 24	0 – 24
Activity Level	2818	8.17	0.18	0 - 12	0 – 12
Sociability	2818	11.91	0.21	0 - 15	0 - 15

Source: Spring 2007 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 and who were still enrolled in spring 2007.

[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. Scores are anchored to allow comparison with children's performance in fall 2006.

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

NA = not applicable

Table C.3. Summary Statistics for Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures by Age

Scales	Spring 2007 (3-year-olds)[a] Number of cases	Mean	SE	Reported response range	Possible response range	Spring 2007 (4-year-olds)[a] Number of cases	Mean	SE	Reported response range	Possible response range
Teacher Report										
Social Skills	1789	16.67	0.28	2 - 24	0 - 24	957	18.58	0.23	0 - 24	0 - 24
Total Behavior Problems	1791	7.07	0.29	0 - 35	0 - 36	956	5.3	0.32	0 - 32	0 - 36
Aggressive Behavior	1791	1.62	0.09	0 - 8	0 - 8	955	1.18	0.09	0 - 8	0 - 8
Hyperactive Behavior	1791	3.12	0.13	0 - 12	0 - 12	956	2.17	0.14	0 - 12	0 - 12
Withdrawn Behavior	1791	1.56	0.08	0 - 12.0	0 - 12	955	1.39	0.1	0 - 12.0	0 - 12
PLBS – Total [a]	1790	49.59	0.61	12.1 - 63	NA	956	53.47	0.56	15.6 - 63	NA
PLBS – Attitude toward Learning [a]	1790	49.66	0.56	9.9 - 60.8	NA	956	52.88	0.54	6 - 60.8	NA
PLBS – Competence Motivation [a]	1790	49.37	0.6	12.4 - 62.3	NA	956	53.23	0.53	15 - 62.3	NA
PLBS – Attention/Persistence [a]	1790	50.16	0.53	15.3 - 61.7	NA	956	53.47	0.56	17.9 - 61.7	NA
Parent Report										
Social Skills/Positive Approaches to	1724	12.06	0.1	3 - 16	0 - 16	943	12.47	0.1	3 - 16	0 - 16
Total Behavior Problems	1720	5.43	0.13	0 - 22	0 – 20	942	5.31	0.13	0 - 21	0 – 20
Assessor Rating										
Leiter Cognitive/ Social Raw Score	1829	51.73	1.29	0 - 81	0 – 81	988	61.71	1.02	4 - 81	0 – 81
Leiter Cognitive/ Social Standard Score [b]	1829	87.01	1.11	40 - 124	40 - 126	988	92.89	0.98	46 - 117	40 - 126
Attention	1829	18.16	0.48	0 - 30	0 – 30	988	22.21	0.38	0 - 30	0 – 30
Organization/Impulse Control	1829	14.52	0.41	0 - 24	0 – 24	988	17.69	0.34	0 - 24	0 – 24
Activity Level	1829	7.62	0.19	0 - 12	0 – 12	988	9.1	0.19	0 - 12	0 – 12
Sociability	1829	11.44	0.24	0 - 15	0 - 15	988	12.71	0.18	2 - 15	0 - 15

Source: Spring 2007 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 and who were still enrolled in spring 2007.

[a]Age 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 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. Scores are anchored to allow comparison with children's performance in fall 2006.

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

NA = not applicable

Table C.4. Summary Statistics for Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures by Gender

Scales	Spring 2007 (Girls) Number of cases	Mean	SE	Spring 2007 (Boys) Number of cases	Mean	SE
Teacher Report						
Social Skills	1349	18.20	0.20	1398	16.59	0.26
Total Behavior Problems	1349	5.15	0.28	1399	7.62	0.31
Aggressive Behavior	1348	1.11	0.08	1399	1.79	0.09
Hyperactive Behavior	1349	2.20	0.13	1399	3.31	0.13
Withdrawn Behavior	1348	1.32	0.08	1399	1.66	0.09
PLBS – Total [a]	1348	52.79	0.54	1399	49.33	0.62
PLBS – Attitude toward Learning [a]	1348	52.37	0.52	1399	49.39	0.54
PLBS – Competence Motivation [a]	1348	52.04	0.5	1399	49.59	0.63
PLBS – Attention/Persistence [a]	1348	53.38	0.48	1399	49.47	0.54
Parent Report						
Social Skills/Positive Approaches to Learning	1304	12.49	0.08	1364	11.94	0.09
Total Behavior Problems	1301	4.97	0.12	1362	5.78	0.15
Assessor Rating						
Leiter Cognitive/ Social Raw Score	1383	58.31	1.18	1435	52.75	1.29
Leiter Cognitive/ Social Standard Score [b]	1383	91.40	1.07	1435	87.12	1.04
Attention	1383	20.77	0.46	1435	18.62	0.48
Organization/Impulse Control	1383	16.55	0.38	1435	14.90	0.42
Activity Level	1383	8.69	0.18	1435	7.68	0.21
Sociability	1383	12.29	0.21	1435	11.55	0.24

Source: Spring 2007 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 and who were still enrolled in spring 2007.

[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. Scores are anchored to allow comparison with children's performance in fall 2006.

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

Table C.5. Summary Statistics for Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures by Race/Ethnicity

	Spring 2007 (White)			Spring 2007 (African American, non-Hispanic)			Spring 2007 (Hispanic/Latino)			Spring 2007 (Other)		
Scales	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Teacher Report												
Social Skills	582	17.25	0.40	886	17.09	0.42	1040	17.94	0.24	236	16.45	0.46
Total Behavior Problems	582	7.27	0.47	887	6.74	0.48	1040	5.38	0.45	236	7.16	0.64
Aggressive Behavior	581	1.50	0.13	887	1.62	0.13	1040	1.23	0.14	236	1.73	0.18
Hyperactive Behavior	582	3.02	0.23	887	3.01	0.19	1040	2.34	0.18	236	2.94	0.26
Withdrawn Behavior	581	1.90	0.10	887	1.43	0.15	1040	1.24	0.13	236	1.70	0.15
PLBS – Total [a]	582	50.79	0.89	886	50.34	0.93	1040	52.17	0.84	236	49.51	1.07
PLBS – Attitude toward Learning [a]	582	50.97	0.75	886	49.86	0.78	1040	52.11	0.76	236	48.97	1.1
PLBS – Competence Motivation [a]	582	50.69	0.83	886	50.49	0.95	1040	51.45	0.81	236	49.57	1
PLBS – Attention/Persistence [a]	582	50.97	0.82	886	50.57	0.81	1040	52.69	0.71	236	50.17	0.95
Parent Report												
Social Skills/Positive Approaches to Learning	534	12.02	0.15	886	12.3	0.14	1015	12.31	0.1	230	11.92	0.33
Total Behavior Problems	531	5.40	0.32	885	4.92	0.16	1015	5.92	0.16	229	4.89	0.26
Assessor Rating												
Leiter Cognitive/ Social Raw Score	574	57.42	2.16	932	55.04	1.68	1064	54.43	2.04	245	55.95	1.85
Leiter Cognitive/ Social Standard Score [b]	574	90.62	1.67	932	89.38	1.59	1064	88.15	1.62	245	89.05	1.51
Attention	574	20.69	0.83	932	19.41	0.65	1064	19.17	0.74	245	19.98	0.72
Organization/Impulse Control	574	16.42	0.75	932	15.56	0.56	1064	15.36	0.64	245	15.75	0.58
Activity Level	574	8.04	0.26	932	8.11	0.28	1064	8.31	0.33	245	8.18	0.34
Sociability	574	12.27	0.35	932	11.96	0.26	1064	11.59	0.35	245	12.05	0.28

Source: Spring 2007 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 and who were still enrolled in spring 2007.

[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. Scores are anchored to allow comparison with children's performance in fall 2006.

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

Table C.6. Summary Statistics for Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures by Number of Family Risks

Scales	Spring 2007 (0 risks) Number of cases	Mean	SE	Spring 2007 (1 risk) Number of cases	Mean	SE	Spring 2007 (2 or more risks) Number of cases	Mean	SE
Teacher Report									
Social Skills	418	17.72	0.36	926	17.49	0.24	1182	17.28	0.26
Total Behavior Problems	419	5.73	0.44	926	6.01	0.27	1183	6.69	0.31
Aggressive Behavior	419	1.27	0.12	925	1.44	0.08	1183	1.48	0.09
Hyperactive Behavior	419	2.53	0.21	926	2.54	0.13	1183	2.89	0.13
Withdrawn Behavior	419	1.34	0.09	925	1.38	0.08	1183	1.59	0.10
PLBS – Total [a]	418	51.72	0.75	926	51.86	0.57	1183	50.41	0.58
PLBS – Attitude toward Learning [a]	418	51.82	0.68	926	51.12	0.52	1183	50.51	0.57
PLBS – Competence Motivation [a]	418	51.22	0.67	926	51.72	0.6	1183	50.1	0.59
PLBS – Attention/Persistence [a]	418	52.1	0.76	926	52.16	0.52	1183	50.87	0.49
Parent Report									
Social Skills/Positive Approaches to Learning	410	12.25	0.14	908	12.25	0.12	1138	12.16	0.13
Total Behavior Problems	409	4.81	0.21	907	5.22	0.14	1136	5.62	0.13
Assessor Rating									
Leiter Cognitive/ Social Raw Score	426	55.08	1.68	954	56.24	1.11	1216	55.4	1.35
Leiter Cognitive/ Social Standard Score [b]	426	89.01	1.41	954	89.91	0.99	1216	89.1	1.15
Attention	426	19.90	0.62	954	19.91	0.45	1216	19.51	0.51
Organization/Impulse Control	426	15.52	0.55	954	16.04	0.38	1216	15.6	0.43
Activity Level	426	7.93	0.25	954	8.27	0.16	1216	8.31	0.22
Sociability	426	11.73	0.31	954	12.01	0.17	1216	11.98	0.24

Source: Spring 2007 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 and who were still enrolled in spring 2007.

[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. Scores are anchored to allow comparison with children's performance in fall 2006.

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

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.

Table C.7. Summary Statistics for Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures for Children with Teacher Reported Disabilities[a]

	Spring 2007				
Scales	Number of cases	Mean	SE	Reported response range	Possible response range
Teacher Report					
Social Skills	368	15.03	0.37	0 - 24	0 - 24
Total Behavior Problems	368	9.70	0.35	0 - 35	0 - 36
Aggressive Behavior	368	1.90	0.13	0 - 8	0 - 8
Hyperactive Behavior	368	3.81	0.16	0 - 12	0 - 12
Withdrawn Behavior	368	2.27	0.17	0 - 12.00	0 - 12
PLBS – Total [b]	368	47.00	0.67	12.10 - 62.99	n.a.
PLBS – Attitude toward Learning [b]	368	48.46	0.57	6.03 - 60.83	n.a.
PLBS – Competence Motivation [b]	368	46.71	0.77	15.02 - 62.34	n.a.
PLBS – Attention/Persistence [b]	368	47.35	0.65	15.28 - 61.65	n.a.
Parent Report					
Social Skills/Positive Approaches to Learning	347	11.86	0.16	3 - 16	0 - 16
Total Behavior Problems	346	6.29	0.25	0 - 20	0 – 20
Assessor Rating					
Leiter Cognitive/ Social Raw Score	360	47.09	1.61	0 - 81	0 – 81
Leiter Cognitive/ Social Standard Score [c]	360	82.94	1.29	40 - 124	40 - 126
Attention	360	16.33	0.64	0 - 30	0 – 30
Organization/Impulse Control	360	13.13	0.51	0 - 24	0 – 24
Activity Level	360	6.76	0.25	0 - 12	0 – 12
Sociability	360	10.87	0.31	0 - 15	0 - 15

Source: Spring 2007 FACES Parent Interview, Teacher Interview, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported differences are statistically significant at the .05 level.

[a] In this table, identification of child disability is based on spring 2007 teacher reports.

[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 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

Table C.8. Disability Categories for Children with Disabilities (Spring 2007)

Disability Categorizations	Parent Report	Teacher Report
Percent of Children		
Children with Disabilities	3.59	14.73
Percent of Children with Disabilities		
Speech or Language Impairment	75.16	78.99
Cognitive Impairment[a]	19.71	22.03
Behavioral/Emotional Impairment [b]	2.45	13.86
Sensory Impairment[c]	18.01	8.87
Physical Impairment[d]	1.04	9.69
Child has IEP or ISFP	NA	66.10
Percent of Children with Disabilities having Multiple Impairments		
	10.19	27.13

Source: Spring 2007 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 and who were still enrolled in spring 2007.

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

Table C.9. Disability Categories for Children with Disabilities by Age (Spring 2007)

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	3.81	3.22	15.03	14.25
Percent of Children with Disabilities				
Speech or Language Impairment	81.92	61.14	79.37	78.30
Cognitive Impairment[b]	17.40	25.43	21.45	23.08
Behavioral/Emotional Impairment [c]	0.00	7.31	10.55	19.80
Sensory Impairment[d]	17.37	19.34	9.60	7.57
Physical Impairment[e]	1.57	0.00	12.39	4.84
Child has IEP or ISFP	NA	NA	65.08	67.94
Percent of Children with Disabilities having Multiple Impairments				
	10.86	8.82	26.90	27.53

Source: Spring 2007 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 and who were still enrolled in spring 2007.

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]Age 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

Table C.10. Disability Categories for Children with Disabilities by Gender (Spring 2007)

	Parent Report		Teacher Report	
Disability Categorizations	Girls	Boys	Girls	Boys
Percent of Children				
Children with Disabilities	2.28	4.84	10.55	18.70
Percent of Children with Disabilities				
Speech or Language Impairment	76.94	74.33	74.70	81.28
Cognitive Impairment[a]	16.63	21.57	15.83	25.35
Behavioral/Emotional Impairment [b]	1.74	2.77	12.05	14.82
Sensory Impairment[c]	13.78	19.98	10.56	7.97
Physical Impairment[d]	0.00	1.51	13.07	7.88
Child has IEP or ISFP	NA	NA	58.12	70.38
Percent of Children with Disabilities having Multiple Impairments				
	6.20	12.00	21.46	30.16

Source: Spring 2007 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 and who were still enrolled in spring 2007.

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

Table C.11. Disability Categories for Children with Disabilities by Race/Ethnicity (Spring 2007)

	Parent Report				Teacher Report			
Disability Categorizations	White	African American, non-Hispanic	Hispanic/Latino	Other	White	African American, non-Hispanic	Hispanic/Latino	Other
Percent of Children								
Children with Disabilities	6.03	3.57	1.89	4.60	23.74	11.60	9.97	20.98
Percent of Children with Disabilities								
Speech or Language Impairment	76.40	79.05	77.07	57.59	77.56	79.11	85.09	73.51
Cognitive Impairment[a]	29.89	11.97	16.15	16.29	24.06	28.15	13.16	21.13
Behavioral/Emotional Impairment [b]	0.00	4.69	2.04	4.71	21.79	10.07	6.91	11.24
Sensory Impairment[c]	28.24	9.10	10.41	21.42	2.92	13.88	9.86	15.02
Physical Impairment[d]	0.00	3.29	0.00	0.00	10.52	5.08	7.32	18.53
Child has IEP or ISFP	NA	NA	NA	NA	69.63	63.17	67.82	59.90
Percent of Children with Disabilities having Multiple Impairments								
	21.09	3.50	5.66	0.00	27.72	30.86	20.35	31.45

Source: Spring 2007 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 and who were still enrolled in spring 2007.

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

Table C.12. Disability Categories for Children with Disabilities by Number of Family Risks (Spring 2007)

	Parent Report			Teacher Report		
Disability Categorizations	0 risks	1 risk	2 or more	0 risks	1 risk	2 or more
Percent of Children						
Children with Disabilities	3.88	3.31	3.55	13.69	14.46	14.99
Percent of Children with Disabilities						
Speech or Language Impairment	88.57	86.72	65.59	79.52	77.43	79.37
Cognitive Impairment[a]	2.18	8.46	31.52	14.06	13.39	28.50
Behavioral/Emotional Impairment [b]	0.00	4.99	0.92	19.42	10.41	12.74
Sensory Impairment[c]	27.07	11.35	23.23	3.84	11.82	9.65
Physical Impairment[d]	0.00	3.42	0.00	15.39	8.80	10.55
Child has IEP or ISFP	NA	NA	NA	67.43	68.40	66.63
Percent of Children with Disabilities having Multiple Impairments						
	18.42	6.87	11.74	25.06	16.93	33.23

Source: Spring 2007 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 and who were still enrolled in spring 2007.

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

[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

Table C.13. Summary Statistics for Spring 2007 FACES Child Height and Weight Data

	Spring 2007		
Scales	Number of cases	Mean	SE
Height (in inches)	2800	41.38	0.11
Weight (in pounds)	2768	40.52	0.26
Body Mass Index (BMI)	2726	16.50	0.04
Percent of Children			
Child is Underweight		2.70	
Child is Normal Weight		61.67	
Child is Overweight		18.53	
Child is Obese		17.10	

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table C.14. Summary Statistics for Spring 2007 FACES Child Height and Weight Data by Age

	Spring 2007 (3-year-olds[a])			Spring 2007 (4-year-olds[a])		
Scales	Number of cases	Mean	SE	Number of cases	Mean	SE
Height (in inches)	1821	40.46	0.08	978	42.92	0.08
Weight (in pounds)	1805	38.76	0.23	962	43.52	0.27
Body Mass Index (BMI)	1783	16.51	0.05	942	16.49	0.07
Percent of Children						
Child is Underweight		2.97			2.22	
Child is Normal Weight		62.32			60.56	
Child is Overweight		17.55			20.22	
Child is Obese		17.16			17.00	

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

Table C.15. Summary Statistics for Spring 2007 FACES Child Height and Weight Data by Gender

	Spring 2007 (Girls)			Spring 2007 (Boys)		
Scales	Number of cases	Mean	SE	Number of cases	Mean	SE
Height (in inches)	1374	41.19	0.11	1426	41.55	0.13
Weight (in pounds)	1363	39.85	0.27	1405	41.15	0.34
Body Mass Index (BMI)	1341	16.36	0.06	1385	16.64	0.06
Percent of Children						
Child is Underweight		2.57			2.82	
Child is Normal Weight		64.06			59.40	
Child is Overweight		18.12			18.92	
Child is Obese		15.25			18.86	

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table C.16. Summary Statistics for Spring 2007 FACES Child Height and Weight Data by Race

	Spring 2007 (White)			Spring 2007 (African American, non-Hispanic)			Spring 2007 (Hispanic/Latino)			Spring 2007 (Other)		
Scales	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Height (in inches)	571	41.11	0.24	925	41.59	0.13	1057	41.32	0.18	244	41.45	0.23
Weight (in pounds)	566	39.75	0.57	917	40.64	0.36	1045	41.01	0.45	237	40.04	0.79
Body Mass Index (BMI)	565	16.46	0.07	901	16.32	0.07	1023	16.75	0.07	234	16.33	0.22
Percent of Children												
Child is Underweight		1.74			3.31			1.12			9.24	
Child is Normal Weight		64.66			65.31			58.06			54.56	
Child is Overweight		18.27			15.89			21.50			17.14	
Child is Obese		15.32			15.49			19.32			19.07	

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table C.17. Summary Statistics for Spring 2007 FACES Child Height and Weight Data by Number of Family Risks

	Spring 2007 (0 risks)			Spring 2007 (1 risk)			Spring 2007 (2 or more risks)		
Scales	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Height (in inches)	424	41.16	0.23	944	41.53	0.14	1211	41.33	0.10
Weight (in pounds)	420	39.94	0.49	932	40.90	0.41	1196	40.41	0.28
Body Mass Index (BMI)	414	16.44	0.11	920	16.56	0.08	1176	16.48	0.06
Percent of Children									
Child is Underweight		3.04			2.35			2.94	
Child is Normal Weight		60.73			62.46			61.60	
Child is Overweight		20.87			17.38			18.76	
Child is Obese		15.37			17.81			16.70	

Source: Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table C.18. Child Health Status as Reported by Parents (Spring 2007)

	Percentages		
	Excellent/Very Good	Good	Fair/Poor
All Children	77.95	16.64	5.41
Age[a]			
3-year-olds	77.58	16.41	6.01
4-year-olds	78.70	16.88	4.42
Race/Ethnicity			
White	85.71	10.77	3.52
African American, Non-Hispanic	79.89	14.93	5.18
Hispanic/Latino	70.51	22.83	6.66
Other	81.37	12.65	5.98
Gender			
Female	80.69	14.38	4.93
Male	75.34	18.79	5.87
Family Risks			
0	81.43	15.69	2.87
1	78.11	16.95	4.94
2 or More	76.54	17.06	6.40

Source: Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

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.

Table C.19. Disability Categories for Children with Disabilities by Poverty Status (Spring 2007)

	Parent Report		Teacher Report	
Disability Categorizations	Below Poverty	At or above poverty	Below Poverty	At or above poverty
Percent of Children				
Children with Disabilities	3.17	4.24	14.29	12.65
Percent of Children with Disabilities				
Speech or Language Impairment	73.89	76.66	87.56	85.09
Cognitive Impairment[a]	25.18	13.41	24.26	24.92
Behavioral/Emotional Impairment [b]	1.01	4.11	5.77	5.84
Sensory Impairment[c]	20.23	15.34	11.02	8.31
Physical Impairment[d]	0.00	2.24	11.58	9.94
Child has IEP or ISFP	NA	NA	72.30	67.52
Percent of Children with Disabilities having Multiple Impairments				
Multiple Impairment	11.03	9.15	32.50	28.08

Source: Spring 2007 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 and who were still enrolled in spring 2007.

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]Age as of September 1, 2006.

[b] Cognitive Impairment includes the following: mental

[c] Behavioral/Emotional Impairment was not asked in a

[d] Sensory Impairment includes: deafness, other hearing

[e] Physical Impairment was not asked in a similar way

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

TEACHER AND CLASSROOM CHARACTERISTICS

Table D.1. Lead Teacher Demographic Characteristics, Fall 2006

Teacher Background	Percent of Teachers
Gender	
Female	97.61
Male	2.39
Age	
18 – 29	13.98
30 – 39	23.30
40 - 49	35.27
50 - 59	21.92
60 or Older	5.53
Race/Ethnicity	
White, non-Hispanic	39.98
African-American, non-Hispanic	36.08
Hispanic/Latino	18.49
American Indian or Alaska Native	1.18
Asian or Pacific Islander	2.03
Multi-Racial/Bi-Racial, Non-Hispanic	1.10
Other	1.07

Source: Fall 2006 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children who entered Head Start for the first time in fall 2006 and who were still enrolled in their classrooms in spring 2007.

Table D.2. Lead Teacher Education and Credentials, Fall 2006

Teacher Education and Credentials	Percent of Teachers
Years Teaching in Head Start	
1-2 Years	16.04
3-4 Years	9.54
5-9 Years	38.09
10+ Years	36.33
Highest level of Education	
High School Diploma or Equivalent	3.17
Some College	15.61
Associate's Degree (AA)	39.45
Bachelor's Degree (BA)	38.34
Graduate or Professional Degree	3.43
Of Those with an AA or Higher, Field of Study Includes Early Childhood Education	37.75
Of Those with an AA or Higher, Completed 6+ Courses in Early Childhood Education	91.89
Has a Child Development Associate (CDA)	53.69
Has a State-Awarded Certificate	29.32
Has a Teaching Certificate or License	38.60
Currently Enrolled in Teacher Related Training	38.71
Mean Years Teaching in Head Start	8.88
Mean Annual Salary (in dollars)	$23,189

Source: Fall 2006 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children who entered Head Start for the first time in fall 2006 and who were still enrolled in their classrooms in spring 2007.

Table D.3. Lead Teacher Beliefs, Knowledge, and Mental Health

	Percent of Teachers
Degree of Depressive Symptoms [a]	
Not depressed	63.15
Mildly depressed	20.96
Moderately depressed	9.67
Severely depressed	6.23
Mean Number of Depressive Symptoms (0 - 36)	4.77
Mean Developmentally Appropriate Attitudes Scale (1 - 10)	8.12
Didactic Subscale (1 - 5)	2.47
Child Initiated Subscale (1 - 5)	4.47
Mean Program Management Support (1 - 5)	3.62
Mean Teacher Satisfaction Scale [b]	4.46
Enjoys present teaching job [c]	89.21
Is making a difference in the lives of children s/he teaches [c]	97.18
Would choose teaching again as career [c]	86.03

Source: Fall 2006 and Spring 2007 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children who entered Head Start for the first time in fall 2006 and who were still enrolled in their classrooms in spring 2007.

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

[b] Mean score scaled to reflect 1 (strongly disagree) to 5 response (strongly agree) scale.

[c] Percentages reflect teachers who agree or strongly agree with this item.

Table D.4. Frequencies of Reading and Language Activities, as Reported by Classroom Teachers, Spring 2007

	Percent of Teachers			
Reading and language activity	Never	Monthly	Weekly	Daily or almost daily
Work on letter naming	0.00	1.97	2.27	95.77
Practice writing letters	0.54	3.71	12.27	83.48
Discuss new words	0.00	2.53	12.91	84.56
Dictate stories to an adult	0.27	12.33	28.51	58.89
Work on phonics	0.87	8.44	14.53	76.16
Listen to teacher read stories where they see the print	0.00	1.42	4.72	93.86
Listen to teacher read stories where they don't see the print	54.60	11.75	6.92	26.73
Retell stories	0.23	11.96	23.34	64.47
Learn about conventions of print	0.40	4.76	10.67	84.17
Write own name	0.38	2.08	5.85	91.69
Learn about rhyming words and word families	0.84	11.71	29.33	58.12
Learn about common prepositions	0.00	9.92	21.28	68.80

Source: Spring 2007 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children who entered Head Start for the first time in fall 2006 and who were still enrolled in their classrooms in spring 2007.

Table D.5. Frequencies of Math Activities, as Reported by Classroom Teachers, Spring 2007

Math activity	Percent of Teachers			
	Never	Monthly	Weekly	Daily or almost daily
Count out loud	0.00	0.13	2.38	97.50
Work with geometric manipulatives	0.00	4.32	6.64	89.04
Work with counting manipulatives	1.51	2.80	11.53	84.16
Play math-related games	0.00	4.91	20.77	74.33
Use music to understand math concepts	2.48	9.11	23.85	64.56
Use creative movement or creative drama to understand math concepts	1.19	18.14	22.50	57.66
Work with rulers or other measuring instruments	0.45	18.06	25.98	55.51
Engage in calendar-related activities	2.14	5.10	4.02	88.73
Engage in activities related to telling time	7.46	18.91	15.03	58.60
Engage in activities that involve shapes and patterns	0.00	5.06	11.26	83.68

Source: Spring 2007 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children who entered Head Start for the first time in fall 2006 and who were still enrolled in their classrooms in spring 2007.

Table D.6. Curricula and Assessment Tools Used in Head Start Classrooms, As Reported by Teachers, Spring 2007

Curricula and Assessment Tools	Percent of Teachers
Curricula[a]	
Creative Curriculum	63.92
High/Scope Curriculum	15.85
Locally designed Curriculum	4.85
Widely Available Curriculum	4.31
Other	11.07
Assessment Tool	
Creative Curriculum	39.17
High/Scope Child Observation Record (COR)	9.40
Desired Results Developmental Profile (DRDP)	8.62
Other	42.80

Source: Spring 2007 FACES Teacher Interview.

Note: Statistics are weighted to represent all teachers serving children who entered Head Start for the first time in fall 2006 and who were still enrolled in their classrooms in spring 2007.

[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.

Table D.7. Reliability of Spring 2007 FACES Classroom Observation Data

	Spring 2007		
Scales	Number of items	Number of classrooms	Alpha
ECERS Total	32	331	0.85
Personal Care	6	331	0.44
Furnishings	4	331	0.50
Language	4	331	0.73
Motor Skills	4	331	0.35
Creative	6	331	0.72
Social	4	331	0.78
Program Structure	4	331	0.58
Arnett Lead Teacher Total	30	330	0.90
Sensitivity	10	330	0.92
Harshness	9	330	0.72
Detachment	4	330	0.79
Permissiveness	3	330	0.47
Independence	4	330	0.17
CLASS Instructional Support	3	329	0.89
Concept Development	3	329	0.57
Quality of Feedback	3	329	0.64
Language Modeling	3	329	0.68

Source: Spring 2007 FACES Classroom Observation.

Note: Statistics are weighted to represent all classrooms in spring 2007 which were serving children who entered Head Start for the first time in fall 2006.

Table D.8. Summary Statistics for Spring 2007 FACES Classroom Observation Data

	Spring 2007						
Scales	Number of classrooms	Mean	SE	Reported response range			Possible response range
ECERS Total	331	3.6	0.0	2.2	-	5.4	1 – 7
Personal Care	331	2.4	0.0	1.0	-	5.0	1 – 7
Furnishings	331	4.4	0.0	2.3	-	6.8	1 – 7
Language	331	3.8	0.1	1.3	-	7.0	1 – 7
Motor Skills	331	3.4	0.0	1.0	-	6.5	1 – 7
Creative	331	3.5	0.0	1.8	-	6.5	1 – 7
Social	331	4.4	0.1	1.0	-	7.0	1 – 7
Program Structure	331	3.9	0.0	1.3	-	7.0	1 – 7
Arnett Lead Teacher Total	330	66.3	0.5	23.0	-	85.0	0 - 90
Sensitivity	330	17.5	0.3	4.0	-	30.0	0 - 30
Harshness	330	23.6	0.2	5.0	-	27.0	0 - 27
Detachment	330	10.2	0.1	1.0	-	12.0	0 - 12
Permissiveness	330	7.1	0.1	3.0	-	9.0	0 - 9
Independence	330	7.9	0.1	3.0	-	12.0	0 - 12
CLASS Instructional Support	329	1.9	0.0	1.0	-	4.1	1 – 7
Concept Development	329	1.8	0.0	1.0	-	4.0	1 – 7
Quality of Feedback	329	2.0	0.0	1.0	-	4.7	1 – 7
Language Modeling	329	2.1	0.0	1.0	-	4.3	1 – 7
Child/Adult Ratio	331	6.2	0.1	2.8	-	12.0	NA
Group Size	331	14.5	0.2	7.0	-	21.7	NA

Source: Spring 2007 FACES Classroom Observation.

Note: Statistics are weighted to represent all classrooms in spring 2007 which were serving children who entered Head Start for the first time in fall 2006.

NA = not applicable

FAMILY ENVIRONMENT, FALL-SPRING CHANGE

Table A.7a

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]		
	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Percentage of Children Living with their Mother[a]	93.8	94.3	0.6	94.1	94.6	0.5	93.1	93.7	0.6
Employment Status of those Mothers[a]									
Working full-time	32.0	34.2	2.2 *	34.5	35.9	1.5	27.8	31.3	3.4 *
Working part-time	20.8	21.4	0.6	21.7	22.1	0.3	19.2	20.1	0.9
Looking for work	13.4	12.0	-1.4	13.5	11.4	-2.1	13.3	13.0	-0.3
Not in labor force	33.8	32.4	-1.3	30.3	30.6	0.3	39.7	35.6	-4.1 *
Percentage of Children Living with their Father[a]	49.2	50.1	0.9	48.4	49.3	0.9	50.5	51.5	1.0
Employment Status of those Fathers[a]									
Working full-time	71.9	72.9	0.9	73.3	73.6	0.2	69.7	71.7	2.0
Working part-time	14.7	9.7	-5.0 **	13.4	8.7	-4.7 **	16.8	11.2	-5.6 *
Looking for work	6.4	7.6	1.2	6.6	7.1	0.5	6.1	8.6	2.4
Not in labor force	6.9	9.8	2.9 **	6.7	10.6	4.0 **	7.4	8.5	1.1
Percentage of Children Living with Either Parent[a]	95.8	96.1	0.3	95.8	96.1	0.2	95.7	96.1	0.4
Employment Status of the Most Employed of those									
Working full-time	59.3	61.3	2.0 *	60.6	61.6	1.0	57.2	60.8	3.6 *
Working part-time	17.7	15.6	-2.1 *	17.7	15.8	-1.9	17.7	15.3	-2.4
Looking for work	10.8	9.6	-1.2	11.0	9.3	-1.7	10.6	10.3	-0.3
Not in labor force	12.2	13.4	1.3	10.7	13.3	2.6 *	14.6	13.6	-0.9

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains 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.

*p<.05; **p<.01; ***p<.001.

[a]Includes both biological and adoptive parents.

[b]Age as of September 1, 2006.

• Fathers living with their Head Start child were less likely to work part-time in the spring than in the fall and more likely to be out of the labor force.

Table A.8a

Household Income as a Percentage of the Federal Poverty Threshold

	Percent of children								
	All children			3-year-olds[a]			4-year-olds[a]		
Income as a Percentage of Poverty	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
50 percent or less	16.2	23.0	6.7 ***	17.1	23.4	6.3 ***	14.8	22.3	7.4 ***
50 to 100 percent	41.2	37.3	-4.0 **	40.6	37.5	-3.1	42.2	36.8	-5.4 *
101 to 130 percent	16.3	15.0	-1.3	16.6	15.3	-1.3	15.7	14.4	-1.3
131 to 185 percent	14.8	12.5	-2.3 *	14.9	11.8	-3.2 *	14.5	13.7	-0.8
186 to 200 percent	2.3	2.0	-0.4	2.1	1.7	-0.3	2.8	2.4	-0.4
201 percent or above	9.2	10.3	1.1	8.7	10.3	1.6 *	10.0	10.4	0.4

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains 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

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006.

• The percentage of children living in households with incomes at or below 50 percent of the poverty level increased from 16 percent to 23 percent between fall and spring. The percentage with household incomes between 50 and 100 percent of the poverty level decreased during the same period.

Table A.9a

Household Income as a Percentage of the Federal Poverty Threshold,
by Race/Ethnicity

	Percent of children											
	White[a]			African-American[a]			Hispanic			Other		
Income as a Percentage of Poverty	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
50 percent or less	9.1	18.9	9.9 ***	21.5	28.4	6.9 ***	15.7	19.7	4.1 *	17.2	26.2	9.0 **
50 to 100 percent	39.8	33.8	-5.9	38.1	32.5	-5.6 *	45.8	44.5	-1.3	37.1	33.1	-4.1
101 to 130 percent	16.8	14.3	-2.5	15.1	15.2	0.1	17.4	16.8	-0.6	14.0	8.6	-5.4
131 to 185 percent	14.9	13.8	-1.1	14.7	11.9	-2.7	14.4	12.2	-2.1	16.8	12.6	-4.1
186 to 200 percent	2.6	2.1	-0.5	2.4	2.4	0.1	1.9	1.1	-0.8	3.1	3.6	0.5
201 percent or above	16.8	17.0	0.2	8.2	9.6	1.3	4.8	5.6	0.8	11.7	15.8	4.1

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]White and African-American race categories include only non-Hispanic.

• The percentage of children living in households with incomes at or below 50 percent of the poverty level increased between fall and spring for all racial/ethnic groups.

Table A.10a

Public Assistance Received by Any Household Member

	Percent of children								
	All children			3-year-olds[a]			4-year-olds[a]		
Type of Public Assistance	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Welfare	21.1	19.3	-1.8 *	21.4	18.4	-3.0 **	20.5	20.7	0.3
Food Stamps	50.8	47.6	-3.2 ***	53.0	48.7	-4.3 ***	47.0	45.6	-1.4
WIC	60.9	54.6	-6.3 ***	62.6	57.8	-4.8 ***	58.0	49.1	-8.9 ***
SSI	13.4	12.5	-0.9	13.7	12.4	-1.3	12.9	12.8	-0.1

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006.

• The percentage of children living in households receiving WIC decreased from 61 percent in the fall to 55 percent in the spring.

Table A.11a

Family Risk Index

	Percent of children								
	All children			3-year-olds[a]			4-year-olds[a]		
Risk Factors	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Family Risk Index[b]									
0 risk factors	17.5	17.5	0.0	17.6	17.6	0.0	17.2	17.2	-0.1
1 risk factor	36.0	33.3	-2.7 *	36.4	33.0	-3.4 *	35.5	33.8	-1.7
2 risk factors	34.7	37.1	2.4	33.7	36.6	2.9	36.4	38.0	1.6
3 risk factors	11.8	12.2	0.4	12.3	12.8	0.5	10.9	11.1	0.2

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006.

[b]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.

Table A.12a

Family Risk Index, by Child Characteristics

	Percent of Children with Different Numbers of Family Risk Factors[a]								
	0 risk factors			1 risk factor			2 or more risk factors		
Child Characteristics	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Race/Ethnicity									
White[b]	27.0	25.5	-1.5	37.3	35.6	-1.7	35.7	38.9	3.2
African American[b]	12.8	13.5	0.7	35.9	33.3	-2.6	51.3	53.1	1.9
Hispanic/Latino	14.6	15.2	0.6	34.8	31.6	-3.2	50.6	53.2	2.6
Other	23.6	21.9	-1.7	39.0	35.3	-3.7	37.4	42.8	5.4 *
Gender									
Female	16.1	16.1	-0.1	36.9	34.5	-2.4	47.0	49.5	2.4
Male	18.8	18.8	0.0	35.3	32.2	-3.1	46.0	49.0	3.1 *
Home Language Minority (English is Not the Primary Language Spoken to Child at Home)									
Yes	15.2	13.7	-1.4	34.1	32.2	-1.9	50.7	54.0	3.3
No	18.5	19.0	0.5	36.8	33.7	-3.1 *	44.7	47.3	2.5 *

Source: Fall 2006 and Spring 2007 FACES Parent

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

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

[b]White and African-American race categories include only non-Hispanic.

Table A.13a

Frequency of Reading to Child

	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		
Child and Family Characteristics	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
All Children	4.1	2.6	-1.5 *	21.9	21.7	-0.2	35.6	40.2	4.6 **	38.4	35.4	-3.0 *
Age as of September 1, 2006												
3 years old or younger	4.0	2.5	-1.5	23.0	23.1	0.2	35.2	40.4	5.2 *	37.8	33.9	-3.9 *
4 years old or older	4.3	2.9	-1.5	20.2	19.4	-0.9	36.2	39.8	3.6	39.3	38.0	-1.3
Race/Ethnicity												
White	1.8	2.0	0.2	12.5	14.6	2.1	32.6	37.7	5.1	53.1	45.7	-7.4 *
African American, Non-Hispanic	3.2	2.3	-0.9	21.8	23.8	2.0	41.6	42.9	1.3	33.4	31.0	-2.4
Hispanic/Latino	6.7	3.5	-3.2 *	28.8	25.1	-3.7	30.1	40.0	9.9 ***	34.4	31.4	-3.0
Other	2.6	2.3	-0.3	18.1	17.9	-0.2	43.6	37.0	-6.5	35.8	42.8	7.0
Gender												
Female	4.1	2.0	-2.1 *	20.3	21.5	1.2	34.6	38.6	4.0	41.0	37.9	-3.0
Male	4.1	3.3	-0.9	23.5	21.9	-1.5	36.5	41.8	5.3 *	35.9	33.0	-2.9
Family Risk Index[a]												
0 risk factors	3.9	2.1	-1.8	18.1	19.3	1.2	38.2	38.2	0.0	39.7	40.3	0.6
1 risk factor	4.6	3.4	-1.1	21.5	18.4	-3.0 *	34.0	40.0	6.0 *	40.0	38.2	-1.8
2 or more risk factors	4.0	2.1	-1.9 *	25.0	25.4	0.5	35.5	40.9	5.3 **	35.5	31.6	-3.9 *
Home Language Minority (English is Not the Primary Language Spoken to Child at Home)												
Yes	8.0	3.3	-4.8 **	31.2	27.1	-4.1	27.4	40.0	12.6 ***	33.3	29.6	-3.7
No	2.6	2.4	-0.2	18.3	19.6	1.3	38.8	40.3	1.5	40.3	37.7	-2.7

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

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

• The percentage of children who are read to three or more times a week, but not every day, increased between fall and spring, while the percentages read to more or less often decreased. This pattern is particularly strong for 3-year-old children, Hispanic/Latino children, those with more risk factors, and language minority children.
• The percentage who are read to every day decreased most notably for white children.

Table A.14a

Family Members' Activities with Child in Past Week

Type of Activity	Percent of Children		
	Fall 2006	Spring 2007	Fall-Spring Change
Told child a story	73.5	83.0	9.5 ***
Taught child letters, words, or numbers	94.0	96.7	2.7 **
Taught child songs or music	80.8	86.5	5.7 ***
Worked with child on arts and crafts	64.6	68.4	3.8 *
Played with toys or games indoors	97.4	98.0	0.6
Played a game, sport, or exercised together	86.6	91.5	4.9 ***
Took child along on errands	95.7	95.6	-0.1
Involved child in household chores	91.4	93.3	1.9 **
Talked about what happened in Head Start	95.3	96.3	1.0
Talked about TV programs or videos	73.0	79.6	6.7 ***
Played counting games	85.3	88.1	2.9 **
Mean number of activities	9.4	9.8	0.4 ***

Source: Fall 2006 and Spring 2007 FACES Parent

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

• The percentages of children who had engaged in various activities with their family members increased between the fall and spring for most types of activities. The largest increases were in the percentages who were told a story; taught songs; played games, sports, or exercised; or talked about TV programs with family members.

Table A.15a

Family Members' Activities with Child in Past Month

Type of Activity	Percent of Children		
	Fall 2006	Spring 2007	Fall-Spring Change
Visited a library	26.5	36.4	9.9 ***
Went to a movie	32.9	43.8	10.9 ***
Went to a play, concert, or other live show	13.4	20.1	6.7 ***
Went to a mall	74.7	78.6	4.0 **
Visited an art gallery, museum, or historical site	11.8	19.2	7.4 ***
Visited a playground or park or had a picnic	85.4	89.4	4.0 **
Visited a zoo or aquarium	20.4	23.1	2.7
Talked about family history or ethnic heritage	41.6	52.9	11.2 ***
Attended event sponsored by community group	39.2	47.4	8.2 ***
Attended athletic or sporting event	33.9	35.0	1.1
Attended church activity	53.9	57.7	3.7 **
Mean number of activities	4.3	5.0	0.7 ***

Source: Fall 2006 and Spring 2007 FACES Parent

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

• The percentages of children who had engaged in activities with their family members outside the home increased between the fall and spring for most types of activities. The largest increases were in the percentages who went to a library, movie, live performance, or museum/historical site; talked about family history or ethnic heritage; or attended a community event or church activity with family members.

Table A.16a

Physical Activity and Screen Time

	Percent of children								
	All children			3-year-olds[a]			4-year-olds[a]		
	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Amount of Time Child Spent Watching Television on a Typical Weekday									
None	8.7	8.0	-0.8	8.7	8.4	-0.3	8.8	7.3	-1.6
Less than one hour	22.5	22.5	0.0	22.7	21.3	-1.4	22.2	24.6	2.5
One to two hours	48.3	50.7	2.5	47.9	49.5	1.6	48.9	52.7	3.8
More than two hours	20.5	18.8	-1.7	20.7	20.8	0.1	20.1	15.4	-4.7 **
Child Has Access to a Computer in the Home									
Yes	54.0	59.0	5.0 ***	53.9	58.5	4.6 ***	54.2	59.9	5.7 **
No	46.0	41.0	-5.0 ***	46.1	41.5	-4.6 ***	45.8	40.1	-5.7 **
Amount of Time Child Spent Playing Outside on a Typical Weekday									
None	20.2	9.3	-10.9 ***	21.9	9.7	-12.2 ***	17.3	8.7	-8.6 ***
Less than one hour	13.6	12.7	-0.9	13.2	12.9	-0.3	14.2	12.3	-1.9
One to two hours	38.1	40.3	2.2	36.1	41.0	4.9 *	41.6	39.2	-2.4
More than two hours	28.1	37.7	9.6 ***	28.8	36.4	7.6 ***	26.9	39.8	12.9 ***
Child has access to yard		93.5			92.9			94.6	
Park/playground within walking distance		66.1			64.8			68.1	

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006.

• The percentage of 4-year-olds who watch more than two hours of television on a typical weekday decreased from 20 percent in the fall to 15 percent in the spring.
• The percentage of children who have access to a computer at home increased from 54 percent to 59 percent between fall and spring.
• The percentage of children who spend more than two hours playing outside on a typical weekday increased from 28 percent in the fall to 38 percent in the spring.

Table A.17a

Household Routines

	Percent of children								
	All children			3-year-olds[a]			4-year-olds[a]		
	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Have Regular Bedtime	86.5	85.0	-1.5	85.3	84.1	-1.2	88.5	86.5	-2.0
Number of Days Per Week Family Eats Dinner Together									
0-2	8.5	7.2	-1.3	8.9	7.4	-1.5	7.8	6.8	-1.0
3-4	18.2	22.9	4.6 ***	19.7	25.1	5.3 **	15.8	19.3	3.5 *
5-6	18.4	23.5	5.2 **	17.2	24.0	6.9 **	20.4	22.7	2.2
7	54.9	46.4	-8.5 ***	54.2	43.5	-10.7 ***	56.0	51.3	-4.7
Mean	5.6	5.4	-0.2 **	5.5	5.3	-0.2 **	5.6	5.6	-0.1

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006.

• The percentage of children whose families eat dinner together every day decreased between fall and spring, particularly for 3-year-olds, as did the mean number of days per week the family has dinner together.

Table A.18a

Discipline

	Percent of children								
	All children			3-year-olds[a]			4-year-olds[a]		
	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Parent spanked child in past week	36.8	32.0	-4.8 ***	39.4	34.5	-4.9 **	32.5	28.0	-4.5 *
Parent used “time out” in past week	67.4	68.4	1.0	67.5	68.3	0.8	67.4	68.5	1.2

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006.

• The percentage of children whose parents had spanked them in the week prior to the survey decreased from 37 percent to 32 percent between fall and spring.
• While almost twice as many parents had used "time out," the percentage using that approach did not change significantly.

Table A.19a

Child Nutrition

	Percent of children								
	All children			3-year-olds[a]			4-year-olds[a]		
Child's Nutrition During Past Week	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Drank milk at least twice a day	71.9	66.3	-5.6 *	71.0	66.6	-4.4	73.4	65.9	-7.5 *
Drank no soda, sports drinks, or non-100%-juice drinks	22.5	21.8	-0.7	21.5	19.9	-1.7	24.2	25.1	0.9
Ate no fast food	24.8	22.3	-2.5	24.5	23.4	-1.1	25.2	20.5	-4.7 **
Ate sweets less than once a day	67.9	69.1	1.2	67.3	68.2	0.9	68.9	70.8	1.9
Ate salty snacks less than once a day	75.6	76.9	1.4	75.1	75.6	0.5	76.3	79.1	2.8

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006.

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

- The percentage of children who drank milk at least twice a day decreased between fall and spring, particularly for 4-year-olds.
- The percentage of 4-year-olds who ate no fast food in the prior week decreased from 25 percent in the fall to 21 percent in the spring.

Table A.20a

Child's Health Care

	Percent of children								
	All children			3-year-olds[a]			4-year-olds[a]		
	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Regular Medical Checkup in Past Year	99.1	98.3	-0.7	99.4	98.6	-0.8 *	98.6	97.9	-0.7
Regular Dental Checkup in Past Year	89.1	94.4	5.4 ***	88.6	94.6	6.0 ***	89.9	94.2	4.3 **
Has Health Insurance	94.9	95.0	0.1	95.5	95.8	0.3	93.8	93.7	-0.2
Private	49.3	51.5	2.2	48.3	51.8	3.6	51.0	51.0	0.0
Medicaid	71.2	67.1	-4.1 *	71.2	67.2	-4.0 *	71.1	66.9	-4.2
SCHIP[b]	9.4	24.1	14.7 ***	11.7	25.0	13.3 ***	5.5	22.5	16.9 ***
Other government	3.5	4.1	0.5	3.2	3.9	0.7	4.2	4.4	0.2

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006.

[b]State Children's Health Insurance Program.

• The percentage of children who had had a dental checkup within the past year increased from 89 percent in the fall to 94 percent in the spring.
• The percentage of children covered by SCHIP increased from 9 percent to 24 percent between fall and spring.

Table A.21a

Child's Health Care, by Race/Ethnicity

	Percent of children											
	White[a]			African-American[a]			Hispanic			Other		
	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Regular Medical Checkup in Past	99.0	97.2	-1.8	99.4	99.1	-0.3	99.0	98.1	-1.0	98.1	99.4	1.3
Regular Dental Checkup in Past	84.0	91.7	7.7 **	90.0	95.2	5.2 *	93.2	96.2	3.0 *	80.6	90.8	10.2 *
Has Health Insurance	94.9	96.0	1.1	97.3	97.0	-0.3	92.1	92.3	0.2	96.8	95.8	-1.0
Private	50.2	53.6	3.4	43.3	52.3	9.0	55.4	50.2	-5.3	44.6	49.8	5.2
Medicaid	68.8	61.3	-7.5 **	76.6	70.3	-6.3 **	68.0	68.3	0.3	69.3	64.3	-5.0
SCHIP[b]	8.2	21.6	13.4 **	13.0	27.4	14.5 ***	7.4	22.8	15.4 *	7.8	23.6	15.8 *
Other government	1.9	3.1	1.2	1.5	3.2	1.7 *	4.2	2.9	-1.4	12.7	15.0	2.3

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]White and African-American race categories include only non-Hispanic.

[b]State Children's Health Insurance Program.

• The percentage of children who had had a dental checkup within the past year increased between fall and spring for all racial/ethnic groups.
• The percentage of white and African-American children covered by Medicaid decreased.
• The percentage of children covered by SCHIP increased for all racial/ethnic groups.

Table A.22a

Depressive Symptoms Among Parents[a]

	Percent of children								
	All children			3-year-olds[b]			4-year-olds[b]		
	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Degree of Depressive Symptoms[c]									
Not depressed	58.6	58.9	0.3	58.6	58.2	-0.4	58.7	60.1	1.4
Mildly depressed	22.5	22.1	-0.4	22.7	21.2	-1.5	22.0	23.5	1.5
Moderately depressed	9.9	11.1	1.1	10.0	12.1	2.1	9.7	9.2	-0.5
Severely depressed	9.0	8.0	-1.0	8.6	8.4	-0.2	9.6	7.2	-2.4
Mean Number of Depressive Symptoms	5.3	5.3	-0.1	5.3	5.4	0.1	5.3	5.0	-0.3

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]In 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.

[b]Age as of September 1, 2006.

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

• The degree of depressive symptoms among parents did not change significantly between the fall and spring.

Table A.23a

Depressive Symptoms Among Parents[a], by Race/Ethnicity

	Percent of children											
	White[b]			African-American[b]			Hispanic			Other		
	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Degree of Depressive Symptoms[c]												
Not depressed	48.6	52.4	3.9	53.3	54.8	1.5	69.3	68.8	-0.4	59.2	49.3	-9.9
Mildly depressed	27.0	22.1	-4.8 *	25.7	24.3	-1.4	17.4	18.9	1.5	20.1	26.3	6.2
Moderately depressed	11.2	14.4	3.3	11.9	11.8	0.0	7.4	7.6	0.2	10.2	14.0	3.8
Severely depressed	13.3	11.0	-2.3	9.1	9.0	-0.1	5.9	4.7	-1.2	10.6	10.5	-0.1
Mean Number of Symptoms	6.8	6.3	-0.5	5.8	5.8	-0.1	4.0	4.0	0.0	5.5	6.4	0.9

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]In 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.

[b]White and African-American race categories include only non-Hispanic.

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

Table A.24a

Child Care Arrangements in Addition to Head Start

	Percent of children								
	All children			3-year-olds[a]			4-year-olds[a]		
	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Type of Primary Child Care Arrangement									
Center-based care	8.9	9.6	0.8	9.3	9.2	-0.1	8.1	10.4	2.2
Relative	22.6	26.5	3.9 *	23.8	28.4	4.6 *	20.4	23.2	2.8
Non-relative	4.6	3.0	-1.7 *	4.9	2.6	-2.3 **	4.2	3.6	-0.6
Equal time in multiple types of care	0.3	1.3	1.0 **	0.3	1.7	1.3 *	0.1	0.6	0.4
Any Child Care	36.3	40.3	4.0 *	38.3	41.8	3.5	32.9	37.7	4.8

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006.

• The percentage of children in child care before or after Head Start increased between fall and spring. The largest increase was in the percentage primarily in relative care, particularly for 3-year-olds.

Table A.25a

Child Care Arrangements in Addition to Head Start, by Race/Ethnicity

	Percent of children											
	White[a]			African-American[a]			Hispanic			Other		
	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Type of Primary Child Care Arrangement												
Center-based care	11.4	10.3	-1.1	10.5	10.9	0.4	5.2	7.3	2.1 **	11.7	12.2	0.5
Relative	19.5	22.2	2.7	30.1	32.3	2.1	18.2	23.9	5.7 *	20.6	26.7	6.2
Non-relative	6.1	5.9	-0.2	2.3	2.0	-0.3	5.0	2.6	-2.4 *	8.1	1.0	-7.1 *
Equal time in multiple types of care	0.3	0.8	0.6	0.3	1.9	1.5 *	0.2	0.6	0.4	0.5	2.8	2.3
Any Child Care	37.3	39.3	2.0	43.3	47.0	3.8	28.6	34.3	5.8 *	40.9	42.7	1.8

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]White and African-American race categories include only non-Hispanic.

• The percentage of Hispanic children in any type of child care before or after Head Start increased from 29 percent to 34 percent between fall and spring. More Hispanic children were in relative care and center-based care in the spring, while the percentage in non-relative care decreased.

Table A.26a

Amount of Time in Child Care and Head Start

	Mean Number of Hours Per Week in Head Start/Child Care								
	All children			3-year-olds[a]			4-year-olds[a]		
	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
Head Start									
Among all households	23.6	23.7	0.0	24.8	24.9	0.1	21.7	21.7	0.0
Child Care									
Among those in child care	19.5	19.3	-0.2	17.1	17.0	-0.1	18.2	17.7	-0.5
Among all households	6.3	6.9	0.7	6.5	7.1	0.6	5.9	6.7	0.8
Total Head Start and Child Care									
Among those in child care	40.7	40.3	-0.4	41.1	41.3	0.2	39.7	38.5	-1.3
Among all households	30.0	30.6	0.6	31.3	31.9	0.6	27.7	28.3	0.6

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006.

• The average amount of time spent in Head Start and child care did not change significantly between the fall and spring.

CHILD COGNITIVE OUTCOMES, FALL-SPRING CHANGE

Table B.4a. Summary Statistics for Fall 2006 and Spring 2007 FACES Child Assessment Scores For Children Taking the Assessment in English At Both Waves

		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean
PPVT-4 Standard Score	2266	85.3	87.5	2.2***
TVIP Standard Score	212	86.6	83.7	-2.9*
WJ3: Letter Word Identification Standard Score	2101	94.4	100.0	5.6***
WJ3: Spelling Standard Score	2223	95.1	96.4	1.3
WJ3: Applied Problems Standard Score	2018	89.7	91.6	1.9***
ECLS-B Math IRT Score	2334	7.4	9.7	2.3***
ECLS-B Number/Shape Proficiency Probability Score	2334	0.3	0.5	0.2***
Combined ECLS-B/WJ3 Applied Problems IRT Score	2334	13.8	19.0	5.2***
Story and Print Concepts IRT Scale Score	1941	3.7	4.9	1.2***
PPVT-4 W Score	2266	97.6	107.9	10.3***
WJ3: Letter Word Identification W Ability Score	2101	305.6	323.5	17.9***
WJ3: Spelling W Ability Score	2223	345.3	363.8	18.4***
WJ3: Applied Problems W Ability Score	2018	374.9	390.3	15.4***

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

Some children were administered the cognitive assessments in Spanish (or not at all) in fall 2006 and then in English in spring 2007 (N=233). Similarly, some children were unable to achieve a basal on the PPVT-4 in the fall but were able to by the spring (N=236). Data in this table reflect the performance of children assessed in English in both fall 2006 and spring 2007. In addition, mean scores are only reported for those with valid scores at both occasions (for example, those who established a basal on the PPVT-4 at both waves).

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.

The ECLS-B IRT scores represent estimates of the number of items children would have answered correctly if they had taken all 22 of the ECLS-B items and all 44 of the FACES (22 WJ plus 22 ECLS-B) items, respectively. The ECLS-B number/shape proficiency probability 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 x 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. The possible range is from 0 - 14 on the Story and Print Concepts IRT score.

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 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.

•Children score below national norms on most measures of language, literacy, and math development in both the fall and spring of their first year of Head Start. However, in the areas of English receptive vocabulary, letter-word knowledge, and early math, children make progress toward these norms during the year. In fact, children gain almost 6 standard score points in the area of letter-word knowledge during this period and score at the national average in this area by the spring (100.0). On the other hand, children move away from the norms in the area of Spanish receptive vocabulary and score about 3 points lower in the spring.

•In terms of absolute performance, children make progress across developmental areas. For example, children score on average in the low range on the Story and Print Concepts task in both the fall and spring, but they can answer about one more question correctly in this area by the end of the program year.

•On the ECLS-B math items, children also make progress during the program year and can correctly answer more items. For example, while less than 30 percent of children in Head start are able to demonstrate number and shape skills at the start of the program year, by the spring about half are able to. In the ECLS-B national sample, the average number/shape proficiency probability score was 0.63.

Table B.5a. Summary Statistics for Fall 2006 and Spring 2007 FACES Child Assessment Scores by Age For Children Taking the Assessment in English at Both Waves

	3-year-olds[a]				4-year-olds[a]			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
PPVT-4 Standard Score	1400	86.3	87.3	1.0***	851	83.7	87.8	4.1***
TVIP Standard Score	96	89.4	86.2	-3.2	113	84.5	81.7	-2.8
WJ3: Letter Word Identification Standard Score	1252	95.7	102.5	6.7***	834	92.7	96.6	3.9***
WJ3: Spelling Standard Score	1351	98.7	96.8	-1.9	857	90.1	95.9	5.8***
WJ3: Applied Problems Standard Score	1184	93.1	93.6	0.5	819	85.1	88.9	3.8***
ECLS-B Math IRT Score	1451	6.4	8.5	2.1***	868	9.0	11.4	2.4***
ECLS-B Number/Shape Proficiency Probability Score	1451	0.2	0.4	0.2***	868	0.4	0.7	0.3***
Combined ECLS-B/WJ3 Applied Problems IRT Score	1451	11.4	16.5	5.1***	868	17.5	22.9	5.4***
Story and Print Concepts IRT Scale Score	1194	3.0	4.1	1.1***	735	4.8	6.0	1.3***
PPVT-4 W Score	1400	92.7	102.7	10.1***	851	105.1	115.7	10.6***
WJ3: Letter Word Identification W Ability Score	1252	300.8	318.5	17.7***	834	312.2	330.4	18.2***
WJ3: Spelling W Ability Score	1351	339.6	353.0	13.4***	857	353.5	379.2	25.7***
WJ3: Applied Problems W Ability Score	1184	370.1	383.9	13.8***	819	381.3	398.8	17.4***

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006.

Some children were administered the cognitive assessments in Spanish (or not at all) in fall 2006 and then in English in spring 2007 (N=233). Similarly, some children were unable to achieve a basal on the PPVT-4 in the fall but were able to by the spring (N=236). Data in this table reflect the performance of children assessed in English in both fall 2006 and spring 2007. In addition, mean scores are only reported for those with valid scores at both occasions (for example, those who established a basal on the PPVT-4 at both waves).

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 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.

The ECLS-B IRT scores represent estimates of the number of items children would have answered correctly if they had taken all 22 of the ECLS-B items and all 44 of the FACES (22 WJ plus 22 ECLS-B) items, respectively. The ECLS-B number/shape proficiency probability 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 x 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. The possible range is from 0 - 14 on the Story and Print Concepts IRT score.

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 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.

•With the exception of letter-word knowledge, 3-year-old children score below national norms across measures of language, literacy, and math development in both the fall and spring of their first year of Head Start. However, in the areas of receptive vocabulary (1.0 points) and letter-word knowledge (6.7 points), children make progress toward these norms during the year. In fact, children gain almost 7 standard score points in the area of letter-word knowledge during this period and score above the national average in this area by the spring (102.5). 4-year-old children score below norms across measures at both the beginning and end of the year. However, these children make progress towards norms in the areas of receptive vocabulary (4.1 points), letter-word knowledge (3.9 points), early writing (5.8 points), and applied problems (3.8 points). They make the greatest gains in letter-word knowledge. Compared to same-age peers, 3-year-olds who took the assessment in English generally perform closer to their same-age peers (nationally) than 4-year-olds across measures.

•In terms of absolute performance, both 3- and 4-year old children make progress across developmental areas. For example, children score on average in the low range on the Story and Print Concepts task in both the fall and spring, but both 3- and 4-year-olds can answer about one more question correctly in this area by the end of the program year.

•On the ECLS-B math items, both 3- and 4-year old children make progress during the program year and can correctly answer more items. For example, while less than 20 percent of 3-year-olds are able to demonstrate number and shape skills at the start of the program year, by the spring about 40 percent are able to. The percentage increases from 41 percent to 67 percent among 4-year-olds. In the ECLS-B national sample, the average number/shape proficiency probability score was 0.63.

Table B.8a. Summary Statistics for Fall 2006 and Spring 2007 FACES Child Assessment Scores For Children Taking the Assessment in Spanish at Both Waves

		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean
PPVT-4 Standard Score	25	61.6	63.3	1.7
TVIP Standard Score	132	84.8	81.5	-3.3***
WM3: Letter Word Identification Standard Score	49	76.5	86.7	10.2***
WM3: Spelling Standard Score	131	88.2	88.3	0.1
WM3: Applied Problems Standard Score	95	82.5	82.8	0.3
Story and Print Concepts IRT Scale Score	94	2.6	3.5	0.9*
PPVT-4 W Score	25	70.9	80.6	9.7**
WM3: Letter Word Identification W Ability Score	49	284.2	302.8	18.7***
WM3: Spelling W Ability Score	131	323.5	341.1	17.6***
WM3: Applied Problems W Ability Score	95	357.0	370.2	13.2***

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

Some children were administered the cognitive assessments in Spanish (or not at all) in fall 2006 and then in English in spring 2007 (N=233). Similarly, some children were unable to achieve a basal on the PPVT-4 in the fall but were able to by the spring (N=236). Data in this table reflect the performance of children assessed in Spanish in both fall 2006 and spring 2007. In addition, mean scores are only reported for those with valid scores at both occasions (for example, those who established a basal on the PPVT-4 at both waves).

The WM3 scoring program does not provide standard scores for cases with 0 or very low raw scores, but it does provide W scores for such cases. In this table, we only present WM W scores for cases with a valid WM standard score. Excluded cases have mean fall, spring, and fall-spring change scores of 269.4, 281.6, and 12.2 on Letter-Word (N=99); 238.4, 313.7, and 30.4 on Spelling (N=20); and 325.1, 339.2, and 14.1 on Applied Problems (N=55), respectively.

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.

The possible range is from 0 - 14 on the Story and Print Concepts IRT score.

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 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.

•Children who take the assessment in Spanish at the beginning and end of their first Head Start year score below norms across measures of language, literacy, and math development in both the fall and spring. These children only make progress toward norms in the area of letter-word knowledge during the year. In fact, children gain more than 10 standard score points in this area during the year. On the other hand, children demonstrate losses relative to peersin their Spanish receptive vocabulary skills and score about 3 points lower in this area in the spring.

•In terms of absolute performance, children make progress across developmental areas. For example, children score on average in the low range on the Story and Print Concepts task in both the fall and spring, but they can answer about one more question correctly in this area by the end of the program year.

Table B.8b. Summary Statistics for Fall 2006 and Spring 2007 FACES TVIP Scores

		Fall 2006	Spring 2007	Fall-Spring Change
TVIP Standard Score	Number of cases	Mean	Mean	Mean
Assessment in English or Spanish	514	85.7	83.3	-2.4**
Assesment in English at Both Waves	212	86.6	83.7	-2.9*
Assesment in Spanish at Both Waves	132	84.8	81.5	-3.3***

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

Some children were administered the cognitive assessments in Spanish (or not at all) in fall 2006 and then in English in spring 2007 (N=233). Similarly, some children were unable to achieve a basal on the PPVT-4 in the fall but were able to by the spring (N=236). Data in this table reflect the performance of children assessed in English or Spanish in fall 2006 and spring 2007, English in both fall 2006 and spring 2007, and Spanish in fall 2006 and spring 2007. In addition, mean scores are only reported for those with valid scores at both occasions (for example, those who established a basal on the PPVT-4 at both waves).

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.

•Children from Spanish language households move away from norms in the area of Spanish receptive vocabulary and score 2 to 3 points lower in the spring. This includes children assessed in Spanish in both fall and spring and those assessed in English in both fall and spring.

Table B.9a. Summary Statistics for Fall 2006 and Spring 2007 FACES Child Assessment Scores by Age For Children Taking the Assessment in Spanish at Both Waves

	3-year-olds[a]				4-year-olds[a]			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
PPVT-4 Standard Score	16!	67.2	66.0	-1.2	9!	51.8	58.6	6.8
TVIP Standard Score	100	87.0	83.0	-4.1***	32	76.5	75.9	-0.6
WM3: Letter Word Identification Standard Score	28	77.5	88.7	11.2*	21!	74.9	83.5	8.6***
WM3: Spelling Standard Score	99	89.3	90.1	0.8	32	84.0	81.6	-2.4
WM3: Applied Problems Standard Score	72	84.9	83.8	-1.1	23!	71.8	78.3	6.5***
Story and Print Concepts IRT Scale Score	70	2.4	3.4	1.0*	24	3.2	3.7	0.6
PPVT-4 W Score	16	70.4	78.7	8.3***	9	71.8	83.8	12.0**
WM3: Letter Word Identification W Ability Score	28	283.7	301.6	17.9***	21	285.0	304.8	19.8***
WM3: Spelling W Ability Score	99	318.7	338.2	19.51**	32	340.8	351.3	10.5**
WM3: Applied Problems W Ability Score	72	356.3	367.8	11.4***	23	359.9	381.1	21.2***

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

! Interpret data with caution. Standard error is large due to small sample size

[a]Age as of September 1, 2006.

Some children were administered the cognitive assessments in Spanish (or not at all) in fall 2006 and then in English in spring 2007 (N=233).Similarly, some children were unable to achieve a basal on the PPVT-4 in the fall but were able to by the spring (N=236). Data in this table reflect the performance of children assessed in Spanish in both fall 2006 and spring 2007. In addition, mean scores are only reported for those with valid scores at both occasions (for example, those who established a basal on the PPVT-4 at both waves).

The WM3 scoring program does not provide standard scores for cases with 0 or very low raw scores, but it does provide W scores for such cases. In this table, we only present WM W scores for cases with a valid WM standard score.

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.

The possible range is from 0 - 14 on the Story and Print Concepts IRT score.

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 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.

•Both 3- and 4-year-old children assessed in Spanish score below national norms across measures of language, literacy, and math development in both the fall and spring of their first year of Head Start. In the area of letter-word knowledge, both groups of children make progress toward these norms during the year, with 3-year-olds gaining 11 standard score points and 4-year-olds gaining nearly 9 points during this period. Four-year-old children also make progress towards norms in applied problems (6.5 points). Notably, 3-year-old children demonstrate losses in the area ofSpanish receptive vocabulary relative to peers. In both the fall and spring, compared to same-age peers, 3-year-olds who took the assessment in English generally perform closer to their same-age peers (nationally) than 4-year-olds across measures.

•In terms of absolute performance, both 3- and 4-year old children make progress across developmental areas. However, children score on average in the low range on the Story and Print Concepts task in both the fall and spring, and only 3- year-olds demonstrate progress in the number of qustions they can answer correctly in this area by the end of the program year.

Table B.11a. Summary Statistics for Fall 2006 and Spring 2007 FACES Child Assessment Scores by Gender For Children Taking the Assessment in English or Spanish at Both Waves

	Girls				Boys			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
PPVT-4 Standard Score	1187	85.1	87.6	2.5***	1230	83.1	85.6	2.4***
TVIP Standard Score	269	86.2	83.8	-2.4	245	85.1	82.8	-2.3*
WJ3: Letter Word Identification Standard Score	1041	95.9	102.0	6.1***	1060	93.0	98.0	5.0***
WJ3: Spelling Standard Score	1101	96.4	99.4	3.0***	1122	93.9	93.5	-0.4
WJ3: Applied Problems Standard Score	1006	90.6	92.9	2.3**	1012	88.8	90.3	1.5
WM: Letter Word Identification Standard Score	29	76.3	88.6	12.3***	20!	76.7	83.9	7.2**
WM: Spelling Standard Score	76	91.1	90.5	-0.6	55	84.5	85.3	0.9
WM: Applied Problems Standard Score	61	83.9	85.1	1.2	34	79.8	78.5	-1.3
ECLS-B Math IRT Score	1140	7.6	9.9	2.3***	1194	7.2	9.5	2.2
ECLS-B Number/Shape Proficiency Probability Score	1140	0.3	0.5	0.2***	1194	0.2	0.5	0.2
Combined ECLS-B/WJ3 Applied Problems IRT Score	1140	14.3	19.5	5.2***	1194	13.3	18.5	5.2
Story and Print Concepts IRT Scale Score	1091	3.9	4.9	1.1***	1082	3.4	4.6	1.1
PPVT-4 W Ability Score	1187	97.2	107.8	10.6***	1230	95.5	106.0	10.5***
WJ: Letter Word Identification W Ability Score	1041	306.8	325.7	18.9***	1060	304.5	321.4	16.9***
WJ: Spelling W Ability Score	1101	346.9	368.5	21.6***	1122	343.8	359.1	15.3***
WJ: Applied Problems W Ability Score	1006	375.6	391.5	16.0***	1012	374.3	389.1	14.8***
WM: Letter Word Identification W Ability Score	29	284.3	305.6	21.3***	20!	284.1	298.7	14.6***
WM: Spelling W Ability Score	76	327.7	344.6	16.9***	55	318.1	336.6	18.4***
WM: Applied Problems W Ability Score	61	358.9	373.6	14.7***	34	353.6	364.0	10.5**

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

! Interpret data with caution. Standard error is large due to small sample size

Some children were administered the cognitive assessments in Spanish (or not at all) in fall 2006 and then in English in spring 2007 (N=233). Similarly, some children were unable to achieve a basal on the PPVT-4 in the fall but were able to by the spring (N=236). Data in this table reflect the performance of children assessed in English in both fall 2006 and spring 2007, along with those assessed in Spanish in both fall 2006 and spring 2007. In addition, mean scores are only reported for those with valid scores at both occasions (for example, those who established a basal on the PPVT-4 at both waves).

The WM3 scoring program does not provide standard scores for cases with 0 or very low raw scores, but it does provide W scores for such cases. In this table, we only present WM W scores for cases with a valid WM standard score.

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.

The ECLS-B IRT scores represent estimates of the number of items children would have answered correctly if they had taken all 22 of the ECLS-B items and all 44 of the FACES (22 WJ plus 22 ECLS-B) items, respectively. The ECLS-B number/shape proficiency probability 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 x 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. The possible range is from 0 - 14 on the Story and Print Concepts score.

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.

•With the exception of letter-word knowledge and early writing skills, girls assessed in English score below national norms across measures of language, literacy, and math development in both the fall and spring of their first year of Head Start. However, in the areas of English receptive vocabulary, letter-word knowledge, early writing, and applied problems girls make progress toward these norms during the year. In fact, girls assessed in English gain 6 standard score points in the area of letter-word knowledge during this period and score above the national average in this area by the spring (102.0). They also score at the national mean in early writing by the spring (99.4). Girls assessed in Spanish in both the fall and spring show significant progress towards norms in letter word knowledge (12.3 points) during the year, but they score below norms across measures. Across measures and regardless of language of assessment, boys score below norms at both the beginning and end of the year. However, boys assessed in English make progress towards norms in the areas of English receptive vocabulary (2.4 points) and letter-word knowledge (5.0 poins). Similarly, boys assessed in Spanish in fall and spring make gains in letter-word knowledge (7.2 points). Boys demonstrate declines in their Spanish receptive vocabulary skills relative to peers during the year (2.3 points).

•In terms of absolute performance, both boys and girls make progress across developmental areas. For example, children score on average in the low range on the Story and Print Concepts task in both the fall and spring, but both girls and boys can answer about one more question correctly in this area by the end of the program year.

•On the ECLS-B math items, both girls and boys make progress during the program year and can correctly answer more items. For example, while less than 30 percent of girls are able to demonstrate number and shape skills at the start of the program year, by the spring 51 percent are able to. The percentage increases from 24 percent to 46 percent among boys. In the ECLS-B national sample, the average number/shape proficiency probability score was 0.63.

Table B.13a. Summary Statistics for Fall 2006 and Spring 2007 FACES Child Assessment Scores by Race/Ethnicity For Children Taking the Assessment in English at Both Waves

	White				African American, non-Hispanic				Hispanic/Latino				Other			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
PPVT-4 Standard Score	534	92.5	94.9	2.4*	863	84.0	85.2	1.3**	638	79.9	83.2	3.3***	213	86.3	89.0	2.7**
WJ3: Letter Word Identification Standard Score	504	95.1	98.8	3.7**	786	95.1	102.5	7.4***	593	91.7	97.4	5.7***	200	97.6	100.7	3.1*
WJ3: Spelling Standard Score	521	94.5	96.0	1.4	835	94.7	95.8	1.1	633	95.3	97.5	2.2	217	97.6	96.8	-0.8
WJ3: Applied Problems Standard Score	501	92.8	96.1	3.4*	742	88.0	89.5	1.5*	564	87.3	88.9	1.6	193	93.8	94.2	0.4
ECLS-B Math IRT Score	542	8.4	10.7	2.4***	885	6.9	8.9	2.0***	664	7.2	9.6	2.5***	225	7.8	10.0	2.3***
ECLS-B Number/Shape Proficiency Probability Score	542	0.4	0.6	0.2***	885	0.2	0.4	0.2***	664	0.2	0.5	0.3***	225	0.3	0.5	0.2***
Combined ECLS-B/WJ3 Applied Problems IRT Score	542	16.1	21.4	5.3***	885	12.5	17.3	4.8***	664	13.2	18.9	5.7***	225	14.6	19.8	5.2***
Story and Print Concepts IRT Scale Score	437	4.5	5.5	1.1***	788	3.2	4.2	1.0***	527	3.8	5.2	1.4***	177	3.6	4.9	1.3***
PPVT-4 W Score	534	106.7	116.6	9.9***	863	94.4	104.0	9.7***	638	93.1	104.4	11.3***	213	98.9	109.9	10.9***
WJ3: Letter Word Identification W Ability Score	504	307.2	323.2	16.0***	786	304.7	324.7	20.1***	593	303.7	321.5	17.8***	200	310.6	325.6	15.0***
WJ3: Spelling W Ability Score	521	346.7	364.7	18.0***	835	341.1	359.5	18.4***	633	348	368.1	20.1***	217	350.2	365.1	14.9***
WJ3: Applied Problems W Ability Score	501	380.7	397.8	17.1***	742	369.9	384.8	14.9***	564	373.6	388.6	14.5***	193	381.2	394.7	13.5***

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

Some children were administered the cognitive assessments in Spanish (or not at all) in fall 2006 and then in English in spring 2007 (N=233). Similarly, some children were unable to achieve a basal on the PPVT-4 in the fall but were able to by the spring (N=236). Data in this table reflect the performance of children assessed in English in both fall 2006 and spring 2007. In addition, mean scores are only reported for those with valid scores at both occasions (for example, those who established a basal on the PPVT-4 at both waves).

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.

The ECLS-B IRT scores represent estimates of the number of items children would have answered correctly if they had taken all 22 of the ECLS-B items and all 44 of the FACES (22 WJ plus 22 ECLS-B) items, respectively. The ECLS-B number/shape proficiency probability 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 x 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. The possible range is from 0 - 14 on the Story and Print Concepts score.

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.

•With the exception of letter-word knowledge, children score below national norms across measures of language, literacy, and math development in both the fall and spring of their first year of Head Start. However, in the areas of English receptive vocabulary and letter-word knowledge children make progress toward these norms during the year. In fact, children from all racial/ethnic groups score at or near norms in letter word by the end of the program year, with African American making the greatest gains (7.4 points) and scoring above norms by spring (102.5). Only White and African American children make progress in applied problems during the program year.

•In terms of absolute performance, children from all racial/ethnic backgrounds make progress across developmental areas. For example, children score on average in the low range on the Story and Print Concepts task in both the fall and spring, but all children can answer at least one more question correctly in this area by the end of the program year.

•On the ECLS-B math items, all children make progress during the program year and can correctly answer more items. For example, while 35 percent of White children are able to demonstrate number and shape skills at the start of the program year, by the spring 59 percent are able to. The percentage increases from 21 percent to 41 percent among African American children, from 23 percent to 48 percent among Latino children, and from 30 percent to 52 percent among Other race children.

Table B.15a. Summary Statistics for Fall 2006 and Spring 2007 FACES Child Assessment Scores by Number of Family Risks For Children Taking the Assessment in English or Spanish at Both Waves

	0 risks				1 risk				2 or more risks			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
PPVT-4 Standard Score	374	88.9	91.0	2.1**	823	84.6	87.2	2.6***	1010	81.4	83.9	2.6***
TVIP Standard Score	60	87.5	81.2	-6.3	162	84.4	82.0	-2.4*	265	86.0	84.6	-1.4
WJ3: Letter Word Identification Standard Score	342	98.5	102.9	4.35*	722	95.2	101.2	6.0***	851	91.6	97.4	5.8***
WJ3: Spelling Standard Score	347	96.8	98.3	1.5	767	94.8	97.8	3.0*	913	94.8	94.8	0.0
WJ3: Applied Problems Standard Score	322	90.4	94.4	4.0**	703	90.7	91.8	1.1	812	88.6	90.1	1.6
WM: Letter Word Identification Standard Score	8!	81.8	91.7	10.0**	15!	76.7	88.7	12.0*	22!	74.0	84.5	10.5**
WM: Spelling Standard Score	19!	90.7	87.7	-3.0	41	87.9	89.5	1.6	64	88.6	89.3	0.7
WM: Applied Problems Standard Score	16!	79.9	85.2	5.3	33	86.1	83.1	-3.0	42	81.3	81.6	0.3
ECLS-B Math IRT Score	368	7.7	10.1	2.4***	802	7.7	9.9	2.2***	954	7.1	9.3	2.2***
ECLS-B Number/Shape Proficiency Probability Score	368	0.3	0.5	0.3***	802	0.3	0.5	0.2***	954	0.2	0.4	0.2***
Combined ECLS-B/WJ3 Applied Problems IRT Score	368	14.4	20.0	5.5***	802	14.4	19.5	5.1***	954	13.0	18.1	5.1***
Story and Print Concepts IRT Scale Score	326	4.2	5.1	0.9***	748	3.7	4.9	1.3***	914	3.4	4.5	1.1***
PPVT-4 W Ability Score	374	100.9	111.1	10.2***	823	97.1	107.8	10.7***	1010	93.2	103.9	10.7***
WJ: Letter Word Identification W Ability Score	342	308.7	326.8	18.0***	722	307.0	325.6	18.6***	851	302.4	319.4	17.0***
WJ: Spelling W Ability Score	347	347.0	365.8	18.8***	767	345.0	366.6	21.6***	913	344.8	360.7	16.0***
WJ: Applied Problems W Ability Score	322	374.4	392.8	18.5***	703	376.4	390.6	14.2***	812	373.6	388.4	14.8***
WM: Letter Word Identification W Ability Score	8!	289.7	310.5	20.7***	15!	283.6	303.6	20.1**	22!	281.2	299.4	18.2***
WM: Spelling W Ability Score	19!	326.3	338.3	12.1	41	323.1	343.5	20.4***	64	323.2	341.9	18.7***
WM: Applied Problems W Ability Score	16!	353.2	373.5	20.3***	33	362.3	370.7	8.5*	42	353.6	366.9	13.3**

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

! Interpret data with caution. Standard error is large due to small sample size

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.

Some children were administered the cognitive assessments in Spanish (or not at all) in fall 2006 and then in English in spring 2007 (N=233). Similarly, some children were unable to achieve a basal on the PPVT-4 in the fall but were able to by the spring (N=236). Data in this table reflect the performance of children assessed in English in both fall 2006 and spring 2007, along with those assessed in Spanish in fall 2006 and spring 2007. In addition, mean scores are only reported for those with valid scores at both occasions (for example, those who established a basal on the PPVT-4 at both waves).

The WM3 scoring program does not provide standard scores for cases with 0 or very low raw scores, but it does provide W scores for such cases. In this table, we only present WM W scores for cases with a valid WM standard score.

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.

The ECLS-B IRT scores represent estimates of the number of items children would have answered correctly if they had taken all 22 of the ECLS-B items and all 44 of the FACES (22 WJ plus 22 ECLS-B) items, respectively. The ECLS-B number/shape proficiency probability 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 x 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. The possible range is from 0 - 14 on the Story and Print Concepts score.

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.

•With the exception of letter-word knowledge, children assessed in English score below national norms across measures of language, literacy, and math development in both the fall and spring of their first year of Head Start. However, regardless of number of family risks, in the areas of English receptive vocabulary and letter-word knowledge children make progress toward these norms during the year. In fact, children with no (102.9) or 1 family risks (101.2) score above norms in letter word by the end of the program year. Only children with 1 risk make progress in early writing during the program year. These children also demonstrate declines in their Spanish receptive vocabulary relative to peers during the year. Children assessed in Spanish in both the fall and spring show significant progress towards norms in letter word knowledge during the year, but they score below norms across measures. These children gain an average of 10 to 12 standard score points during the program year.

•Children score on average in the low range on the Story and Print Concepts task in both the fall and spring, but all children, regardless of number of family risks, can answer about one more question correctly in this area by the end of the program year. In terms of absolute performance, children with different numbers of family risks make similar progress across developmental areas -- with one exception. Children with no family risks do not make significant progress in the area of early writing.

•On the ECLS-B math items, all children make progress during the program year and can correctly answer more items. For example, while 29 percent of children with no family risks are able to demonstrate number and shape skills at the start of the program year, by the spring about 53 percent are able to. The percentage increases from 28 percent to 50 percent among children with 1 risk and from 23 percent to 44 percent among children with 2 or more risks. In the ECLS-B national sample, the average number/shape proficiency probability score was 0.63.

Table B.17a. Summary Statistics for Fall 2006 and Spring 2007 FACES Parent and Teacher Child Report Data Selected Measures

		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean
Child Literacy Behaviors (Teacher Report)	2546	2.7	4.5	1.8***
Emergent Literacy Scale (Parent Report)	2497	2.0	3.3	1.3***

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

•Both teachers and parents report that children have more literacy skills by the end of the program year.

Table B.18a. Summary Statistics for Fall 2006 and Spring 2007 FACES Parent and Teacher Child Report Data Selected Measures by Age

	3-year-olds[a]				4-year-olds[a]			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
Child Literacy Behaviors (Teacher Report)	1652	2.2	3.9	1.7***	894	3.6	5.5	1.8***
Emergent Literacy Scale (Parent Report)	1606	1.7	3.0	1.3***	891	2.7	4.0	1.3***

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006

•Both teachers and parents report that 3- and 4-year-old children have more literacy skills by the end of the program year.

Table B.19a. Summary Statistics for Fall 2006 and Spring 2007 FACES Parent and Teacher Child Report Data Selected Measures by Gender

	Girls				Boys			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
Child Literacy Behaviors (Teacher Report)	1246	2.9	4.7	1.9***	1300	2.6	4.2	1.7***
Emergent Literacy Scale (Parent Report)	1212	2.2	3.6	1.3***	1285	1.9	3.1	1.3***

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

•Both teachers and parents report that girls and boys have more literacy skills by the end of the program year.

Table B.20a. Summary Statistics for Fall 2006 and Spring 2007 FACES Parent and Teacher Child Report Data Selected Measures by Race/Ethnicity

	White				African-American, Non-Hispanic				Hispanic				Other			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
Child Literacy Behaviors (Teacher Report)	533	2.7	4.5	1.8***	822	2.6	4.3	1.7***	978	2.8	4.7	1.9***	210	2.9	4.4	1.5***
Emergent Literacy Scale (Parent Report)	494	2.3	3.4	1.1***	826	2.1	3.5	1.4***	967	1.8	3.2	1.4***	207	2.3	3.2	0.8***

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

•Both teachers and parents report that children from all racial/ethnic groups have more literacy skills by the end of the program year.

Table B.21a. Summary Statistics for Fall 2006 and Spring 2007 FACES Parent and Teacher Child Report Data Selected Measures by Number of Family Risks

	0 risks				1 risk				2 or more risks			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
Child Literacy Behaviors (Teacher Report)	396	3.0	4.5	1.5***	863	2.8	4.6	1.8***	1092	2.5	4.3	1.9***
Emergent Literacy Scale (Parent Report)	398	2.1	3.4	1.3***	867	2.2	3.5	1.3***	1086	1.9	3.2	1.3***

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

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.

•Both teachers and parents report that all children, regardless of number of family risks, have more literacy skills by the end of the program year.

Table B.23a. Summary Statistics for FACES Child Assessment Standardized Score Data For Children with Teacher Reported Disabilities[a] Taking the Assessment in English in Fall and Spring

		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean
PPVT-4 Standard Score	261	81.9	84.1	2.2
TVIP Standard Score	19	81.9	76.6	-5.3
WJ3: Letter Word Identification Standard Score	237	90.4	96.3	5.9***
WJ3: Spelling Standard Score	267	93.1	91.6	-1.5
WJ3: Applied Problems Standard Score	213	87.5	87.6	0.0
ECLS-B Math IRT Score	283	6.3	8.6	2.3***
ECLS-B Number/Shape Proficiency Probability Score	283	0.2	0.4	0.2***
Combined ECLS-B/WJ3 Applied Problems IRT Score	283	11.2	16.7	5.4***
Story and Print Concepts IRT Scale Score	215	3.3	4.2	0.9***
PPVT-4 W Score	261	94.4	104.6	10.3***
WJ3: Letter Word Identification W Ability Score	237	300.3	317.9	17.6***
WJ3: Spelling W Ability Score	267	341.6	355.1	13.5***
WJ3: Applied Problems W Ability Score	213	372.1	384.9	12.8***

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

Some children were administered the cognitive assessments in Spanish (or not at all) in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal on the PPVT-4 in the fall but were able to by the spring. Data in this table reflect the performance of children assessed in English in both fall 2006 and spring 2007. In addition, mean scores are only reported for those with valid scores at both occasions (for example, those who established a basal on the PPVT-4 at both waves).

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.

[a] In this table, identification of child disability is based on spring 2007 teacher reports.

Table B.24a. Summary Statistics for Fall and Spring FACES Parent and Teacher Child Report Data Selected Measures for Children with Teacher Reported Disabilities[a]

		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean
Child Literacy Behaviors (Teacher Report)	361	1.99	3.57	1.57**
Emergent Literacy Scale (Parent Report)	337	1.44	2.56	1.12***

Source: Fall 2006 and Spring 2007 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.

*p<.05; **p<.01; ***p<.001.

[a] In this table, identification of child disability is based on spring 2007 teacher reports.

CHILD SOCIAL-EMOTIONAL AND HEALTH OUTCOMES, FALL-SPRING CHANGE

Table C.2a. Summary Statistics for Fall 2006 and Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures

Scales	Number of cases	Fall 2006 Mean	Spring 2007 Mean	Fall-Spring Change Mean
Teacher Report				
Social Skills	2672	15.6	17.3	1.8***
Total Behavior Problems	2673	6.9	6.5	-0.5**
Aggressive Behavior	2669	1.5	1.5	-0.1
Hyperactive Behavior	2673	3.1	2.8	-0.3***
Withdrawn Behavior	2669	1.5	1.5	0.0
PLBS – Total [a]	2672	50.5	51.0	0.5
PLBS – Attitude toward Learning [a]	2672	50.3	51.0	0.5
PLBS – Competence Motivation [a]	2672	50.5	51.0	0.3
PLBS – Attention/Persistence [a]	2672	50.4	51.4	1.0***
Parent Report				
Social Skills/Positive Approaches to Learning	2602	11.9	12.2	0.3***
Total Behavior Problems	2597	5.8	5.4	-0.4***
Assessor Rating				
Leiter Cognitive/ Social Raw Score	2748	54.6	55.6	1.01
Leiter Cognitive/ Social Standard Score [b]	2748	89.9	89.3	-0.6
Attention	2748	19.3	19.7	0.5
Organization/Impulse Control	2749	15.4	15.8	0.4
Activity Level	2749	8.1	8.2	0.1
Sociability	2749	11.9	11.9	0.1

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

Data in this table are only reported for children with valid scores in both fall 2006 and spring 2007.

[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. Scores are anchored to allow comparison with children's performance in fall 2006.

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

•Teachers report that children demonstrate more social skills, fewer problem behaviors, and more attention and persistence with tasks on average by the end of the program year. They also report children as demonstrating fewer hyperactive behaviors in the spring.

•Similarly, parents report that children demonstrate more social skills and positive approaches to learning and fewer problem behaviors on average in the spring.

Table C.3a. Summary Statistics for Fall 2006 and Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures by Age

	3-year-olds[a]				4-year-olds[a]			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
Teacher Report								
Social Skills	1746	14.8	16.6	1.8***	926	16.8	18.6	1.7***
Total Behavior Problems	1748	7.7	7.1	-0.6**	925	5.7	5.4	-0.3
Aggressive Behavior	1747	1.7	1.6	-0.1	922	1.3	1.2	-0.1
Hyperactive Behavior	1748	3.5	3.1	-0.3***	925	2.4	2.2	-0.2*
Withdrawn Behavior	1747	1.6	1.6	0.0	922	1.4	1.4	0.0
PLBS – Total [b]	1747	48.9	49.6	0.7	925	53.1	53.5	0.3
PLBS – Attitude toward Learning [b]	1747	49.0	49.6	0.6	925	52.6	52.9	0.3
PLBS – Competence Motivation [b]	1747	49.0	49.3	0.3	925	53.0	53.2	0.2
PLBS – Attention/Persistence [b]	1747	48.9	50.1	1.2***	925	52.9	53.5	0.6
Parent Report								
Social Skills/Positive Approaches to Learning	1685	11.8	12.1	0.3***	917	12.0	12.5	0.5***
Total Behavior Problems	1682	5.7	5.4	-0.2*	915	6.0	5.4	-0.6***
Assessor Rating								
Leiter Cognitive/ Social Raw Score	1775	50.2	51.9	1.7	972	62.0	61.8	-0.2
Leiter Cognitive/ Social Standard Score[c]	1775	88.3	87.2	-1.1	972	92.8	93.0	0.2
Attention	1775	17.4	18.2	0.9	972	22.5	22.3	-0.2
Organization/Impulse Control	1776	14.0	14.6	0.6	972	17.7	17.8	0.1
Activity Level	1776	7.5	7.6	0.2	972	9.1	9.1	0.0
Sociability	1776	11.4	11.5	0.1	972	12.7	12.7	0.0

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006.

Data in this table are only reported for children with valid scores in both fall 2006 and spring 2007.

[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 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. Scores are anchored to allow comparison with children's performance in fall 2006.

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

•Teachers report that both 3- and 4-year-old children demonstrate more social skills on average by the end of the program year. However, they only report 3-year-old children as demonstrating fewer problem behaviors and greater attention and persistence with tasks by the spring. They report both age cohorts as demonstrating fewer hyperactive behaviors on average in the spring.

•Parents report that both 3- and 4-year-olds demonstrate more social skills and positive approaches to learning and fewer problem behaviors on average in the spring.

Table C.4a. Summary Statistics for Fall 2006 and Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures by Gender

	Girls				Boys			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
Teacher Report								
Social Skills	1310	16.4	18.2	1.7***	1362	14.8	16.6	1.8***
Total Behavior Problems	1310	5.6	5.2	-0.4*	1363	8.2	7.7	0.6**
Aggressive Behavior	1307	1.2	1.1	0.0	1362	1.9	1.8	-0.1
Hyperactive Behavior	1310	2.4	2.2	-0.2**	1363	3.7	3.3	-0.4***
Withdrawn Behavior	1307	1.4	1.3	0.0	1307	1.4	1.3	0.0
PLBS – Total [a]	1309	52.4	52.8	0.3	1309	52.4	52.8	0.3
PLBS – Attitude toward Learning [a]	1309	52.1	52.3	0.2	1309	52.1	52.3	0.2
PLBS – Competence Motivation [a]	1309	51.8	52.0	0.2	1363	49.2	49.6	0.4
PLBS – Attention/Persistence [a]	1309	52.6	53.4	0.8**	1363	48.3	49.5	1.2***
Parent Report								
Social Skills/Positive Approaches to Learning	1265	12.1	12.5	0.4***	1265	12.1	12.5	0.4***
Total Behavior Problems	1262	5.5	5.0	-0.5***	1335	6.1	5.8	-0.3**
Assessor Rating								
Leiter Cognitive/ Social Raw Score	1348	58.1	58.5	0.4	1400	51.3	52.9	1.6
Leiter Cognitive/ Social Standard Score [b]	1348	92.8	91.6	-1.3	1400	87.2	87.2	0.1
Attention	1348	20.6	20.9	0.3	1400	18.0	18.7	0.7
Organization/Impulse Control	1348	16.4	16.6	0.2	1401	14.3	14.9	0.6
Activity Level	1348	8.7	8.7	0.1	1401	7.6	7.7	0.2
Sociability	1348	12.4	12.3	-0.1	1401	11.4	11.6	0.2

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

Data in this table are only reported for children with valid scores in both fall 2006 and spring 2007.

[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. Scores are anchored to allow comparison with children's performance in fall 2006.

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

•Teachers report that both boys and girls demonstrate more social skills and fewer problem behaviors on average by the end of the program year. They also report boys and girls as demonstrating fewer hyperactive behaviors and greater attention and persistence with tasks in the spring.

•Similarly, parents report that boys and girls demonstrate more social skills and positive approaches to learning and fewer problem behaviors on average in the spring.

Table C.5a. Summary Statistics for Fall 2006 and Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures by Race/Ethnicity

	White				African-American, non-Hispanic				Hispanic/Latino				Other			
Scales	Number of cases	Fall 2006 Mean	Spring 2007 Mean	Fall-Spring Change Mean	Number of cases	Fall 2006 Mean	Spring 2007 Mean	Fall-Spring Change Mean	Number of cases	Fall 2006 Mean	Spring 2007 Mean	Fall-Spring Change Mean	Number of cases	Fall 2006 Mean	Spring 2007 Mean	Fall-Spring Change Mean
Teacher Report																
Social Skills	571	15.8	17.2	1.4***	863	15.4	17.1	1.7***	1010	15.7	17.9	2.2***	225	15.2	16.3	1.1**
Total Behavior Problems	571	7.3	7.3	-0.1	864	7.0	6.8	-0.3	1010	6.6	5.4	-1.1***	225	7.1	7.3	0.2
Aggressive Behavior	569	1.5	1.5	0.0	863	1.6	1.6	0.1	1009	1.6	1.3	-0.3***	225	1.4	1.7	0.3*
Hyperactive Behavior	571	3.1	3.0	-0.1	864	3.4	3.0	-0.3***	1010	2.8	2.4	-0.5***	225	2.9	3.0	0.1
Withdrawn Behavior	569	1.8	1.9	0.1	863	1.3	1.4	0.1	1009	1.4	1.3	-0.1	225	1.9	1.7	-0.2
PLBS – Total [a]	571	50.9	50.8	-0.1	863	49.9	50.3	0.5	1010	50.9	52.2	1.3**	225	49.8	49.3	-0.5
PLBS – Attitude toward Learning [a]	571	50.9	51.0	0.1	863	49.6	49.8	0.2	1010	50.7	52.1	1.4**	225	50.1	48.8	-1.2
PLBS – Competence Motivation [a]	571	51.0	50.7	-0.3	863	50.4	50.5	0.1	1010	50.6	51.4	0.9	225	49.1	49.3	0.2
PLBS – Attention/Persistence [a]	571	50.5	51.0	0.5	863	49.5	50.5	1.1***	1010	51.0	52.7	1.7***	225	50.6	50.0	-0.7
Parent Report																
Social Skills/Positive Approaches to Learning	524	11.7	12.0	0.3***	865	12.0	12.3	0.3***	993	11.9	12.3	0.5***	217	11.7	12.0	0.3
Total Behavior Problems	522	6.1	5.4	-0.7***	864	5.2	4.9	-0.3	992	6.3	6.0	-0.3*	216	5.3	4.9	-0.4
Assessor Rating																
Leiter Cognitive/ Social Raw Score	558	58.6	57.5	-1.2	905	53.0	55.4	2.4	1043	53.1	54.5	1.4	239	56.4	56.0	-0.4
Leiter Cognitive/ Social Standard Score [v]	558	92.8	90.7	-2.1	905	89.1	89.7	0.6	1043	88.4	88.2	-0.2	239	91.8	89.1	-2.7
Attention	558	21.1	20.7	-0.4	905	18.7	19.6	0.9	1043	18.5	19.2	0.7	239	20.0	20.0	0.0
Organization/Impulse Control	558	16.5	16.5	-0.1	906	14.9	15.7	0.8	1043	14.9	15.4	0.5	239	16.1	15.8	-0.4
Activity Level	558	8.5	8.1	-0.4	906	7.7	8.2	0.4	1043	8.2	8.3	0.2	239	8.3	8.2	-0.1
Sociability	558	12.6	12.3	-0.3	906	11.8	12.0	0.3	1043	11.5	11.6	0.1	239	12.0	12.1	0.1

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

Data in this table are only reported for children with valid scores in both fall 2006 and spring 2007.

[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. Scores are anchored to allow comparison with children's performance in fall 2006.

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

•Teachers report that all children demonstrate more social skills on average by the end of the program year. However, they only report Latino children as having fewer problem behaviors, fewer aggressive behaviors, more positive approaches to learning, and more positive attitudies toward learning in the spring. They also report African American and Latino children as demonstrating fewer hyperactive behaviors and greater attention and persistence with tasks in the spring. In contrast, teachers report that Other race children have more aggressive behaviors in the spring.

•Parents report that White, African American, and Latino children demonstrate more social skills and positive approaches to learning on average in the spring. They report that White and Latino children have fewer problem behaviors by the end of the program year.

Table C.6a. Summary Statistics for Fall 2006 and Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures by Number of Family Risks

	0 risks				1 risk				2 or more risks			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
Teacher Report												
Social Skills	410	15.8	17.7	1.9***	906	15.9	17.5	1.5***	1150	15.2	17.2	2.0***
Total Behavior Problems	411	6.5	5.8	-0.8*	907	6.5	6.0	-0.5*	1150	7.2	6.8	-0.4*
Aggressive Behavior	411	1.4	1.3	-0.2	906	1.5	1.5	0.0	1147	1.6	1.5	-0.1
Hyperactive Behavior	411	2.8	2.5	-0.3*	907	2.9	2.6	-0.3**	1150	3.2	2.9	-0.3***
Withdrawn Behavior	411	1.5	1.4	-0.2	906	1.4	1.4	-0.1	1147	1.5	1.6	0.1
PLBS – Total [a]	410	51.0	51.7	0.7	907	51.2	51.9	0.7	1150	49.9	50.4	0.4
PLBS – Attitude toward Learning [a]	410	50.6	51.8	1.2	907	50.8	51.1	0.3	1150	50.1	50.4	0.4
PLBS – Competence Motivation [a]	410	50.8	51.2	0.4	907	51.2	51.7	0.5	1150	50.0	50.1	0.1
PLBS – Attention/Persistence [a]	410	51.1	52.1	1.0	907	51.1	52.2	1.0**	1150	49.8	50.8	1.1***
Parent Report												
Social Skills/Positive Approaches to Learning	408	12.0	12.2	0.3*	905	12.0	12.3	0.3	1137	11.7	12.2	0.4***
Total Behavior Problems	408	5.2	4.8	-0.5*	902	5.5	5.2	-0.3**	1136	6.0	5.6	-0.4*
Assessor Rating												
Leiter Cognitive/ Social Raw Score	419	55.0	55.3	0.2	935	55.5	56.5	1.0	1178	54.1	55.5	1.4
Leiter Cognitive/ Social Standard Score [b]	419	90.7	89.1	-1.5	935	90.7	90.1	-0.6	1178	89.5	89.2	-0.3
Attention	419	19.4	20.0	0.6	935	19.8	20.0	0.2	1178	18.9	19.6	0.6
Organization/Impulse Control	419	15.6	15.6	-0.1	936	15.6	16.1	0.5	1178	15.1	15.7	0.5
Activity Level	419	7.9	8.0	0.0	936	8.2	8.3	0.1	1178	8.2	8.3	0.2
Sociability	419	12.1	11.8	-0.4	936	11.8	12.0	0.2	1178	11.9	12.0	0.1

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

Data in this table are only reported for children with valid scores in both fall 2006 and spring 2007.

[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. Scores are anchored to allow comparison with children's performance in fall 2006.

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

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.

•Regardless of number of family risks, teachers report that all children demonstrate more social skills and fewer problem behaviors on average by the end of the program year. They also report all children as demonstrating fewer hyperactive behaviors in the spring. Teachers only report children with one or more risks as having greater attention and persistence with tasks by spring.

•Parents report that children with no and 2 or more risks demonstrate more social skills and positive approaches to learning on average in the spring. They report that all groups have fewer problem behaviors by the end of the program year.

Table C.7a. Summary Statistics for Fall 2006 and Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures for Children with Teacher Reported Disabilities[a]

Scales	Number of cases	Fall 2006 Mean	Spring 2007 Mean	Fall-Spring Change Mean
Teacher Report				
Social Skills	363	12.9	15.0	2.1***
Total Behavior Problems	363	10.9	9.7	-1.1*
Aggressive Behavior	362	2.1	1.9	-0.2
Hyperactive Behavior	363	4.5	3.8	-0.6**
Withdrawn Behavior	362	2.4	2.3	-0.1
PLBS – Total [b]	363	45.7	46.9	1.3
PLBS – Attitude toward Learning [b]	363	46.4	48.4	2.0*
PLBS – Competence Motivation [b]	363	46.4	46.7	0.3
PLBS – Attention/Persistence [b]	363	45.4	47.3	1.9*
Parent Report				
Social Skills/Positive Approaches to Learning	339	11.1	11.9	0.7**
Total Behavior Problems	338	6.7	6.3	-0.4
Assessor Rating				
Leiter Cognitive/ Social Raw Score	346	44.1	47.4	3.4
Leiter Cognitive/ Social Standard Score [c]	346	81.5	83.2	1.7
Attention	346	15.1	16.5	1.4
Organization/Impulse Control	347	11.8	13.2	1.4*
Activity Level	347	6.5	6.8	0.3
Sociability	347	10.6	10.9	0.3

Source: Spring 2007 FACES Parent Interview, Teacher Interview, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007 All reported differences are statistically significant at the .05 level

*p<.05; **p<.01; ***p<.001.

[a] In this table, identification of child disability is based on spring 2007 teacher reports.

[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 as a wholeA 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.

Table C.13a. Summary Statistics for Fall 2006 and Spring 2007 FACES Child Height and Weight Data

Scales	Number of cases	Fall 2006 Mean	Spring 2007 Mean	Fall-Spring Change Mean
Height (in inches)	2700	39.9	41.4	1.5***
Weight (in pounds)	2659	37.8	40.5	2.7***
Body Mass Index (BMI)	2596	16.5	16.5	0.0
Percent of Children				
Child is Underweight	2577	3.2	2.7	-0.4
Child is Normal Weight	2577	62.8	62.3	-0.6
Child is Overweight	2577	17.8	18.6	0.8
Child is Obese	2577	16.3	16.4	0.2

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

Data in this table are only reported for children with valid estimates in both fall 2006 and spring 2007.

•On average, children grew just under 2 inches and gained more than 2 pounds during their first program year. There were no changes in their BMI between the beginning and end of the year.

Table C.14a. Summary Statistics for Fall 2006 and Spring 2007 FACES Child Height and Weight Data by Age

	3-year-olds[a]				4-year-olds[a]			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
Height (in inches)	1746	39.0	40.5	1.5***	953	41.5	42.9	1.4***
Weight (in pounds)	1724	36.1	38.7	2.7***	934	40.6	43.5	2.9***
Body Mass Index (BMI)	1686	16.5	16.5	0.0	909	16.5	16.5	0.0
Percent of Children								
Child is Underweight	1670	3.5	3.0	-0.5	907	2.6	2.2	-0.4
Child is Normal Weight	1670	63.4	63.5	0.1	907	61.8	60.1	-1.6
Child is Overweight	1670	17.7	17.4	-0.3	907	17.9	20.5	2.6
Child is Obese	1670	15.4	16.0	0.6	907	17.7	17.1	-0.6

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006.

Data in this table are only reported for children with valid estimates in both fall 2006 and spring 2007.

•On average, both 3- and 4-year-old children grew just under 2 inches and gained more than 2 pounds during their first program year. There were no changes in children's BMI between the beginning and end of the year.

Table C.15a. Summary Statistics for Fall 2006 and Spring 2007 FACES Child Height and Weight Data by Gender

	Girls				Boys			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
Height (in inches)	1328	39.8	41.2	1.4***	1372	40.1	41.6	1.5***
Weight (in pounds)	1315	37.1	39.9	2.8***	1344	38.4	41.2	2.7***
Body Mass Index (BMI)	1281	16.3	16.4	0.0	1315	16.6	16.6	0.0
Percent of Children								
Child is Underweight	1275	3.9	2.5	-1.4*	1302	2.4	2.9	0.5
Child is Normal Weight	1275	64.7	64.2	-0.5	1302	61.0	60.4	-0.6
Child is Overweight	1275	16.1	18.4	2.4	1302	19.5	18.7	-0.7
Child is Obese	1275	15.3	14.8	-0.5	1302	17.2	18.0	0.8

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

Data in this table are only reported for children with valid estimates in both fall 2006 and spring 2007.

•On average, both girls and grew just under 2 inches and gained more than 2 pounds during their first program year. There were no changes in children's BMI between the beginning and end of the year. However, a smaller percentage of girls met criteria for underweight status at the end of the first Head Start year.

Table C.16a. Summary Statistics for Fall 2006 and Spring 2007 FACES Child Height and Weight Data by Race/Ethnicity

	White				African-American, non-Hispanic				Hispanic/Latino				Other			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
Height (in inches)	544	39.9	41.1	1.2***	885	40.0	41.6	1.6***	1030	39.9	41.3	1.5***	238	40.0	41.5	1.4***
Weight (in pounds)	539	37.5	39.7	2.3***	876	37.5	40.6	3.0***	1012	38.2	41.1	2.9***	229	37.6	40.1	2.4***
Body Mass Index (BMI)	535	16.4	16.4	0.0	853	16.3	16.3	0.0	980	16.7	16.7	0.0	225	16.4	16.3	-0.1
Percent of Children																
Child is Underweight	531	2.4	1.7	-0.7	850	3.9	3.4	-0.6	977	2.7	1.1	-1.7*	216	3.8	9.9	6.0
Child is Normal Weight	531	64.5	66.0	1.5	850	67.0	65.8	-1.2	977	57.6	58.3	0.7	216	63.7	54.8	-8.9
Child is Overweight	531	18.6	18.0	-0.6	850	16.0	15.7	-0.3	977	19.4	22.0	2.6	216	15.9	17.3	1.4
Child is Obese	531	14.5	14.3	-0.2	850	13.0	15.2	2.1	977	20.2	18.7	-1.6	216	16.6	18.1	1.5

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

Data in this table are only reported for children with valid estimates in both fall 2006 and spring 2007.

•Regardless of race/ethnicity, on average all children grew just under 2 inches and gained more than 2 pounds during their first program year. On average, there were no changes in children's BMI between the beginning and end of the year. However, a smaller percentage of Latino children met criteria for underweight status at the end of the first Head Start year.

Table C.17a. Summary Statistics for Fall 2006 and Spring 2007 FACES Child Height and Weight Data by Number of Family Risks

	0 risks				1 risk				2 or more risks			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean	Number of cases	Mean	Mean	Mean
Height (in inches)	414	39.8	41.2	1.4***	913	40.1	41.5	1.5***	1160	39.9	41.3	1.4***
Weight (in pounds)	407	37.4	40.0	2.6***	902	38.1	40.9	2.8***	1138	37.6	40.4	2.7***
Body Mass Index (BMI)	397	16.4	16.3	0.0	880	16.5	16.5	0.0	1114	16.5	16.5	0.0
Percent of Children												
Child is Underweight	395	4.2	3.2	-1.0	872	3.3	2.2	-1.1	1109	2.9	3.1	0.2
Child is Normal Weight	395	64.5	62.7	-1.9	872	62.7	63.0	0.4	1109	62.6	61.8	-0.8
Child is Overweight	395	18.0	20.5	2.5	872	17.6	17.5	-0.1	1109	17.5	18.8	1.3
Child is Obese	395	13.3	13.6	0.3	872	16.5	17.2	0.8	1109	17.1	16.4	-0.7

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

Data in this table are only reported for children with valid estimates in both fall 2006 and spring 2007.

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.

•Regardless of number of family risks, on average all children grew just under 2 inches and gained more than 2 pounds during their first program year. On average, there were no changes in children's BMI between the beginning and end of the year.

Table C.18a. Child Health Status as Reported by Parents

	Percentage								
	Excellent/Very Good			Fair			Poor		
	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
All Children	77.4	78.1	0.6	16.5	16.6	0.0	6.0	5.4	-0.7
3-year-olds[a]	77.2	77.8	0.5	16.1	16.2	0.1	6.6	6.0	-0.6
4-year-olds[a]	77.8	78.6	0.8	17.2	17.2	-0.1	5.0	4.3	-0.8
Race									
White	84.1	86.0	1.9	12.4	10.7	-1.8	3.5	3.4	-0.1
African American, non-Hispanic	80.8	80.0	-0.8	13.5	14.8	1.3	5.7	5.2	-0.5
Hispanic/Latino	70.0	70.6	0.6	21.8	22.8	1.0	8.2	6.6	-1.6
Other	79.6	81.9	2.4	15.9	12.2	-3.7	4.6	5.9	1.4
Gender									
Female	80.3	80.7	0.5	13.7	14.4	0.7	6.0	4.9	-1.1
Male	74.8	75.6	0.8	19.2	18.6	-0.6	6.1	5.9	-0.2
Family Risk									
0	82.8	81.4	-1.4	15.4	15.7	0.3	1.8	2.9	1.1
1	81.7	78.3	-3.5*	14.4	16.9	2.5	3.9	4.9	1.0
2 or More	72.3	76.5	4.3*	18.4	17.1	-1.4	9.3	6.4	-2.9*

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

[a]Age as of September 1, 2006.

Data in this table are only reported for children with valid estimates in both fall 2006 and spring 2007.

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.

•At the end of the first program year, fewer children with 1 family risk were reported by their parents to be in excellent or very good health. In addition, more children with 2 or more family risks were reported as being in excellent or very good health and fewer were reported in poor health by the end of the program year.

RELATIONSHIPS BETWEEN QUALITY AND OUTCOMES, SPRING 2007

EXPLORING RELATIONSHIPS BETWEEN QUALITY AND CHILD OUTCOMES: ANALYTIC APPROACH

Correlates of Classroom Quality and Teacher Attitudes

We used two-level hierarchical linear models (HLM), with classrooms nested within programs, to examine the teacher and program characteristics associated with classroom quality and teacher attitudes. The use of HLM recognizes that teachers/classrooms in the same program are not independent of each other because of shared resource levels, policies, and program practices.

As measures of quality, we used the CLASS Instructional Support domain and one of its dimensions, the Language Modeling subscale, and the ECERS-R Teaching and Interactions and Provisions for Learning subscales. We also examined correlates of teacher attitudes, including the teacher's level of satisfaction with teaching as a career, and the teacher's developmentally appropriate practice attitudes (DAP attitudes), as these may be mediators that link education levels or professional development with quality of practice.

Program-level covariates in each of these analyses included program SES, percentage of English language learners, percentage of teachers using a consistent curriculum/assessment package, teacher turnover, and adjusted program mean salary. Covariates at the teacher/classroom level included teacher education, experience, reported depressive symptoms, frequency of mentoring, and perceived management support. The analyses of classroom quality also include DAP attitudes and teacher satisfaction with teaching as a career).

We calculated intraclass correlations (ICCs) to measure the proportion of the total variation in classroom quality or teacher attitudes that is associated with program-level characteristics. An ICC closer to 1.0 indicates that more of the variation is associated with program-level variation, with greater homogeneity of outcomes among classrooms within a program. An ICC closer to 0 indicates the reverse: that programs do not vary as much as do classrooms within those programs.

The ICCs indicate that program-level variation is relatively high for one measure of quality, ECERS-R Provisions for Learning at .62, but lower for the other quality and teacher attitude measures (ranging from .05 to .22). Since ECERS-R Provisions for Learning may be more influenced by program decisions about resources and materials to offer in classrooms rather than by individual teacher decisions, the relatively high proportion of variation across programs is reasonable. The ICC for teacher satisfaction was particularly low, at .05, suggesting that teacher satisfaction varies substantially within programs, and very little across programs. The ICCs for CLASS Language Modeling and Instructional Support were .17 and .12 respectively, and for ECERS-R Teaching and Interactions, the ICC was .21.

The measured teacher/classroom variables in the model explained 5 to 6 percent of the available within-program variation in quality (CLASS Instructional Support, Language Modeling, and ECERS-R Teaching and Interactions) and 2 to 5 percent of the between-program variation in quality. For ECERS-R Provisions for Learning, the teacher/classroom variables in the model explained 10 percent of the available within-program variation and 15 percent of the available between-program variation in quality.

Associations between Observed Quality and Children's Developmental Status

We used three-level HLM to examine the relationships between classroom quality and children's outcomes, controlling for child/family, teacher/classroom, and program characteristics. These analyses account for the clustering of children within classrooms and classrooms within programs because children in the same classroom and program share a common set of preschool experiences and thus their outcomes are not independent.

We estimated models of children's developmental status in the spring, controlling for their initial status measured in the fall. Outcomes include language and literacy (PPVT, Woodcock-Johnson [WJ] Letter-Word Identification), mathematics (WJ Applied Problems, ECLS-B mathematics), and social-emotional development (teacher ratings of children's social skills and behavior problems). The language, literacy, and mathematics outcomes were measured using equal-interval W-scores to facilitate interpretation of variation across scores. Then, all outcomes were z-scored so that the coefficients may be interpreted as the change in the child outcome in standard deviation units for each 1 point increase in the respective variable.

The child/family level covariates included child age, gender, race/ethnicity, household language, poverty ratio, maternal education, maternal depressive symptoms, fall score, and time interval between the fall and spring assessments. The teacher/classroom level covariates included the quality measures discussed previously (Instructional Support, Language Modeling, Teaching and Interactions), teacher education, full-day class, mean peer abilities, variation in peer abilities, and teacher DAP attitudes. The program level covariates included program socio-economic status (SES), percentage of English language learners, percentage of teachers using a consistent curriculum/assessment package, teacher turnover, and adjusted program mean salary.

We estimated a series of models in the analysis. In Model 1 we included child/family characteristics in level-1. In Model 2 we added classroom quality and teacher/classroom characteristics. In Model 3, we added program characteristics. In order to test whether there is a non-linear relationship between classroom quality and children's outcomes, we included both a linear and a quadratic term in the model and dropped the quadratic term if it was not significant.

We calculated ICCs at the teacher/classroom level and the program level to measure the proportion of the total variation in children's outcomes that is associated with teacher/classroom characteristics and program-level characteristics. An ICC closer to 1.0 indicates that more of the total variation is associated with that level. An ICC closer to 0 indicates the reverse: that the outcomes do not vary as much across that level relative to the other levels.

The variance in children's outcomes in the spring is predominantly associated with variation across children within classrooms and programs. The proportion of variance in children's cognitive outcomes associated with classroom-level variation within programs is 5 to 7 percent; and the proportion associated with variation across programs is 9 to 12 percent. The proportion of variance in children's social-emotional outcomes associated with classroom-level variation within programs is 18 to 23 percent and the proportion associated with variation across programs is 6 to 7 percent. The higher proportion of variation in social-emotional outcomes associated with the classroom level (as compared with cognitive outcomes) may partly reflect the fact that the social-emotional outcomes were reported by teachers, who may have different interpretations of children's behavior.

The proportion of the available variance in child outcomes at each level that was explained by variables in the model was highest for the child-level variables and lowest for the program-level variables. Models specified with only child/family characteristics explained 36 to 65 percent of the variance in the outcomes. When teacher/classroom characteristics were added to the models, an additional 1 to 7 percent of the variance was explained. Program characteristics in the models explained approximately 1 percent more of the variance for each of the outcomes (except for problem behaviors, for which the program-level variables explained 0.1 percent of the variance).

Table E.1. CLASS Instructional Support

	Model 1	Model 2
Teacher/classroom level		
Teacher education		
High school or less (referent)		
AA	-.158	-.138
BA	-.138	-.099
Teacher experience		
<=3 years (referent)		
4-10 years	-.013	-.004
11-12 years	-.151	-.132
>20	-.054	-.081
Depressive symptoms	-.047	-.048
Mentoring	.014	.020
Management support	.019	.009
DAP attitudes	.041	.042
Satisfaction	.078	.071
Program level		
Program SES		-.145
Percentage ELL		-.039
Percentage C/A package		.074
Teacher turnover		-.001
Salary		-.012

Table E.2. CLASS Language Modeling

	Model 1	Effect Sizes (ES)[a] from Model 1	Model 2	Effect Sizes (ES)[a] from Model 2
Teacher/classroom level				
Teacher education				
High school or less (referent)				
AA	-.146		-.124	
BA	-.137		-.094	
Teacher experience				
<=3 years (referent)				
4-10 years	.010		.010	
11-12 years	-.097		-.078	
>20	-.048		-.091	
Depressive symptoms	-.088		-.093*	-.119
Mentoring	.009		.015	
Management support	.014		.006	
DAP attitudes	.060*	.148	.059*	.148
Satisfaction	.085		.079	
Program level				
Program SES			-.149	
Percentage ELL			-.146	
Percentage C/A package			.059	
Teacher turnover			-.002	
Salary			-.016	

*p<.05.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.3. ECERS Teaching and Interactions

	Model 1	Effect Sizes (ES)[a] from Model 1	Model 2	Effect Sizes (ES)[a] from Model 2
Teacher/classroom level				
Teacher education				
High school or less (referent)				
AA	-.101		-.135	
BA	-.243		-.304	
Teacher experience				
<=3 years (referent)				
4-10 years	.089		.075	
11-12 years	.037		.026	
>20	.018		.054	
Depressive symptoms	.005		-.004	
Mentoring	.003		-.002	
Management support	.022		.032	
DAP attitudes	.030		.028	
Satisfaction	.247***	.174	.258***	.182
Program level				
Program SES			.493**	.171
Percentage ELL			-.141	
Percentage C/A package			.142	
Teacher turnover			.001	
Salary			.026	

*p<.05; **p<.01; ***p<.001.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.4. ECERS Provisions for Learning

	Model 1	Effect Sizes (ES)[a] from Model 1	Model 2	Effect Sizes (ES)[a] from Model 2
Teacher/classroom level				
Teacher education				
High school or less (referent)				
AA	.116		.137	
BA	-.037		-.018	
Teacher experience				
<=3 years (referent)				
4-10 years	.129		.120	
11-12 years	-.008		.002	
>20	-.164		-.164	
Depressive symptoms	.015		.008	
Mentoring	-.034		-.021	
Management support	.109		.104	
DAP attitudes	.070**	.157	.065**	.145
Satisfaction	.022		.022	
Program level				
Program SES			.846*	.363
Percentage ELL			-.208	
Percentage C/A package			.102	
Teacher turnover			-.002	
Salary			-.002	

*p<.05; **p<.01.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.5. Teacher satisfaction with teaching as a career

	Model 1	Effect Sizes (ES)[a] from Model 1	Model 2	Effect Sizes (ES)[a] from Model 2
Teacher/classroom level				
Teacher education				
High school or less (referent)				
AA	.242*	.370	.300*	.459
BA	.101		.165	
Teacher experience				
<=3 years (referent)				
4-10 years	-.201		-.179	
11-12 years	.039		.080	
>20	-.020		.003	
Depressive symptoms	-.029		-.032	
Mentoring	-.032		-.004	
Management support	.347***	.435	.330***	.413
DAP attitudes	.026		.021	
Program level				
Program SES			.024	
Percentage ELL			.140	
Percentage C/A package			.112	
Teacher turnover			.001	
Salary			-.017	

*p<.05; ***p<.001.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.6. Teacher DAP attitudes

	Model 1	Effect Sizes (ES)[a] from Model 1	Model 2	Effect Sizes (ES)[a] from Model 2
Teacher/classroom level				
Teacher education				
High school or less (referent)				
AA	.145		.275	
BA	.222		.307	
Teacher experience				
<=3 years (referent)				
4-10 years	.534		.506	
11-12 years	.859**	.512	.913**	.545
>20	1.549***	.924	1.481***	.883
Depressive symptoms	-.086		-.128	
Mentoring	-.161*	-.155	-.075	
Management support	.106		.104	
Teacher satisfaction	.028		.024	
Program level				
Program SES			.919**	.177
Percentage ELL			-.217	
Percentage C/A package			.351	
Teacher turnover			.000	
Salary			-.024	

*p<.05; **p<.01; ***p<.001.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.7. Association between PPVT and ECERS Teaching and Interactions

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.030***	.192	.028***	.178	.028***	.178
Gender (boy)	-.050		-.047		-.047	
Race/Ethnicity						
White (referent)						
Black	-.234***	-.234	-.212***	-.212	-.221***	-.221
Hispanic	-.176**	-.176	-.171**	-.171	-.184***	-.184
Asian	-.160		-.146		-.171	
Multiracial	-.060		-.060		-.066	
Other	-.287***	-.287	-.285**	-.285	-.274**	-.274
Household language	-.217***	-.217	-.224***	-.224	-.239***	-.239
Poverty ratio	.017		.017		.017	
Maternal education						
Less than high school (referent)						
High school/GED	.092*	.092	.092*	.092	.090*	.090
Some college	.163***	.163	.160***	.160	.158***	.158
BA	.243***	.243	.236**	.236	.232***	.232
Maternal depressive symptoms	.001		.001		.001	
PPVT score in the fall	.583***	.583	.588***	.588	.585***	.585
Assessment time interval	.021*	.058	.023**	.064	.021**	.061
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			.018		.037	
BA			.051		.057	
Fulltime class			-.056		-.058	
Peer abilities			.058		.064	
Variation of peer abilities			.284***	.101	.278***	.099
ECERS Teaching and Interactions			.050**	.045	.049**	.045
DAP attitudes			.016		.015	
Program level						
Program SES					.023	
Percentage ELL					.100	
Percentage C/A package					.109*	.040
Teacher turnover					.001	
Mean salary					.000	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.8. Association between PPVT and CLASS Instructional Support

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.030***	.192	.028***	.180	.028***	.180
Gender (boy)	-.050		-.048		-.047	
Race/Ethnicity						
White (referent)						
Black	-.234***	-.234	-.218***	-.218	-.226***	-.226
Hispanic	-.176**	-.176	-.172**	-.172	-.183***	-.183
Asian	-.160		-.164		-.187	
Multiracial	-.060		-.065		-.072	
Other	-.287***	-.287	-.278**	-.278	-.269**	-.269
Household language	-.217***	-.217	-.224***	-.224	-.239***	-.239
Poverty ratio	.017		.020		.017	
Maternal education						
Less than high school (referent)						
High school/GED	.092*	.092	.089*	.089	.088*	.088
Some college	.163***	.163	.161***	.161	.160***	.160
BA	.243***	.243	.235***	.235	.230***	.230
Maternal depressive symptoms	.001		.001		.001	
PPVT score in the fall	.583***	.583	.588***	.588	.584***	.584
Assessment time interval	.021*	.058	.023**	.064	.020**	.058
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			.026		.043	
BA			.056		.058	
Fulltime class			-.063		-.061	
Peer abilities			.061		.061	
Variation of peer abilities			.287***	.102	.281***	.100
Instructional Support			-.187		-.177	
Squared Instructional Support			.056*	.124	.054*	.120
DAP attitudes			.016		.015	
Program level						
Program SES					.053	
Percentage ELL					.081	
Percentage C/A package					.100	
Teacher turnover					.001	
Mean salary					.002	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.9. Association between PPVT and CLASS Language Modeling

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.030***	.192	.028***	.181	.028***	.182
Gender (boy)	-.050		-.048		-.048	
Race/Ethnicity						
White (referent)						
Black	-.234***	-.234	-.219***	-.219	-.227***	-.227
Hispanic	-.176**	-.176	-.171**	-.171	-.181***	-.181
Asian	-.160		-.160		-.182	
Multiracial	-.060		-.063		-.070	
Other	-.287***	-.287	-.277**	-.277	-.269**	-.269
Household language	-.217***	-.217	-.229***	-.229	-.243***	-.243
Poverty ratio	.017		.018		.018	
Maternal education						
Less than high school (referent)						
High school/GED	.092*	.092	.086*	.086	.085*	.085
Some college	.163***	.163	.160***	.160	.158***	.158
BA	.243***	.243	.235***	.235	.232***	.232
Maternal depressive symptoms	.001		.001		.001	
PPVT score in the fall	.583***	.583	.586***	.586	.583***	.583
Assessment time interval	.021*	.058	.022**	.061	.019**	.055
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			.029		.045	
BA			.062		.063	
Fulltime class			-.064		-.062	
Peer abilities			.060		.060	
Variation of peer abilities			.290***	.104	.284***	.101
Language Modeling			-.314**	-.197	-.307**	-.193
Squared Language Modeling			.076***	.219	.075***	.216
DAP attitudes			.017		.015	
Program level						
Program SES					.056	
Percentage ELL					.076	
Percentage C/A package					.100	
Teacher turnover					.001	
Mean salary					.002	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.10. Association between WJ Letter Word (LW) and ECERS Teaching and Interactions

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.028***	.183	.029***	.187	.028***	.184
Gender (boy)	-.174**	-.174	-.175**	-.175	-.173**	-.173
Race/Ethnicity						
White (referent)						
Black	.114		.111		.091	
Hispanic	-.054		-.059		-.088	
Asian	.231		.218		.198	
Multiracial	-.008		.007		.001	
Other	-.153		-.140		-.111	
Household language	.181**	.181	.180**	.180	.161*	.161
Poverty ratio	.026*	.039	.027*	.040	.029*	.044
Maternal education						
Less than high school (referent)						
High school/GED	.160*	.160	.148*	.148	.144*	.144
Some college	.165*	.165	.151*	.151	.155*	.155
BA	.119		.110		.111	
Maternal depressive symptoms	-.001		-.001		-.001	
LW score in the fall	.478***	.478	.468***	.468	.467***	.467
Assessment time interval	.032**	.090	.032**	.089	.028**	.079
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			-.001		-.002	
BA			.062		.051	
Fulltime class			.001		.011	
Peer abilities			-.091		-.087	
Variation of peer abilities			.436***	.163	.405***	.153
ECERS Teaching and Interactions			-.001		.003	
DAP attitudes			.034		.041	
Program level						
Program SES					-.192*	-.060
Percentage ELL					.099	
Percentage C/A package					-.036	
Teacher turnover					.001	
Mean salary					.002	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.11. Associations between WJ Letter Word (LW) and CLASS Instructional Support

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.028***	.183	.029***	.187	.028***	.184
Gender (boy)	-.174**	-.174	-.175**	-.175	-.173**	-.173
Race/Ethnicity						
White (referent)						
Black	.114		.112		.091	
Hispanic	-.054		-.058		-.087	
Asian	.231		.218		.198	
Multiracial	-.008		.007		.001	
Other	-.153		-.138		-.110	
Household language	.181**	.181	.180**	.180	.161*	.161
Poverty ratio	.026*	.039	.027*	.040	.029*	.043
Maternal education						
Less than high school (referent)						
High school/GED	.160*	.160	.148*	.148	.144*	.144
Some college	.165*	.165	.152*	.152	.155*	.155
BA	.119		.109		.111	
Maternal depressive symptoms	-.001		-.001		-.001	
LW score in the fall	.478***	.478	.468***	.468	.467***	.467
Assessment time interval	.032**	.090	.032**	.089	.028**	.079
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			.002		-.002	
BA			.064		.051	
Fulltime class			.000		.010	
Peer abilities			-.091		-.088	
Variation of peer abilities			.434***	.162	.404***	.152
CLASS Instructional Support			.012		.007	
DAP attitudes			.033		.040	
Program level						
Program SES					-.189*	-.060
Percentage ELL					.099	
Percentage C/A package					-.037	
Teacher turnover					.001	
Mean salary					.003	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.12. Associations between WJ Letter Word (LW) and CLASS Language Modeling

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.028***	.183	.029***	.187	.028***	.184
Gender (boy)	-.174**	-.174	-.175**	-.175	-.173**	-.173
Race/Ethnicity						
White (referent)						
Black	.114		.112		.092	
Hispanic	-.054		-.057		-.086	
Asian	.231		.220		.199	
Multiracial	-.008		.008		.001	
Other	-.153		-.137		-.110	
Household language	.181**	.181	.179**	.179	.161*	.161
Poverty ratio	.026*	.039	.027*	.040	.029*	.044
Maternal education						
Less than high school (referent)						
High school/GED	.160*	.160	.148*	.148	.144*	.144
Some college	.165*	.165	.151*	.151	.155*	.155
BA	.119		.110		.111	
Maternal depressive symptoms	-.001		-.001		.000	
LW score in the fall	.478***	.478	.468***	.468	.467***	.467
Assessment time interval	.032**	.090	.032**	.089	.028*	.079
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			.002		-.001	
BA			.064		.052	
Fulltime class			.000		.010	
Peer abilities			-.091		-.087	
Variation of peer abilities			.434***	.162	.405***	.152
CLASS Language Modeling			.012		.010	
DAP attitudes			.033		.040	
Program level						
Program SES					-.189*	-.060
Percentage ELL					.098	
Percentage C/A package					-.037	
Teacher turnover					.001	
Mean salary					.003	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.13. Associations between WJ Applied Problems (AP) and ECERS Teaching and Interactions

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.054***	.354	.053***	.344	.052***	.336
Gender (boy)	-.119*	-.119	-.122*	-.122	-.122*	-.122
Race/Ethnicity						
White (referent)						
Black	-.424***	-.424	-.408***	-.408	-.421***	-.421
Hispanic	-.380**	-.380	-.374**	-.374	-.414**	-.414
Asian	-.256		-.265		-.325	
Multiracial	-.019		-.023		-.041	
Other	-.420		-.423		-.407	
Household language	-.106		-.104		-.134	
Poverty ratio	.007		.006		.005	
Maternal education						
Less than high school (referent)						
High school/GED	.127*	.127	.129		.123	
Some college	.131**	.131	.135**	.135	.129**	.129
BA	.219**	.219	.219**	.219	.208**	.208
Maternal depressive symptoms	.002		.002		.002	
AP score in the fall	.196***	.196	.183***	.183	.183***	.183
Assessment time interval	.014		.017		.007	
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			.062		.078	
BA			.066		.057	
Fulltime class			-.050		-.032	
Peer abilities			.104*	.062	.117*	.068
Variation of peer abilities			.071		.069	
ECERS Teaching and Interactions			-.024		-.032	
DAP attitudes			.017		.020	
Program level						
Program SES					.072	
Percentage ELL					.219	
Percentage C/A package					.078	
Teacher turnover					.002**	.064
Mean salary					.007	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.14. Associations between WJ Applied Problems (AP) and CLASS Instructional Support

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.054***	.354	.053***	.347	.052***	.339
Gender (boy)	-.119*	-.119	-.121*	-.121	-.121*	-.121
Race/Ethnicity						
White (referent)						
Black	-.424***	-.424	-.411***	-.411	-.424***	-.424
Hispanic	-.380**	-.380	-.375**	-.375	-.412**	-.412
Asian	-.256		-.277		-.333	
Multiracial	-.019		-.022		-.039	
Other	-.420		-.434		-.413	
Household language	-.106		-.105		-.136	
Poverty ratio	.007		.006		.006	
Maternal education						
Less than high school (referent)						
High school/GED	.127*	.127	.130		.124	
Some college	.131**	.131	.135**	.135	.130**	.130
BA	.219**	.219	.218**	.218	.207**	.207
Maternal depressive symptoms	.002		.002		.002	
AP score in the fall	.196***	.196	.182***	.182	.183***	.183
Assessment time interval	.014		.016		.008	
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			.065		.085	
BA			.078		.073	
Fulltime class			-.035		-.021	
Peer abilities			.109*	.064	.122*	.071
Variation of peer abilities			.080		.079	
Instructional Support			-.295		-.268	
Squared Instructional Support			.055		.049	
DAP attitudes			.017		.020	
Program level						
Program SES					.046	
Percentage ELL					.198	
Percentage C/A package					.089	
Teacher turnover					.002**	.061
Mean salary					.006	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.15. Associations between WJ Applied Problems (AP) and CLASS Language Modeling

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.054***	.354	.053***	.347	.052***	.338
Gender (boy)	-.119*	-.119	-.123*	-.123	-.122*	-.122
Race/Ethnicity						
White (referent)						
Black	-.424***	-.424	-.416***	-.416	-.429***	-.429
Hispanic	-.380**	-.380	-.379**	-.379	-.416**	-.416
Asian	-.256		-.295		-.348	
Multiracial	-.019		-.025		-.041	
Other	-.420		-.439		-.419	
Household language	-.106		-.107		-.136	
Poverty ratio	.007		.006		.006	
Maternal education						
Less than high school (referent)						
High school/GED	.127*	.127	.127		.122	
Some college	.131**	.131	.133**	.133	.128**	.128
BA	.219**	.219	.207**	.207	.197*	.197
Maternal depressive symptoms	.002		.002		.002	
AP score in the fall	.196***	.196	.182***	.182	.183***	.183
Assessment time interval	.014		.015		.006	
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			.067		.086	
BA			.083		.075	
Fulltime class			-.036		-.022	
Peer abilities			.111*	.066	.125*	.072
Variation of peer abilities			.079		.078	
Language Modeling			-.339*	-.216	-.309*	-.197
Squared Language Modeling			.059*	.171	.053	
DAP attitudes			.020		.021	
Program level						
Program SES					.050	
Percentage ELL					.198	
Percentage C/A package					.090	
Teacher turnover					.002**	.059
Mean salary					.006	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.16. Association between ECLS-B Mathematics and ECERS Teaching and Interactions

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.029***	.189	.027***	.175	.027***	.174
Gender (boy)	-.092*	-.092	-.095*	-.095	-.093*	-.093
Race/Ethnicity						
White (referent)						
Black	-.203***	-.203	-.192***	-.192	-.206***	-.206
Hispanic	-.122		-.112		-.136	
Asian	.023		.018		-.010	
Multiracial	-.056		-.047		-.054	
Other	-.176		-.183		-.168	
Household language	.084		.071		.055	
Poverty ratio	-.002		-.002		-.002	
Maternal education						
Less than high school (referent)						
High school/GED	.032		.030		.024	
Some college	.096**	.096	.098**	.098	.097**	.097
BA	.198**	.198	.189**	.189	.182**	.182
Maternal depressive symptoms	.004		.004		.004	
Math score in the fall	.584***	.584	.573***	.573	.571***	.571
Assessment time interval	.017		.017*	.048	.016*	.045
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			.091		.105*	.105
BA			.085		.085	
Fulltime class			.010		-.001	
Peer abilities			.103***	.051	.098**	.049
Variation of peer abilities			.005		.009	
ECERS Teaching and Interactions			-.166		-.150	
Squared ECERS			.024*	.173	.022	
DAP attitudes			.006		.006	
Program level						
Program SES					-.032	
Percentage ELL					.094	
Percentage C/A package					.056	
Teacher turnover					.001	
Mean salary					.000	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.17. Association between ECLS-B Mathematics and CLASS Instructional Support

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.029***	.189	.027***	.175	.026***	.174
Gender (boy)	-.092*	-.092	-.096*		-.094*	
Race/Ethnicity						
White (referent)						
Black	-.203***	-.203	-.192***	-.192	-.206***	-.206
Hispanic	-.122		-.112		-.138	
Asian	.023		.014		-.017	
Multiracial	-.056		-.050		-.056	
Other	-.176		-.180		-.165	
Household language	.084		.081		.062	
Poverty ratio	-.002		-.003		-.002	
Maternal education						
Less than high school (referent)						
High school/GED	.032		.031		.024	
Some college	.096**	.096	.099**	.099	.097**	.097
BA	.198**	.198	.187**	.187	.180**	.180
Maternal depressive symptoms	.004		.004		.004	
Math score in the fall	.584***	.584	.573***	.573	.571***	.571
Assessment time interval	.017		.019*	.019	.017*	.017
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			.094		.109*	
BA			.080		.080	
Fulltime class			-.005		-.014	
Peer abilities			.099**	.049	.094**	.046
Variation of peer abilities			.007		.011	
CLASS Instructional Support			.053		.052	
DAP attitudes			.005		.005	
Program level						
Program SES					-.021	
Percentage ELL					.103	
Percentage C/A package					.054	
Teacher turnover					.001*	.043
Mean salary					.000	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.18. Association between ECLS-B Mathematics and CLASS Language Modeling

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.029***	.189	.027***	.178	.027***	.177
Gender (boy)	-.092*	-.092	-.096*	-.096	-.094*	-.094
Race/Ethnicity						
White (referent)						
Black	-.203***	-.203	-.194***	-.194	-.208***	-.208
Hispanic	-.122		-.112		-.135	
Asian	.023		.008		-.020	
Multiracial	-.056		-.048		-.055	
Other	-.176		-.183		-.167	
Household language	.084		.077		.060	
Poverty ratio	-.002		-.002		-.001	
Maternal education						
Less than high school (referent)						
High school/GED	.032		.027		.022	
Some college	.096**	.096	.098**	.098	.096**	.096
BA	.198**	.198	.187**	.187	.180**	.180
Maternal depressive symptoms	.004		.004		.004	
Math score in the fall	.584***	.584	.572***	.572	.571***	.571
Assessment time interval	.017		.018*	.050	.017*	.047
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			.098		.112*	.112
BA			.087		.086	
Fulltime class			.002		-.008	
Peer abilities			.104***	.051	.098**	.098
Variation of peer abilities			.009		.013	
Language Modeling			-.174		-.155	
Squared Language Modeling			.043		.039	
DAP attitudes			.005		.005	
Program level						
Program SES					-.024	
Percentage ELL					.091	
Percentage C/A package					.056	
Teacher turnover					.001	
Mean salary					.001	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model. NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.19. Association between Social Skills and ECERS Teaching and Interactions (covariate-adjusted models)

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.019***	.119	.018***	.118	.018***	.118
Gender (boy)	-.164***	-.164	-.175***	-.175	-.174***	-.174
Race/Ethnicity						
White (referent)						
Black	.048		.081		.074	
Hispanic	.043		.065		.059	
Asian	.022		-.084		-.080	
Multiracial	.155		.152		.145	
Other	-.109		-.094		-.112	
Household language	.105		.111		.111	
Poverty ratio	.009		.006		.006	
Maternal education						
Less than high school (referent)						
High school/GED	.010		.016		.014	
Some college	.026		.035		.033	
BA	-.103		-.099		-.100	
Maternal depressive symptoms	.002		.002		.002	
SSRS score in the fall	.504***	.504	.487***	.487	.487***	.487
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			-.257**	-.257	-.300**	-.300
BA			-.207**	-.207	-.241**	-.241
Fulltime class			-.082		-.070	
Peer social skills			.160*	.095	.166*	.099
Variation of peer social skills			-.077		-.086	
Peer abilities (PPVT)			.071		.063	
Variation of peer abilities			.252		.242*	.084
Teaching and Interactions			-.019		-.028	
DAP attitudes			.079*	.133	.082*	.138
Program level						
Program SES					.013	
Percentage ELL					-.069	
Percentage C/A package					-.166	
Teacher turnover					.001	
Mean salary					.008	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.20. Association between Social Skills and CLASS Instructional Support (covariate-adjusted models)

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.019***	.119	.018***	.116	.018***	.115
Gender (boy)	-.164***	-.164	-.174***	-.174	-.173***	-.173
Race/Ethnicity						
White (referent)						
Black	.048		.086		.080	
Hispanic	.043		.073		.068	
Asian	.022		-.079		-.075	
Multiracial	.155		.152		.144	
Other	-.109		-.086		-.103	
Household language	.105		.110		.109	
Poverty ratio	.009		.006		.006	
Maternal education						
Less than high school (referent)						
High school/GED	.010		.016		.014	
Some college	.026		.036		.035	
BA	-.103		-.101		-.103	
Maternal depressive symptoms	.002		.002		.002	
SSRS score in the fall	.504***	.504	.487***	.487	.487***	.487
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			-.248**	-.248	-.290**	-.290
BA			-.198**	-.198	-.230**	-.230
Fulltime class			-.082		-.068	
Peer social skills			.162*	.097	.169*	.101
Variation of peer social skills			-.091		-.101	
Peer abilities (PPVT)			.067		.059	
Variation of peer abilities			.233		.221	
CLASS Instructional Support			.097		.105	
DAP attitudes			.075*	.126	.078*	.130
Program level						
Program SES					.010	
Percentage ELL					-.069	
Percentage C/A package					-.171	
Teacher turnover					.001	
Mean salary					.008	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model. NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.21. Association between Social Skills and CLASS Language Modeling (covariate-adjusted models)

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	.019***	.119	.018***	.117	.018***	.117
Gender (boy)	-.164***	-.164	-.174***	-.174	-.175***	-.175
Race/Ethnicity						
White (referent)						
Black	.048		.086		.085	
Hispanic	.043		.072		.071	
Asian	.022		-.077		-.073	
Multiracial	.155		.153		.147	
Other	-.109		-.089		-.102	
Household language	.105		.110		.109	
Poverty ratio	.009		.006		.006	
Maternal education						
Less than high school (referent)						
High school/GED	.010		.016		.015	
Some college	.026		.035		.034	
BA	-.103		-.098		-.099	
Maternal depressive symptoms	.002		.002		.002	
SSRS score in the fall	.504***	.504	.487***	.487	.487***	.487
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			-.252**	-.252	-.293**	-.293
BA			-.201**	-.201	-.238**	-.238
Fulltime class			-.079		-.070	
Peer social skills			.159*	.095	.178*	.106
Variation of peer social skills			-.091		-.086	
Peer abilities (PPVT)			.070		.065	
Variation of peer abilities			.244		.255*	.089
CLASS Language Modeling			.049		.047	
DAP attitudes			.076*	.127	.081*	.135
Program level						
Program SES					-.005	
Percentage ELL					-.070	
Percentage C/A package					-.152	
Teacher turnover					.000	
Mean salary					.008	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model. NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.22. Association between Problem Behaviors and ECERS Teaching and Interactions (covariate-adjusted models)

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	-.006		-.005		-.005	
Gender (boy)	.182***	.182	.182***	.182	.182***	.182
Race/Ethnicity						
White (referent)						
Black	-.019		-.036		-.041	
Hispanic	.039		.041		.037	
Asian	-.156		-.059		-.067	
Multiracial	-.145*	-.145	-.146*	-.146	-.147*	-.147
Other	-.063		-.067		-.051	
Household language	-.264*	-.264	-.273*	-.273	-.276*	-.276
Poverty ratio	.000		.001		.001	
Maternal education						
Less than high school (referent)						
High school/GED	-.043		-.035		-.037	
Some college	.044		.066		.066	
BA	.077		.101		.099	
Maternal depressive symptoms	.000		.000		.000	
Problem Behaviors score in the fall	.612***	.612	.604***	.604	.604***	.604
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			.077		.085	
BA			.044		.039	
Fulltime class			.043		.039	
Peer social skills			-.140*	-.084	-.142*	-.085
Variation of peer social skills			.130		.132	
Peer abilities (PPVT)			.002		.009	
Variation of peer abilities			-.130		-.141	
ECERS Teaching and Interactions			-.012		-.011	
DAP attitudes			-.035		-.034	
Program level						
Program SES					-.064	
Percentage ELL					-.010	
Percentage C/A package					.047	
Teacher turnover					.000	
Mean salary					.002	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.23. Problem Behaviors and CLASS Instructional Support (covariate-adjusted models)

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	-.006		-.005		-.005	
Gender (boy)	.182***	.182	.180***	.180	.181***	.181
Race/Ethnicity						
White (referent)						
Black	-.019		-.037		-.041	
Hispanic	.039		.037		.033	
Asian	-.156		-.060		-.068	
Multiracial	-.145*	-.145	-.144*	-.144	-.145*	-.145
Other	-.063		-.075		-.057	
Household language	-.264*	-.264	-.272*	-.272	-.274*	-.274
Poverty ratio	.000		.000		.001	
Maternal education						
Less than high school (referent)						
High school/GED	-.043		-.035		-.037	
Some college	.044		.065		.065	
BA	.077		.103		.102	
Maternal depressive symptoms	.000		.000		.000	
Problem Behaviors score in the fall	.612***	.612	.604***	.604	.604***	.604
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			.071		.083	
BA			.038		.037	
Fulltime class			.047		.041	
Peer social skills			-.145**	-.086	-.147*	-.088
Variation of peer social skills			.142		.143	
Peer abilities (PPVT)			.006		.013	
Variation of peer abilities			-.116		-.126	
CLASS Instructional Support			-.076		-.079	
DAP attitudes			-.033		-.032	
Program level						
Program SES					-.076	
Percentage ELL					.000	
Percentage C/A package					.060	
Teacher turnover					.000	
Mean salary					.000	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

Table E.24. Association between Problem Behaviors and CLASS Language Modeling (covariate-adjusted models)

	Model 1	ES[a] from Model 1	Model 2	ES[a] from Model 2	Model 3	ES[a] from Model 3
Child level						
Age	-.006		-.005		-.005	
Gender (boy)	.182***	.182	.181***	.181	.181***	.181
Race/Ethnicity						
White (referent)						
Black	-.019		-.038		-.042	
Hispanic	.039		.037		.033	
Asian	-.156		-.063		-.071	
Multiracial	-.145*	-.145	-.146*	-.146	-.147*	-.147
Other	-.063		-.074		-.056	
Household language	-.264*	-.264	-.272*	-.272	-.274*	-.274
Poverty ratio	.000		.000		.001	
Maternal education						
Less than high school (referent)						
High school/GED	-.043		-.035		-.036	
Some college	.044		.065		.066	
BA	.077		.100		.099	
Maternal depressive symptoms	.000		.000		.000	
Problem Behaviors score in the fall	.612***	.612	.604***	.604	.604***	.604
Teacher/classroom level						
Teacher education						
High school or less (referent)						
AA			.074		.085	
BA			.040		.039	
Fulltime class			.045		.039	
Peer social skills			-.142*	-.085	-.144*	-.086
Variation of peer social skills			.143		.145	
Peer abilities (PPVT)			.003		.010	
Variation of peer abilities			-.124		-.133	
CLASS Language Modeling			-.046		-.048	
DAP attitudes			-.034		-.033	
Program level						
Program SES					-.074	
Percentage ELL					-.010	
Percentage C/A package					.056	
Teacher turnover					.000	
Mean salary					.001	

*p<.05; **p<.01; ***p<.001.

Note. ES=Effect size.

[a] Of significant predictors in the model.

NOTE: The effect size shows the standardized mean difference in the dependent variable between two groups for a binary independent variable, or the standardized association between a continuous independent variable and the dependent variable (that is, one standard deviation change in the independent variable is related to some percentage of a standard deviation change in the dependent variable).

CHILD OUTCOMES, STANDARD DEVIATIONS AND STANDARD ERRORS

Table F.1. Standard Deviations for Fall and Spring FACES Child Assessment Standardized Score Data For Children Taking the Assessment in English

		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SD	SD	SD
PPVT-4 Standard Score	2266	14.40	13.57	11.00
TVIP Standard Score	212	15.02	15.65	16.25
WJ3: Letter Word Identification Standard Score	2101	17.17	16.79	17.22
WJ3: Spelling Standard Score	2223	15.96	14.92	18.84
WJ3: Applied Problems Standard Score	2018	17.51	14.21	18.28
ECLS-B Math IRT Score	2334	2.85	3.19	2.01
ECLS-B Number/Shape Proficiency Probability Score	2334	0.28	0.33	0.23
Combined ECLS-B/WJ3 Applied Problems IRT Score	2334	6.71	7.17	4.67
Story and Print Concepts IRT Scale Score	1941	2.38	2.41	2.45
PPVT-4 W Score	2266	17.21	16.27	11.86
WJ3: Letter Word Identification W Ability Score	2101	21.37	25.76	22.16
WJ3: Spelling W Ability Score	2223	29.22	31.34	34.37
WJ3: Applied Problems W Ability Score	2018	25.07	22.01	26.36

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table F.2. Standard Deviations for Fall and Spring FACES Child Standardized Score Data by Age For Children Taking the Assessment in English

	3-year-olds[a]				4-year-olds[a]			
Scales	Number of cases	Fall 2006 SD	Spring 2007 SD	Fall-Spring Change SD	Number of cases	Fall 2006 SD	Spring 2007 SD	Fall-Spring Change SD
PPVT-4 Standard Score	1400	13.37	13.41	10.70	851	15.68	13.79	11.20
TVIP Standard Score	96	12.47	14.68	16.61	113	16.38	16.08	15.97
WJ3: Letter Word Identification Standard Score	1252	18.85	18.16	19.82	834	14.41	14.05	12.69
WJ3: Spelling Standard Score	1351	15.50	14.68	18.53	857	15.24	15.24	18.35
WJ3: Applied Problems Standard Score	1184	17.46	14.67	19.06	819	16.51	13.12	17.01
ECLS-B Math IRT Score	1451	2.30	2.80	1.96	868	2.91	2.95	2.09
ECLS-B Number/Shape Proficiency Probability Score	1451	0.21	0.30	0.22	868	0.31	0.30	0.25
Combined ECLS-B/WJ3 Applied Problems IRT Score	1451	5.56	6.45	4.65	868	6.63	6.41	4.69
Story and Print Concepts IRT Scale Score	1194	2.13	2.19	2.52	735	2.32	2.23	2.33
PPVT-4 W Score	1400	15.23	14.64	11.64	851	17.32	15.45	12.18
WJ3: Letter Word Identification W Ability Score	1252	19.08	24.46	22.68	834	22.51	25.89	21.43
WJ3: Spelling W Ability Score	1351	28.38	28.89	33.79	857	28.44	28.09	33.90
WJ3: Applied Problems W Ability Score	1184	24.40	21.73	27.04	819	24.51	19.38	25.27

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

Table F.3. Standard Deviations for Fall and Spring FACES Child Assessment Standardized Score Data For Children Taking the Assessment in Spanish

		Fall 2007	Spring 2007	Fall-Spring Change
Scales	Number of cases	SD	SD	SD
PPVT-4 Standard Score	25	10.36	10.52	9.84
TVIP Standard Score	132	10.02	11.98	10.35
WM3: Letter Word Identification Standard Score	49	10.03	12.07	14.32
WM3: Spelling Standard Score	131	10.66	12.11	12.73
WM3: Applied Problems Standard Score	95	13.60	14.98	15.65
Story and Print Concepts IRT Scale Score	94	2.06	1.97	2.66
PPVT-4 W Score	25	6.56	10.3	10.07
WM3: Letter Word Identification W Ability Score	49	11.28	18.17	18.64
WM3: Spelling W Ability Score	131	22.74	24.03	24.19
WM3: Applied Problems W Ability Score	95	20.17	22.91	23.05

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table F.4. Standard Deviations for Fall and Spring FACES Child Assessment Standardized Score Data by Age For Children Taking the Assessment in Spanish

	3-year-olds[a]				4-year-olds[a]			
Scales	Number of cases	Fall 2006 SD	Spring 2007 SD	Fall-Spring Change SD	Number of cases	Fall 2006 SD	Spring 2007 SD	Fall-Spring Change SD
PPVT-4 Standard Score	16	7.27	10.85	9.29	9	7.11	7.98	8.61
TVIP Standard Score	100	9.02	11.86	10.33	32	9.21	10.74	9.95
WM3: Letter Word Identification Standard Score	28	11.42	12.47	16.45	21	6.98	10.65	9.79
WM3: Spelling Standard Score	99	10.29	10.64	12.72	32	10.94	14.59	12.46
WM3: Applied Problems Standard Score	72	12.59	14.2	15.18	23	12.81	17.33	16.25
Story and Print Concepts IRT Scale Score	70	2.08	1.77	2.45	24	1.91	2.44	3.17
PPVT-4 W Score	16	5.96	10.39	10.19	9	7.42	9.28	9.39
WM3: Letter Word Identification W Ability Score	28	11.7	16.82	19.58	21	10.52	19.99	16.96
WM3: Spelling W Ability Score	99	21.01	21.75	24.08	32	20.21	28.63	23.28
WM3: Applied Problems W Ability Score	72	19.68	21.04	22.35	23	22.01	27.3	24.41

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

Table F.5. Standard Deviations for Fall and Spring FACES Child Assessment Standardized Score Data by Gender For Children Taking the Assessment in English or Spanish

	Girls				Boys			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SD	SD	SD	Number of cases	SD	SD	SD
PPVT-4 Standard Score	1187	15.27	14.20	11.24	1230	14.81	13.72	10.82
TVIP Standard Score	269	13.04	14.28	14.88	245	13.08	13.70	14.36
WJ3: Letter Word Identification Standard Score	1041	16.94	16.71	16.97	1060	17.28	16.62	17.44
WJ3: Spelling Standard Score	1101	15.76	14.22	18.46	1122	16.05	15.00	19.04
WJ3: Applied Problems Standard Score	1006	16.74	13.85	18.07	1012	18.21	14.44	18.48
ECLS-B Math IRT Score	1140	2.83	3.10	1.99	1194	2.86	3.26	2.04
ECLS-B Number/Shape Proficiency Probability Score	1140	0.29	0.33	0.23	1194	0.28	0.34	0.23
Combined ECLS-B/WJ3 Applied Problems IRT Score	1140	6.63	6.94	4.59	1194	6.74	7.35	4.74
Story and Print Concepts IRT Scale Score	1091	2.31	2.38	2.49	1082	2.40	2.39	2.44
WM: Letter Word Identification Standard Score	29	7.22	12.74	14.91	20	13.16	10.37	12.78
WM: Spelling Standard Score	76	10.30	12.72	14.20	55	9.94	10.60	10.50
WM: Applied Problems Standard Score	61	13.95	14.93	16.48	34	12.53	14.10	13.86
PPVT-4 W Ability Score	1187	17.62	16.46	11.91	1230	17.88	16.74	11.87
WJ: Letter Word Identification W Ability Score	1041	21.23	25.27	21.85	1060	21.45	26.05	22.42
WJ: Spelling W Ability Score	1101	28.53	29.87	33.42	1122	29.81	32.05	35.00
WJ: Applied Problems W Ability Score	1006	24.09	21.51	25.96	1012	25.99	22.44	26.74
WM: Letter Word Identification W Ability Score	29	8.50	18.28	19.43	20	14.48	17.20	16.59
WM: Spelling W Ability Score	76	21.71	25.55	26.63	55	22.90	21.09	20.63
WM: Applied Problems W Ability Score	61	20.87	22.67	24.28	34	18.34	22.05	20.33

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table F.6. Standard Deviations for Fall and Spring FACES Child Assessment Standardized Score Data by Race/Ethnicity For Children Taking the Assessment in English

	White				African American, non-Hispanic				Hispanic/Latino				Other			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SD	SD	SD	Number of cases	SD	SD	SD	Number of cases	SD	SD	SD	Number of cases	SD	SD	SD
PPVT-4 Standard Score	534	13.99	13.04	12.00	863	12.66	12.43	9.80	638	14.47	12.89	11.01	213	13.72	12.97	12.32
WJ3: Letter Word Identification Standard Score	504	16.88	16.40	17.55	786	18.56	17.39	18.20	593	14.95	15.86	15.90	200	17.26	16.64	15.04
WJ3: Spelling Standard Score	521	16.32	15.98	18.53	835	15.24	14.11	17.40	633	15.78	14.78	19.95	217	17.77	15.08	21.36
WJ3: Applied Problems Standard Score	501	18.73	13.94	19.20	742	16.17	13.81	17.26	564	16.67	13.81	18.17	193	19.09	13.91	19.44
ECLS-B Math IRT Score	542	3.11	3.42	1.98	885	2.65	2.94	1.94	664	2.48	2.95	2.15	225	3.21	3.33	1.93
ECLS-B Number/Shape Proficiency Probability Score	542	0.32	0.34	0.23	885	0.26	0.32	0.22	664	0.25	0.32	0.24	225	0.32	0.34	0.22
Combined ECLS-B/WJ3 Applied Problems IRT Score	542	7.16	7.55	4.51	885	6.29	6.72	4.56	664	5.95	6.65	4.99	225	7.46	7.44	4.42
Story and Print Concepts IRT Scale Score	437	2.24	2.53	2.36	788	2.37	2.34	2.43	527	2.35	2.17	2.54	177	2.31	2.27	2.41
PPVT-4 W Score	534	16.58	15.49	12.68	863	15.76	15.30	10.76	638	16.54	15.14	11.98	213	16.86	15.93	13.12
WJ3: Letter Word Identification W Ability Score	504	20.73	25.78	22.15	786	22.16	25.43	22.38	593	19.65	25.66	22.48	200	23.51	26.95	19.55
WJ3: Spelling W Ability Score	521	29.63	31.89	34.14	835	27.83	29.72	31.81	633	29.08	32.10	36.40	217	31.57	31.57	38.10
WJ3: Applied Problems W Ability Score	501	25.80	21.77	27.31	742	23.75	21.32	25.11	564	23.68	21.21	26.70	193	26.90	20.72	27.10

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table F.7. Standard Deviations for Fall and Spring FACES Child Assessment Standardized Score Data by Number of Family Risks For Children Taking the Assessment in English or Spanish

	0 risks				1 risk				2 or more risks			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SD	SD	SD	Number of cases	SD	SD	SD	Number of cases	SD	SD	SD
PPVT-4 Standard Score	374	14.26	14.29	11.78	823	15.44	13.87	10.79	1010	14.59	13.44	10.77
TVIP Standard Score	60	12.77	16.65	19.67	162	13.57	13.41	14.50	265	13.09	13.96	13.45
WJ3: Letter Word Identification Standard Score	342	18.56	17.91	19.04	722	16.98	16.37	16.01	851	16.29	16.67	17.56
WJ3: Spelling Standard Score	347	16.07	14.95	18.00	767	15.68	14.89	18.49	913	16.35	14.66	19.29
WJ3: Applied Problems Standard Score	322	18.12	14.08	18.73	703	17.61	15.02	18.33	812	17.53	13.58	18.25
WM: Letter Word Identification Standard Score	8	10.97	11.87	10.65	15	8.17	12.57	16.74	22	10.38	11.94	14.38
WM: Spelling Standard Score	19	11.65	12.50	15.08	41	9.97	11.06	11.77	64	9.20	11.59	12.39
WM: Applied Problems Standard Score	16	13.87	17.65	13.22	33	13.10	14.87	15.84	42	13.27	14.28	15.56
PPVT-4 W Ability Score	374	16.62	16.60	12.39	823	17.70	16.22	11.47	1010	17.68	16.38	11.89
WJ: Letter Word Identification W Ability Score	342	20.42	26.88	23.42	722	22.27	25.58	20.74	851	20.21	25.14	23.09
WJ: Spelling W Ability Score	347	29.80	31.66	32.87	767	28.79	31.03	33.51	913	29.23	30.59	35.29
WJ: Applied Problems W Ability Score	322	26.88	22.20	26.98	703	25.14	23.37	26.18	812	24.43	21.01	26.44
WM: Letter Word Identification W Ability Score	8	12.37	17.54	16.16	15	9.23	19.36	21.34	22	10.59	17.52	18.43
WM: Spelling W Ability Score	19	21.90	27.60	28.40	41	22.49	23.84	21.16	64	21.20	21.91	24.35
WM: Applied Problems W Ability Score	16	22.18	24.39	19.38	33	19.37	24.31	22.53	42	18.61	19.69	23.58
Story and Print Concepts IRT Scale Score	326	2.19	2.55	2.54	748	2.43	2.33	2.39	914	2.31	2.32	2.48
ECLS-B Math IRT Score	368	2.83	3.26	2.11	802	3.00	3.35	2.07	954	2.65	2.99	1.94
ECLS-B Number/Shape Proficiency Probability Score	368	6.65	7.29	4.85	802	6.99	7.48	4.78	954	6.30	6.79	4.52
Combined ECLS-B/WJ3 Applied Problems IRT Score	368	0.29	0.34	0.25	802	0.30	0.34	0.23	954	0.26	0.33	0.23

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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.

Table F.13. Standard Deviations for Fall and Spring FACES TVIP Standard Scores

		Fall 2006	Spring 2007	Fall-Spring Change
TVIP Standard Score	Number of cases	SD	SD	SD
Assesment in both English and Spanish	514	13.07	14.01	14.63
Assesment in English	212	15.02	15.65	16.25
Assesment in Spanish	132	10.02	11.98	10.35

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table F.8. Standard Errors for Fall and Spring FACES Parent and Teacher Child Report Data Selected Measures

		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE
Child Literacy Behaviors (Teacher Report)	2546	0.10	0.09	0.08
Emergent Literacy Scale (Parent Report)	2497	0.06	0.07	0.04

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007.

Table F.9. Standard Errors for Fall and Spring FACES Parent and Teacher Child Report Data Selected Measures by Age

	3-year-olds[a]				4-year-olds[a]			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE
Child Literacy Behaviors (Teacher Report)	1652	0.11	0.10	0.10	894	0.11	0.08	0.11
Emergent Literacy Scale (Parent Report)	1606	0.05	0.08	0.05	891	0.07	0.05	0.06

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006

Table F.10. Standard Errors for Fall and Spring FACES Parent and Teacher Child Report Data Selected Measures by Gender

	Girls				Boys			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE
Child Literacy Behaviors (Teacher Report)	1246	0.10	0.08	0.09	1300	0.11	0.11	0.09
Emergent Literacy Scale (Parent Report)	1212	0.05	0.06	0.05	1285	0.08	0.09	0.05

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007.

Table F.11. Standard Errors for Fall and Spring FACES Parent and Teacher Child Report Data Selected Measures by Race/Ethnicity

	White				African-American, Non-Hispanic				Hispanic				Other			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE
Child Literacy Behaviors (Teacher Report)	533	0.13	0.15	0.16	822	0.13	0.12	0.11	978	0.15	0.13	0.13	210	0.21	0.17	0.19
Emergent Literacy Scale (Parent Report)	494	0.14	0.16	0.05	826	0.07	0.06	0.06	967	0.09	0.12	0.07	207	0.18	0.20	0.13

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007.

Table F.12. Standard Errors for Fall and Spring FACES Parent and Teacher Child Report Data Selected Measures by Number of Family Risks

	0 risks				1 risk				2 or more risks			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE
Child Literacy Behaviors (Teacher Report)	396	0.16	0.17	0.15	863	0.11	0.11	0.09	1092	0.11	0.10	0.08
Emergent Literacy Scale (Parent Report)	398	0.13	0.14	0.07	867	0.08	0.07	0.05	1086	0.06	0.08	0.05

Source: Fall 2006 and Spring 2007 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 and who were still enrolled in spring 2007.

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.

Table F.14. Summary Statistics for FACES Child Assessment Standardized Score Data For Children with Teacher Reported Disabilities[a] Taking the Assessment in English in Fall and Spring

		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SD	SD	SD
PPVT-4 Standard Score	261	14.88	13.54	12.04
TVIP Standard Score	19	10.85	12.60	10.34
WJ3: Letter Word Identification Standard Score	237	15.32	16.65	16.54
WJ3: Spelling Standard Score	267	15.74	15.99	20.00
WJ3: Applied Problems Standard Score	213	18.30	14.32	18.13
ECLS-B Math IRT Score	283	2.44	2.98	1.96
ECLS-B Number/Shape Proficiency Probability Score	283	0.22	0.32	0.22
Combined ECLS-B/WJ3 Applied Problems IRT Score	283	5.92	6.84	4.63
Story and Print Concepts IRT Scale Score	215	2.32	2.26	2.47
PPVT-4 W Score	261	17.02	16.58	12.90
WJ3: Letter Word Identification W Ability Score	237	16.88	24.49	21.97
WJ3: Spelling W Ability Score	267	28.89	32.75	36.43
WJ3: Applied Problems W Ability Score	213	25.92	22.63	25.76

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007. All reported gains are statistically significant at the .05 level.

*p<.05; **p<.01; ***p<.001.

Some children were administered the cognitive assessments in Spanish (or not at all) in fall 2006 and then in English in spring 2007. Similarly, some children were unable to achieve a basal on the PPVT-4 in the fall but were able to by the spring. Data in this table reflect the performance of children assessed in English in both fall 2006 and spring 2007. In addition, mean scores are only reported for those with valid scores at both occasions (for example, those who established a basal on the PPVT-4 at both waves).

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.

[a] In this table, identification of child disability is based on spring 2007 teacher reports.

Table F.15. Summary Statistics for Fall and Spring FACES Parent and Teacher Child Report Data Selected Measures for Children with Teacher Reported Disabilities[a]

		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE
Child Literacy Behaviors (Teacher Report)	361	0.10	0.12	0.11
Emergent Literacy Scale (Parent Report)	337	0.09	0.11	0.08

Source: Fall 2006 and Spring 2007 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.

*p<.05; **p<.01; ***p<.001.

[a] In this table, identification of child disability is based on spring 2007 teacher reports.

Table F.16 Standard Errors for Fall 2006 and Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures

Scales	Number of cases	Fall 2006 SE	Spring 2007 SE	Fall-Spring Change SE
Teacher Report				
Social Skills	2672	0.15	0.22	0.16
Total Behavior Problems	2673	0.24	0.26	0.18
Aggressive Behavior	2669	0.07	0.07	0.05
Hyperactive Behavior	2673	0.10	0.12	0.07
Withdrawn Behavior	2669	0.06	0.07	0.06
PLBS – Total	2672	0.44	0.53	0.31
PLBS – Attitude toward Learning	2672	0.38	0.48	0.33
PLBS – Competence Motivation	2672	0.45	0.51	0.33
PLBS – Attention/Persistence	2672	0.38	0.48	0.24
Parent Report				
Social Skills/Positive Approaches to Learning	2602	0.08	0.08	0.05
Total Behavior Problems	2597	0.11	0.11	0.08
Assessor Rating				
Leiter Cognitive/ Social Raw Score	2748	0.94	1.18	0.96
Leiter Cognitive/ Social Standard Score	2748	0.73	1.02	0.85
Attention	2748	0.38	0.44	0.37
Organization/Impulse Control	2749	0.29	0.39	0.31
Activity Level	2749	0.15	0.18	0.15
Sociability	2749	0.17	0.21	0.20

Source: Fall 2006 and Spring 2007 FACES Parent Interview, Teacher Interview, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table F.17. Standard Errors for Fall 2006 and Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures by Age

	3-year-olds[a]				4-year-olds[a]			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE
Teacher Report								
Social Skills	1746	0.23	0.28	0.19	926	0.15	0.24	0.21
Total Behavior Problems	1748	0.30	0.30	0.19	925	0.32	0.34	0.22
Aggressive Behavior	1747	0.09	0.09	0.06	922	0.10	0.09	0.07
Hyperactive Behavior	1748	0.12	0.13	0.08	925	0.14	0.14	0.10
Withdrawn Behavior	1747	0.08	0.09	0.06	922	0.09	0.10	0.08
PLBS – Total	1747	0.55	0.62	0.35	925	0.46	0.57	0.36
PLBS – Attitude toward Learning	1747	0.45	0.57	0.41	925	0.42	0.55	0.37
PLBS – Competence Motivation	1747	0.58	0.61	0.37	925	0.44	0.53	0.39
PLBS – Attention/Persistence	1747	0.47	0.54	0.25	925	0.47	0.57	0.36
Parent Report								
Social Skills/Positive Approaches to Learning	1685	0.10	0.10	0.06	917	0.11	0.10	0.08
Total Behavior Problems	1682	0.14	0.13	0.12	915	0.12	0.13	0.11
Assessor Rating								
Leiter Cognitive/ Social Raw Score	1775	1.13	1.31	1.09	972	0.88	1.01	1.20
Leiter Cognitive/ Social Standard Score	1775	0.92	1.14	0.97	972	0.81	0.98	1.08
Attention	1775	0.44	0.49	0.42	972	0.36	0.38	0.47
Organization/Impulse Control	1776	0.36	0.42	0.36	972	0.25	0.34	0.37
Activity Level	1776	0.16	0.20	0.16	972	0.18	0.19	0.20
Sociability	1776	0.21	0.24	0.23	972	0.15	0.18	0.22

Source: Fall 2006 and Spring 2007 FACES Parent Interview, Teacher Interview, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

Table F.18. Standard Errors for Fall 2006 and Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures by Gender

	Girls				Boys			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE
Teacher Report								
Social Skills	1310	0.22	0.20	0.18	1362	0.17	0.27	0.21
Total Behavior Problems	1310	0.24	0.29	0.20	1363	0.28	0.31	0.21
Aggressive Behavior	1307	0.09	0.08	0.07	1362	0.09	0.10	0.06
Hyperactive Behavior	1310	0.11	0.14	0.08	1363	0.12	0.13	0.09
Withdrawn Behavior	1307	0.07	0.08	0.07	1307	0.07	0.08	0.07
PLBS – Total	1309	0.44	0.56	0.34	1309	0.44	0.56	0.34
PLBS – Attitude toward Learning	1309	0.39	0.53	0.35	1309	0.39	0.53	0.35
PLBS – Competence Motivation	1309	0.43	0.51	0.38	1363	0.54	0.64	0.4
PLBS – Attention/Persistence	1309	0.4	0.5	0.27	1363	0.42	0.54	0.32
Parent Report								
Social Skills/Positive Approaches to Learning	1265	0.10	0.09	0.10	1265	0.10	0.09	0.10
Total Behavior Problems	1262	0.13	0.13	0.12	1335	0.16	0.15	0.11
Assessor Rating								
Leiter Cognitive/ Social Raw Score	1348	0.89	1.18	1.10	1400	1.19	1.32	1.00
Leiter Cognitive/ Social Standard Score	1348	0.77	1.08	0.99	1400	0.87	1.07	0.88
Attention	1348	0.37	0.46	0.43	1400	0.49	0.49	0.40
Organization/Impulse Control	1348	0.28	0.38	0.35	1401	0.37	0.43	0.32
Activity Level	1348	0.15	0.18	0.17	1401	0.18	0.21	0.17
Sociability	1348	0.15	0.21	0.20	1401	0.20	0.24	0.22

Source: Fall 2006 and Spring 2007 FACES Parent Interview, Teacher Interview, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table F.19. Standard Errors for Fall 2006 and Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures by Race/Ethnicity

	White				African-American, non-Hispanic				Hispanic/Latino				Other			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE
Teacher Report																
Social Skills	571	0.27	0.41	0.29	863	0.34	0.43	0.21	1010	0.18	0.25	0.20	225	0.35	0.44	0.43
Total Behavior Problems	571	0.48	0.47	0.26	864	0.41	0.49	0.21	1010	0.48	0.47	0.28	225	0.45	0.51	0.33
Aggressive Behavior	569	0.16	0.13	0.08	863	0.11	0.14	0.07	1009	0.15	0.14	0.08	225	0.15	0.16	0.14
Hyperactive Behavior	571	0.21	0.23	0.12	864	0.20	0.19	0.08	1010	0.21	0.19	0.12	225	0.25	0.22	0.19
Withdrawn Behavior	569	0.09	0.1	0.09	863	0.09	0.15	0.11	1009	0.10	0.13	0.10	225	0.15	0.13	0.16
PLBS – Total	571	0.65	0.91	0.53	863	0.77	0.94	0.35	1010	0.93	0.87	0.5	225	0.59	0.89	0.71
PLBS – Attitude toward Learning	571	0.58	0.76	0.57	863	0.61	0.8	0.37	1010	0.86	0.78	0.49	225	0.63	1.03	0.81
PLBS – Competence Motivation	571	0.65	0.84	0.56	863	0.72	0.96	0.46	1010	0.89	0.84	0.55	225	0.73	0.79	0.70
PLBS – Attention/Persistence	571	0.68	0.84	0.41	863	0.78	0.82	0.27	1010	0.71	0.74	0.38	225	0.79	0.80	0.84
Parent Report																
Social Skills/Positive Approaches to Learning	524	0.15	0.15	0.07	865	0.19	0.15	0.08	993	0.09	0.09	0.08	217	0.25	0.34	0.26
Total Behavior Problems	522	0.33	0.32	0.14	864	0.14	0.16	0.17	992	0.16	0.17	0.15	216	0.33	0.24	0.25
Assessor Rating																
Leiter Cognitive/ Social Raw Score	558	1.46	2.17	1.35	905	0.81	1.69	1.60	1043	2.25	2.05	1.59	239	2.54	1.85	1.90
Leiter Cognitive/ Social Standard Score	558	1.05	1.67	1.27	905	0.64	1.64	1.58	1043	1.60	1.63	1.26	239	2.03	1.51	1.63
Attention	558	0.63	0.83	0.49	905	0.35	0.65	0.58	1043	0.90	0.74	0.67	239	0.97	0.72	0.69
Organization/Impulse Control	558	0.53	0.76	0.45	906	0.26	0.57	0.54	1043	0.68	0.65	0.49	239	0.77	0.58	0.61
Activity Level	558	0.25	0.27	0.17	906	0.13	0.28	0.25	1043	0.37	0.33	0.25	239	0.42	0.35	0.36
Sociability	558	0.16	0.36	0.36	906	0.19	0.25	0.30	1043	0.33	0.35	0.27	239	0.49	0.28	0.40

Source: Fall 2006 and Spring 2007 FACES Parent Interview, Teacher Interview, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table F.20. Standard Errors for Fall 2006 and Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures by Number of Family Risks

	0 risks				1 risk				2 or more risks			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE
Teacher Report												
Social Skills	410	0.30	0.36	0.21	906	0.22	0.25	0.18	1150	0.22	0.26	0.17
Total Behavior Problems	411	0.43	0.44	0.32	907	0.23	0.27	0.24	1150	0.32	0.32	0.18
Aggressive Behavior	411	0.13	0.12	0.11	906	0.07	0.08	0.08	1147	0.10	0.09	0.06
Hyperactive Behavior	411	0.22	0.21	0.15	907	0.10	0.13	0.10	1150	0.15	0.13	0.09
Withdrawn Behavior	411	0.09	0.09	0.10	906	0.09	0.08	0.08	1147	0.08	0.11	0.07
PLBS – Total	410	0.68	0.76	0.62	907	0.46	0.58	0.36	1150	0.55	0.60	0.36
PLBS – Attitude toward Learning	410	0.66	0.68	0.76	907	0.43	0.53	0.45	1150	0.49	0.58	0.33
PLBS – Competence Motivation	410	0.61	0.68	0.56	907	0.50	0.60	0.33	1150	0.55	0.60	0.47
PLBS – Attention/Persistence	410	0.75	0.76	0.56	907	0.40	0.53	0.37	1150	0.50	0.50	0.29
Parent Report												
Social Skills/Positive Approaches to Learning	408	0.17	0.14	0.11	905	0.11	0.12	0.14	1137	0.13	0.13	0.09
Total Behavior Problems	408	0.26	0.21	0.17	902	0.14	0.14	0.10	1136	0.14	0.13	0.13
Assessor Rating												
Leiter Cognitive/ Social Raw Score	419	1.54	1.69	1.42	935	1.07	1.13	1.15	1178	1.17	1.37	1.10
Leiter Cognitive/ Social Standard Score	419	1.13	1.42	1.21	935	0.82	1.02	1.10	1178	0.91	1.17	0.95
Attention	419	0.68	0.62	0.56	935	0.42	0.46	0.47	1178	0.48	0.52	0.43
Organization/Impulse Control	419	0.53	0.55	0.46	936	0.33	0.38	0.36	1178	0.37	0.44	0.37
Activity Level	419	0.25	0.25	0.24	936	0.17	0.16	0.19	1178	0.20	0.22	0.17
Sociability	419	0.22	0.31	0.35	936	0.21	0.17	0.22	1178	0.16	0.24	0.20

Source: Fall 2006 and Spring 2007 FACES Parent Interview, Teacher Interview, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007 All reported differences are statistically significant at

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.

Table F.21. Standard Errors for Fall 2006 and Spring 2007 FACES Parent, Teacher, and Assessor Child Report Data Measures for Children with Teacher Reported Disabilities[a]

Scales	Number of cases	Fall 2006 SE	Spring 2007 SE	Fall-Spring Change SE
Teacher Report				
Social Skills	363	0.26	0.37	0.35
Total Behavior Problems	363	0.33	0.35	0.34
Aggressive Behavior	362	0.13	0.13	0.13
Hyperactive Behavior	363	0.12	0.16	0.14
Withdrawn Behavior	362	0.14	0.17	0.14
PLBS – Total [b]	363	0.66	0.67	0.66
PLBS – Attitude toward Learning [b]	363	0.68	0.58	0.64
PLBS – Competence Motivation [b]	363	0.75	0.77	0.82
PLBS – Attention/Persistence [b]	363	0.53	0.65	0.55
Parent Report				
Social Skills/Positive Approaches to Learning	339	0.20	0.15	0.16
Total Behavior Problems	338	0.25	0.25	0.18
Assessor Rating				
Leiter Cognitive/ Social Raw Score	346	1.30	1.63	1.33
Leiter Cognitive/ Social Standard Score [c]	346	0.94	1.32	1.18
Attention	346	0.54	0.64	0.56
Organization/Impulse Control	347	0.41	0.51	0.46
Activity Level	347	0.23	0.26	0.19
Sociability	347	0.25	0.30	0.26

Source: Spring 2007 FACES Parent Interview, Teacher Interview, and Assessor Rating.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007 All reported differences are statistically significant at the .05 level

[a] In this table, identification of child disability is based on spring 2007 teacher reports.

[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

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

Table F.22. Standard Errors for Fall and Spring FACES Child Height and Weight Data

		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE
Height (in inches)	2700	0.12	0.11	0.04
Weight (in pounds)	2659	0.23	0.26	0.13
Body Mass Index (BMI)	2596	0.04	0.04	0.04
Percent of Children				
Child is Underweight	2577	0.00	0.01	0.01
Child is Normal Weight	2577	0.01	0.01	0.01
Child is Overweight	2577	0.01	0.01	0.01
Child is Obese	2577	0.01	0.01	0.01

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table F.23. Standard Errors by Age for Fall and Spring FACES Child Height and Weight Data

	3-year-olds[a]				4-year-olds[a]			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE
Height (in inches)	1746	0.08	0.08	0.04	953	0.09	0.08	0.05
Weight (in pounds)	1724	0.19	0.23	0.15	934	0.26	0.26	0.16
Body Mass Index (BMI)	1686	0.06	0.05	0.05	909	0.06	0.07	0.05
Percent of Children								
Child is Underweight	1670	0.00	0.01	0.01	907	0.01	0.01	0.01
Child is Normal Weight	1670	0.02	0.01	0.01	907	0.02	0.02	0.02
Child is Overweight	1670	0.01	0.01	0.01	907	0.02	0.01	0.01
Child is Obese	1670	0.01	0.01	0.01	907	0.01	0.01	0.01

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

Table F.24. Standard Errors by Gender for Fall and Spring FACES Child Height and Weight Data

	Girls				Boys			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE
Height (in inches)	1328	0.11	0.11	0.05	1372	0.14	0.13	0.04
Weight (in pounds)	1315	0.26	0.27	0.14	1344	0.27	0.33	0.15
Body Mass Index (BMI)	1281	0.06	0.05	0.05	1315	0.04	0.06	0.06
Percent of Children								
Child is Underweight	1275	0.01	0.01	0.01	1302	0.01	0.01	0.01
Child is Normal Weight	1275	0.02	0.02	0.02	1302	0.01	0.02	0.02
Child is Overweight	1275	0.01	0.01	0.01	1302	0.01	0.01	0.02
Child is Obese	1275	0.01	0.01	0.01	1302	0.01	0.01	0.01

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table F.25. Standard Errors by Race/Ethnicity for Fall and Spring FACES Child Height and Weight Data

	White				African-American, non-Hispanic				Hispanic/Latino				Other			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE
Height (in inches)	544	0.24	0.24	0.04	885	0.12	0.12	0.03	1030	0.18	0.18	0.06	238	0.27	0.23	0.12
Weight (in pounds)	539	0.52	0.60	0.16	876	0.27	0.36	0.14	1012	0.35	0.43	0.26	229	0.72	0.79	0.29
Body Mass Index (BMI)	535	0.06	0.08	0.05	853	0.04	0.07	0.05	980	0.07	0.07	0.08	225	0.14	0.22	0.14
Percent of Children																
Child is Underweight	531	0.01	0.01	0.01	850	0.01	0.01	0.01	977	0.01	0.00	0.01	216	0.02	0.05	0.04
Child is Normal Weight	531	0.02	0.03	0.03	850	0.02	0.02	0.02	977	0.02	0.02	0.02	216	0.02	0.05	0.06
Child is Overweight	531	0.02	0.02	0.03	850	0.01	0.01	0.02	977	0.02	0.01	0.02	216	0.03	0.02	0.03
Child is Obese	531	0.01	0.01	0.01	850	0.01	0.02	0.01	977	0.01	0.02	0.01	216	0.03	0.03	0.03

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Table F.26. Standard Errors by Number of Family Risks for Fall and Spring FACES Child Height and Weight Data

	0 risks				1 risk				2 or more risks			
		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change		Fall 2006	Spring 2007	Fall-Spring Change
Scales	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE	Number of cases	SE	SE	SE
Height (in inches)	414	0.21	0.22	0.05	913	0.14	0.14	0.05	1160	0.12	0.11	0.05
Weight (in pounds)	407	0.46	0.47	0.17	902	0.35	0.40	0.15	1138	0.23	0.30	0.18
Body Mass Index (BMI)	397	0.11	0.09	0.08	880	0.07	0.08	0.06	1114	0.06	0.06	0.06
Percent of Children												
Child is Underweight	395	0.01	0.01	0.02	872	0.01	0.01	0.01	1109	0.01	0.01	0.01
Child is Normal Weight	395	0.03	0.03	0.03	872	0.02	0.02	0.02	1109	0.02	0.02	0.02
Child is Overweight	395	0.02	0.02	0.02	872	0.02	0.01	0.02	1109	0.01	0.01	0.01
Child is Obese	395	0.02	0.02	0.02	872	0.01	0.02	0.01	1109	0.01	0.01	0.01

Source: Fall 2006 and Spring 2007 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

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.

Table F.27. Standard Errors for Fall and Spring FACES Child Health as Reported by Parents

	Excellent/Very Good			Fair			Poor		
	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change	Fall 2006	Spring 2007	Fall-Spring Change
All Children	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.00	0.01
3-year-olds[a]	0.02	0.02	0.01	0.01	0.01	0.01	0.01	0.01	0.01
4-year-olds[a]	0.02	0.01	0.02	0.02	0.01	0.02	0.01	0.01	0.01
Race									
White	0.02	0.02	0.02	0.02	0.01	0.02	0.01	0.01	0.01
African American, non-Hispanic	0.02	0.02	0.02	0.02	0.02	0.01	0.01	0.01	0.01
Hispanic/Latino	0.02	0.02	0.02	0.02	0.01	0.02	0.01	0.01	0.01
Other	0.03	0.03	0.03	0.03	0.03	0.04	0.01	0.02	0.02
Gender									
Female	0.02	0.02	0.02	0.01	0.01	0.01	0.01	0.01	0.01
Male	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01	0.01
Family Risk									
0	0.02	0.03	0.03	0.02	0.02	0.03	0.01	0.01	0.01
1	0.02	0.02	0.01	0.01	0.01	0.02	0.01	0.01	0.01
2 or More	0.01	0.02	0.02	0.01	0.01	0.02	0.01	0.01	0.01

Source: Fall 2006 and Spring 2007 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

[a]Age as of September 1, 2006.

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.

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