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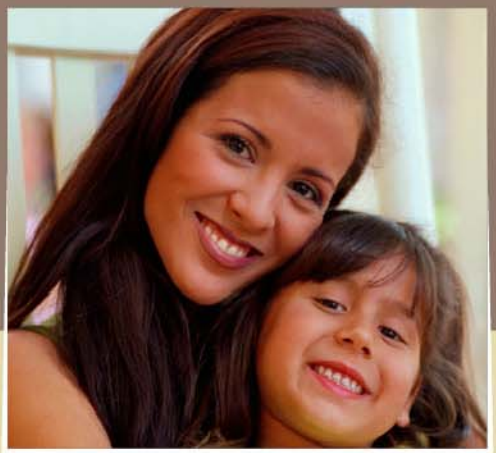
ACF/OPRE Report

Data Tables for FACES 2006

A Second Year in Head Start Report

DECEMBER 2010



Head Start

FACES

family and child experiences survey

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ACF/OPRE Report

Data Tables for FACES 2006

A Second Year in Head Start Report

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INTRODUCTION

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

The Head Start Family and Child Experiences Survey (FACES) 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, West et al. 2008; and West et al. 2010.) FACES is a tool for measuring Head Start program performance at the national level. This recurring data collection provides the means to assess program performance both currently and over time.

This set of tables is designed to accompany a research brief which profiles the second year in the program for 3-year-old Head Start children and families who were newly enrolled in fall 2006 (ACF 2010b) and are still attending in spring 2008. FACES selects two groups of first-time enrollees— those entering at age 4 and those entering at age 3—who are expected to attend Head Start for one or two years, respectively, prior to kindergarten entry. The 3-year-old group is of particular interest for several reasons: (1) as the Head Start Program Information Report (PIR) shows, 3-year-olds occupy a growing share of the total population served by Head Start, increasing from 24 percent in 1980 to 40 percent in 2007 (ACF 2010a); (2) they may differ in important characteristics from children who enter at age 4 in terms of developmental level and exposure to prior care experiences; and (3) they have the potential to continue in Head Start for two program years or to leave for another prekindergarten experience.[1]

FACES data parallel PIR data in showing an increase in the percentage of 3-year-olds among those children entering the program for the first time. In fall 2006, they accounted for almost two-thirds (63 percent) of the 450,000 children who were newly enrolled in Head Start (Tarullo et al. 2008), compared to roughly 46 percent in fall 2003 (ACF 2006). Thus Head Start is increasingly being called upon to serve younger children who may have different developmental needs and less familiarity with care experiences outside of the home environment than their 4-year-old classmates. Growing emphasis on the importance of early intervention to improve children's school readiness may influence parents to enroll their children in the program at younger ages or to move them into school-based settings. The increasing availability of state-sponsored prekindergarten programs in many localities, for example, has made it more likely that children will have alternative early care opportunities. However, it is not clear from FACES data what factors influence parents to keep their children in Head Start versus moving them into a different care setting.

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. They also include information on parent involvement in Head Start and their level of satisfaction with their own and their children's Head Start experiences. In the next set of tables, we provide information on children's

developmental progress over two years of Head Start, including whether these outcomes vary by gender, race/ethnicity, or risk status. It is important to note that changes in children's skills and development during their program experience reflect a range of influences in their lives, including child-level characteristics, such as maturation and health status, as well as community, program, classroom, peer, and family influences.

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)[2] and approximately two centers per program and three classrooms per center were selected for participation. Within each classroom, nine newly enrolled 3- and 4-year-old children, on average, were randomly selected for the study.[3] 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, their teachers were asked to complete a set of ratings using either a Web-based or paper instrument,[4] and interviews were conducted with the directors of the programs and centers as well as with education coordinators.

In spring 2007, data were collected again for the group of children completing their first year of the Head Start program.[5] Mathematica data collection teams assessed the children at their Head Start centers, interviewed the children's lead teachers, and interviewed their parents. Children's classrooms were observed and teachers were asked to complete another set of ratings for each sampled child in their classroom.

By spring 2008, most of the children who were 4 years old when they entered Head Start and the FACES study had graduated from Head Start and were attending kindergarten.[6] The remaining children, the focus of this report, were 3 years old when they entered Head Start and FACES and were attending a second year of Head Start in spring 2008.[7] Data were collected over a four-month period (March – June 2008). Data collection teams once again assessed the children at their Head Start centers and interviewed their lead teachers. Teachers were asked to complete a set of ratings for all FACES children in their classroom using either a Web-based or paper instrument.[8] Children's parents were interviewed by phone or in person.[9]

Child assessments were completed for 97 percent of the 1,203 children who enrolled as 3-year-olds and were still attending Head Start in spring 2008 and 93 percent of their parents were interviewed.[10] Head Start teachers completed a set of teacher ratings for 94 percent of the children. In this report, we use data from the direct child assessments to report on children's cognitive and physical outcomes at the beginning of their first year in Head Start and at the end of their first and second years in the program. Parent and teacher ratings provide concurrent information about children's social skills, approaches to learning, problem behaviors, and academic and nonacademic accomplishments. Assessor ratings, completed at the end of the direct child assessments, provide another source of information about children's social-emotional outcomes. We also use parent interview data to describe children's backgrounds and home environments.

Direct child assessments. The spring 2008 battery of direct child assessments, like the one used in earlier rounds of data collection, 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. Below, we describe the measures used and report on children's cognitive scores when they first entered Head Start and at the end of their first and second years in the program, as well as changes in scores from the beginning of Head Start to graduation from the program (fall 2006-spring 2008).

The procedures to administer the direct child assessments in spring 2008 were the same as in spring 2007.[11] The direct assessment began with a language screening to determine whether children from households in which English was not the primary spoken language should be assessed in English or Spanish, or should be administered only the PPVT-4 and weighed and measured.[12] However, if a child had been assessed in English in one of the prior rounds, he or she was assessed in English in spring 2008. For the assessments, we used the same standard materials as for the early rounds. For example, the stimulus and response pages from the Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4) (Dunn and Dunn 2006) and Woodcock-Johnson Tests of Achievement-Third Edition (WJ III) (Woodcock et al. 2001) measures were used. Computer-assisted personal interviewing (CAPI) was used again when administering the assessments to facilitate the movement from one measure to the next without the assessors 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, and languages spoken in the home) and household members (including age, race/ethnicity, and relationship to the study child).[13] Information also was collected on aspects of the children's home life and child-care arrangements, as well as parents' ratings of their children's social skills; problem behaviors; and language, literacy, and mathematics accomplishments.

Teacher child reports. In spring 2007, FACES 2006 again conducted CAPI interviews with lead teachers about their educational backgrounds, professional experience, and credentials. Teachers reported on the learning activities scheduled in their classrooms. Assessors asked teachers to estimate the amount of time they spend on both teacher-directed 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 also were 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 also were asked about the strengths and weaknesses of the main curriculum, whether they have a regular mentor, their experiences with that mentor, and their involvement in training or technical assistance during this program year.

As in previous waves, teachers were asked to use a Teacher Child Report form 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 past program year.

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

Population estimates. Most of the statistics found in this report are estimates of key characteristics of the population of 3-year-old children who entered Head Start for the first time in fall 2006 (and were still enrolled in spring 2008) and their parents and families.[14] The data used to report on child and family characteristics and child outcomes are weighted to represent this population.[15] The exceptions are the

descriptions of 3-year-old children who attended one or two years of Head Start. For that analysis, we include 3-year-old children who entered Head Start in fall 2006, were enrolled in spring 2007, but who were no longer enrolled in spring 2008. Data used for the analysis of children who attended one or two years are weighted to represent this larger population of children and families.

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NOTES

[1] See West and Moiduddin 2010 for a comparison of 3-year-olds who stay in the program for two years versus those who leave after one year.

[2] We excluded from the frame 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). The Office of Head Start provided information about any defunded (or soon-to-be defunded) programs before sampling and we deleted these programs 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.

[3] We sampled children who were 3 years old and attending their first year of Head Start 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.

[4] Teachers completed 77 percent of the teacher child rating forms using the Web instrument.

[5] We did not include children who no longer were enrolled in the program where they were sampled in fall 2006 and were not enrolled in one of the other FACES 2006 programs in any of the follow-up data collections.

[6] For this group of children, children were assessed primarily in their homes, parents were interviewed by telephone or during the home visit, and teachers completed a Web-based or paper instrument that included questions about the children's schools, teachers, classrooms, and teacher ratings of children.

[7] A small number of children sampled as 3-year-olds were enrolled in kindergarten in spring 2008. These children are not included in the analytic sample for this report.

[8] Teachers completed 80 percent of the teacher child rating forms using the Web instrument.

[9] In spring 2008, we first attempted parent interview cases by phone, then in person during the study team's site visit week, and by phone after that week. We conducted 64 percent of completed parent interviews by phone.

[10] 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 lower by definition. The cumulative child response rate through spring 2008 is 83 percent. The corresponding response rates associated with completing the child assessments, parent interviews, and teacher ratings in spring 2008 are 80 percent, 77 percent, and 77 percent, respectively.

[11] See West et al. (2010) for more information on the direct child assessment battery and its administration.

[12] We outline the screening process and cognitive assessment measures in the section of this brief that describes children's cognitive outcomes.

[13] The preferred respondent for the spring 2008 interview was the child's biological mother or the fall 2006 and/or spring 2007 respondent.

[14] See ACF 2010d for the full set of statistics found in this report.

[15] We used weights 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 eligibility at later rounds and the effects of nonresponse.

Table A1. Demographic Characteristics of 3-Year-Old Children Completing One or Two Years of Head Start: Fall 2006

	Percent of Children		
Demographic Characteristic	All Children	2 Years of Head Start[a]	1 Year of Head Start[a]
Race/Ethnicity			
White	19.7	21.7	15.8
African American, Non-Hispanic	38.6	36.0	43.6
Hispanic/Latino	32.7	32.2	33.6
American Indian or Alaska Native	1.5	1.9	0.7
Asian or Pacific Islander	1.6	1.5	1.7
Multi-Racial/Bi-Racial, Non-Hispanic	5.4	5.8	4.5
Other	0.6	0.9	0.1
Gender			
Female	49.4	48.4	51.2
Male	50.6	51.6	48.8
Sample Size	1760	1187	573

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children who entered Head Start for the first time in fall 2006 and went on to complete one or two years of Head Start.

[a]Children completing two years of Head Start were enrolled in spring 2008. Children completing one year were enrolled in spring 2007 but no longer enrolled in spring 2008.

• Children who entered Head Start as 3-year-olds are most likely to be African American (39 percent), followed by Hispanic/Latino (33 percent), and White (20 percent).

• Children completing two years of Head Start are more likely to be White and less likely to be African American than children completing one year of HS.

• Both groups of children (one year of Head Start, two years of Head Start) are almost evenly divided between boys and girls.

Table A2. Primary Language Spoken to Child at Home for 3-Year-Old Children Completing One or Two Years of Head Start: Fall 2006

	Percent of Children		
Primary Language Spoken to Child at Home	All Children	2 Years of Head Start[a]	1 Year of Head Start[a]
English	75.9	73.8	79.9
Spanish	20.1	21.3	17.8
Other	4.0	4.9	2.2

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children who entered Head Start for the first time in fall 2006 and went on to complete one or two years of Head Start.

[a]Children completing two years of Head Start were enrolled in spring 2008. Children completing one year were enrolled in spring 2007 but no longer enrolled in spring 2008.

• One quarter of children entering Head Start as 3-year-olds are spoken to primarily in a language other than English at home.

• Children completing two years of Head Start are less likely to be spoken to in English at home than children completing one year of Head Start.

Table A3. Family Structure of 3-Year-Old Children Completing One or Two Years of Head Start: Fall 2006

	Percent of Children		
Children Living with	All Children	2 Years of Head Start[b]	1 Year of Head Start[b]
Biological[a] Mother and Biological[a] Father	45.6	49.2	38.6
Married	32.5	34.5	28.6
Unmarried	12.9	14.4	9.9
Marital status not reported	0.2	0.3	0.0
Biological[a] Mother Only	48.7	46.0	54.0
Biological[a] Father Only	1.6	1.1	2.6
Neither Biological[a] Mother Nor Biological[a] Father	4.1	3.7	4.9

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children who entered Head Start for the first time in fall 2006 and went on to complete one or two years of Head Start.

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]Children completing two years of Head Start were enrolled in spring 2008. Children completing one year were enrolled in spring 2007 but no longer enrolled in spring 2008.

• Among children who entered Head Start as 3-year-olds, slightly less than half (45 percent) live with both their mother and father, and almost half (49 percent) of children live with their mother (biological or adoptive) only.

• Children completing two years of Head Start are more likely to live with both of their parents than children completing one year of Head Start, whether parents are married or unmarried.

• Conversely, children completing one year of Head Start are more likely to live with a single mother than children completing two years of Head Start.

Table A4. Household Income as a Percentage of the Federal Poverty Threshold for 3-Year-Old Children Completing One or Two Years of Head Start: Fall 2006

	Percent of Children		
Income as a Percentage of Poverty	All Children	2 Years of Head Start[a]	1 Year of Head Start[a]
50 percent or less	17.2	17.9	15.7
50 to 100 percent	39.8	40.0	39.5
101 to 130 percent	16.7	16.8	16.6
131 to 185 percent	15.3	14.2	17.2
186 to 200 percent	2.2	2.1	2.5
201 percent or above	8.8	9.0	8.4

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children who entered Head Start for the first time in fall 2006 and went on to complete one or two years of Head Start.

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]Children completing two years of Head Start were enrolled in spring 2008. Children completing one year were enrolled in spring 2007 but no longer enrolled in spring 2008.

• Over half of children (57 percent) who entered Head Start as 3-years-olds come from households with incomes at or below the poverty threshold.

• The distribution of household income relative to the poverty threshold is similar for children completing one or two years of Head Start.

Table A5. Parent Education for 3-Year-Old Children Completing One or Two Years of Head Start: Fall 2006

	Percent of Children		
Highest Level of Education of Biological or Adoptive Parents Living with Child	All Children	2 Years of Head Start[b]	1 Year of Head Start[b]
Percentage of Children Living with their Mother[a]	94.3	95.2	92.5
Highest Level of Education Completed by those Mothers[a]			
Less than high school diploma	34.1	35.8	30.6
High school diploma or GED	33.8	32.7	36.0
Some college/vocational/technical	25.6	25.4	26.2
Bachelor's degree or higher	6.5	6.1	7.2
Percentage of Children Living with their Father[a]	47.2	50.3	41.1
Highest Level of Education Completed by those Fathers[a]			
Less than high school diploma	42.0	43.4	38.8
High school diploma or GED	33.2	33.1	33.6
Some college/vocational/technical	15.9	14.9	18.2
Bachelor's degree or higher	8.8	8.6	9.5
Percentage of Children Living with Either Parent[a]	95.9	96.3	95.1
Highest Level of Education Completed by those Parents[a]			
Less than high school diploma	28.8	30.2	26.0
High school diploma or GED	35.3	34.6	36.8
Some college/vocational/technical	26.9	26.5	27.6
Bachelor's degree or higher	9.0	8.7	9.5

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children who entered Head Start for the first time in fall 2006 and went on to complete one or two years of Head Start.

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

[a]Includes both biological and adoptive parents.

[b]Children completing two years of Head Start were enrolled in spring 2008. Children completing one year were enrolled in spring 2007 but no longer enrolled in spring 2008.

- Sixty-six percent of all resident mothers have a high school diploma or GED or more.
- Fifty-eight percent of all resident fathers have a high school diploma or GED or more.
- Educational attainment is similar for resident parents of children who entered at age 3 and completed one or two years of Head Start.

Table A6. Family Risk Index for 3-Year-Old Children Completing One or Two Years of Head Start: Fall 2006

	Percent of Children		
Risk Factors	All Children	2 Years of Head Start[a]	1 Year of Head Start[a]
Single Parent Household[b]	51.1	48.0	57.1
Mother Does Not Have High School Diploma[c]	34.1	35.9	30.6
Income Below Federal Poverty Threshold	57.0	57.9	55.2
Family Risk Index[d]			
0 risk factors	17.8	18.3	16.9
1 risk factor	36.8	36.3	37.7
2 risk factors	32.5	32.1	33.3
3 risk factors	12.9	13.2	12.1

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children who entered Head Start for the first time in fall 2006 and went on to complete one or two years of Head Start.

[a]Children completing two years of Head Start were enrolled in spring 2008. Children completing one year were enrolled in spring 2007 but no longer enrolled in spring 2008.

[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.

• Slightly less than half (45 percent) of all children entering Head Start as 3-year-olds are from families experiencing more than one risk factor.

• The distribution of families experiencing zero, one, two, or three risk factors is similar across the two groups.

Table A7. Parenting Approaches and Attitudes for 3-Year-Old Children Completing a Second Year of Head Start by Race/Ethnicity: Spring 2008

	All Children	White	African American, Non-Hispanic	Hispanic/ Latino	Other
Mean Parental Warmth Score					
Mean	4.2	4.3	4.2	4.2	4.2
Possible response range	1-5	1-5	1-5	1-5	1-5
Mean Parental Energy Score					
Mean	4.0	4.0	4.1	3.8	3.9
Possible response range	1-5	1-5	1-5	1-5	1-5
Mean Parental Authoritative Score					
Mean	3.5	3.4	3.5	3.5	3.3
Possible response range	1-5	1-5	1-5	1-5	1-5
Mean Parental Authoritarian Score					
Mean	2.2	1.9	2.3	2.2	2.2
Possible response range	1-5	1-5	1-5	1-5	1-5

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Parenting approaches and attitudes are derived from the Spring 2008 FACES Parent Interview.

• Mean parental warmth scores are similar across racial/ethnic groups.

• Parental energy scores are lower for parents of Hispanic/Latino children than for parents of White or African American children.

• Parental authoritative scores are higher for parents of White children than for parents of African American or Hispanic/Latino children, and parental authoritarian scores are lower for parents of White children than for all other groups.

Table A8. Parenting Approaches and Attitudes for 3-Year-Old Children Completing a Second Year of Head Start by Risk Status: Spring 2008

	0 risk factors[a]	1 risk factor	2 or more risk factors
Mean Parental Warmth Score			
Mean	4.2	4.3	4.2
Possible response range	1-5	1-5	1-5
Mean Parental Energy Score			
Mean	4.0	3.9	4.0
Possible response range	1-5	1-5	1-5
Mean Parental Authoritative Score			
Mean	3.5	3.4	3.5
Possible response range	1-5	1-5	1-5
Mean Parental Authoritarian Score			
Mean	2.1	2.2	2.2
Possible response range	1-5	1-5	1-5

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-Year-Old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Parenting approaches and attitudes are derived from the Spring 2008 FACES Parent Interview.

[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.

• Parental energy and authoritative scores are higher in families with two or more risk factors than in families with only one risk factor, although differences are small.

• In families with no risk factors, parental authoritarian scores are lower than in families with one risk factor or two or more risk factors.

Table A9. Discipline for 3-Year-Old Children Completing a Second Year of Head Start by Race/Ethnicity: Spring 2008

	Percent of Children				
	All Children	White	African American,	Hispanic/ Latino	Other
Parent spanked child in past week	27.8	21.1	41.0	19.9	20.8
Parent used “time out” in past week	65.9	76.5	65.4	61.5	61.6

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Discipline is derived from the Spring 2008 FACES Parent Interview.

• Twenty-eight percent of parents report spanking their child in the past week and 66 percent report using a time out.

• Parents of African American children are most likely to report spanking and parents of White children are most likely to report using time outs.

Table A10. Discipline for 3-Year-Old Children Completing a Second Year of Head Start by Family Risk Status: Spring 2008

	Percent of Children[a]		
	0 risk	1 risk	2 or more
Parent spanked child in past week	23.9	29.0	31.4
Parent used "time out" in past week	63.4	63.8	69.0

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Discipline is derived from the Spring 2008 FACES Parent Interview.

[a]Number of family risks is based on three family characteristics in the Fall 2006 FACES Parent Interview: 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.

- Although patterns indicate that parents in families with two or more risk factors spanked and used time outs more often in the past week than parents from families with fewer risk factors, differences are not significant.

Table A11. Household Routines for 3-Year-Old Children Completing a Second Year of Head Start By Race/Ethnicity: Spring 2008

	Percent of Children				
	All Children	White	African American, Non-Hispanic	Hispanic/ Latino	Other
Have Regular Bedtime	86.7	90.3	83.0	89.0	85.6
Number of Days Per Week Family Eats Dinner Together					
0-2	7.7	2.5	9.6	8.8	8.1
3-4	23.9	24.0	28.6	19.9	20.3
5-6	27.0	29.1	28.9	25.7	18.0
7	41.5	44.4	32.9	45.6	53.6
Mean	5.3	5.6	5.0	5.4	5.5

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Household routines are derived from the Spring 2008 FACES Parent Interview.

• Eighty-seven percent of children have a regular bedtime, and 68 percent eat dinners with their family five or more days per week.

• African American children are less likely to have a regular bedtime (83 percent) than White (90 percent) or Hispanic (89 percent) children.

• African American children are less likely to eat dinner with their families every night than children in other groups.

Table A12. Household Routines for 3-Year-Old Children Completing a Second Year of Head Start by Family Risk Status: Spring 2008

	Percent of Children[a]		
	0 risk	1 risk	2 or more
Have Regular Bedtime	88.8	86.0	85.5
Number of Days Per Week Family Eats Dinner Together			
0-2	6.6	7.8	8.1
3-4	24.5	24.3	24.7
5-6	30.2	25.2	26.4
7	38.7	42.7	40.9
Mean	5.3	5.3	5.3

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Household routines are derived from the Spring 2008 FACES Parent Interview.

[a]Number of family risks is based on three family characteristics in the Fall 2006 FACES Parent Interview: 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.

• Across risk groups, children are equally likely to have a regular bedtime and eat dinner with their families.

Table A13. Frequency of Reading to Child for 3-Year-Old Children Completing a Second Year of Head Start by Child and Family Characteristics: Spring 2008

	Number of times family member read to child in past week			
Child and Family Characteristics	Not at all	Once or twice	Three or more times, but not every day	Every day
All Children	2.3	23.5	40.2	34.0
Race/Ethnicity				
White	1.6	13.0	44.5	40.9
African American, Non-Hispanic	1.6	27.9	40.0	30.5
Hispanic/Latino	3.7	28.8	37.2	30.2
Other	2.1	11.3	42.0	44.5
Family Risk Index				
0 risk factors	1.3	19.2	45.5	34.0
1 risk factor	2.8	22.8	37.4	36.9
2 or more risk factors	2.1	26.8	39.5	31.5
Primary Language Spoken to Child at Home				
Non-English	4.0	28.0	34.0	34.0
English	1.7	21.8	42.4	34.0

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Frequency of reading to child is derived from the Spring 2008 FACES Parent Interview.

- Across groups, at least 67 percent of parents report reading to their child three or more times each week (including daily), and at least 30 percent report reading to their child every day.
- Parents of children who are White or Other race/ethnicity are most likely to report reading to their child every day.
- Parents from households in which English is the primary language spoken at home are more likely to report reading to their child three or more times a week (but not everyday) than parents whose primary home language is not English; there is no difference in the percentage of parents reporting they read daily.

Table A14. Family Members' Activities with Child in Past Week for 3-Year-Old Children Completing a Second Year of Head Start by Race/Ethnicity: Spring 2008

	Percent of Children				
Type of Activity	All Children	White	African American, Non-Hispanic	Hispanic/ Latino	Other
Told child a story	86.9	90.4	85.2	86.3	87.5
Taught child letters, words, or numbers	95.9	95.8	97.3	96.9	88.1
Taught child songs or music	83.4	83.3	86.0	81.2	81.0
Worked with child on arts and crafts	70.4	80.7	73.1	60.2	71.7
Played with toys or games indoors	97.8	98.0	97.6	98.0	97.8
Played a game, sport, or exercised together	89.8	88.0	89.5	89.9	94.0
Took child along on errands	96.2	95.7	97.2	94.8	97.9
Involved child in household chores	93.0	95.9	95.5	88.7	92.2
Talked about what happened in Head Start	97.1	98.3	98.2	95.3	96.7
Talked about TV programs or videos	81.9	80.8	87.3	75.9	83.8
Played counting games	88.0	88.7	92.6	83.2	85.5
Mean number of activities	**9.8**	**10.0**	**10.0**	**9.5**	**9.8**

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Family members' activities with child are derived from the Spring 2008 FACES Parent Interview.

- For all children and across racial/ethnic groups, parents report engaging in a variety of learning activities with their child each week.

- For all children, activities engaged in with the highest frequency (reported by more than 95 percent of parents) include teaching the child letters, words, or numbers; playing indoors with toys or games; taking a child along on errands; and talking about what happened at Head Start. Working on arts and crafts and talking about TV programs or videos occur with the lowest frequency.

- Frequency patterns are similar across groups, with only a handful of significant differences, most of which are between Hispanic/Latino children and African American children.

Table A15. Family Members' Activities with Child in Past Week for 3-Year-Old Children Completing a Second Year of Head Start by Family Risk Status: Spring 2008

	Percent of Children[a]		
Type of Activity	0 risk	1 risk	2 or more
Told child a story	90.5	87.9	84.6
Taught child letters, words, or numbers	94.7	96.8	95.7
Taught child songs or music	85.6	82.6	81.7
Worked with child on arts and crafts	72.1	69.7	68.0
Played with toys or games indoors	99.3	96.7	97.8
Played a game, sport, or exercised together	88.1	88.8	90.7
Took child along on errands	98.1	96.9	95.8
Involved child in household chores	93.0	94.7	92.4
Talked about what happened in Head Start	96.1	97.1	97.7
Talked about TV programs or videos	80.2	84.1	81.6
Played counting games	89.2	86.1	87.8
Mean number of activities	**9.9**	**9.8**	**9.7**

Source: Fall 2006 and Spring 2008 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 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Family members' activities with child are derived from the Spring 2008 FACES Parent Interview.

[a]Number of family risks is based on three family characteristics in the Fall 2006 FACES Parent Interview: 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.

• As in the case of all children (Table A.14), activities engaged in with the highest frequency regardless of the number of family risks include teaching the child letters, words, or numbers; playing indoors with toys or games; taking a child along on errands; and talking about what happened at Head Start. Working on arts and crafts occurs with the lowest frequency.

Table A16. Family Members' Activities with Child in Past Week for 3-Year-Old Children Completing a Second Year of Head Start by Primary Language Spoken to Child at Home: Spring 2008

	Percent of Children[a]	
Type of Activity	Non-English	English
Told child a story	86.2	87.2
Taught child letters, words, or numbers	95.9	96.0
Taught child songs or music	80.7	84.4
Worked with child on arts and crafts	59.0	74.5
Played with toys or games indoors	98.0	97.8
Played a game, sport, or exercised together	91.7	89.1
Took child along on errands	94.5	96.8
Involved child in household chores	86.7	95.3
Talked about what happened in Head Start	94.4	98.1
Talked about TV programs or videos	76.4	83.8
Played counting games	83.0	89.8
Mean number of activities	**9.5**	**9.9**

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Family members' activities with child are derived from the Spring 2008 FACES Parent Interview.

• As in the case of all children (Table A.14), activities engaged in with the highest frequency regardless of primary home language include teaching the child letters, words, or numbers; and playing indoors with toys or games. Working on arts and crafts occurs with the lowest frequency.

Table A17. Family Members' Activities with Child in Past Month for 3-Year-Old Children Completing a Second Year of Head Start for All Children and by Race/Ethnicity: Spring 2008

	Percent of Children				
Type of Activity	All Children	White	African American, Non-Hispanic	Hispanic/ Latino	Other
Visited a library	40.8	36.5	47.7	35.1	44.6
Went to a movie	42.9	37.1	52.3	39.6	31.7
Went to a play, concert, or other live show	18.0	11.1	25.4	17.0	9.2
Went to a mall	81.5	68.3	86.1	87.2	73.4
Visited an art gallery, museum, or historical site	21.6	20.3	22.2	19.4	29.4
Visited a playground or park or had a picnic	79.0	68.4	82.5	81.9	79.3
Visited a zoo or aquarium	22.6	16.7	20.1	29.0	23.1
Talked about family history or ethnic heritage	53.2	35.3	63.0	51.4	61.3
Attended event sponsored by community group	53.0	40.2	63.6	50.3	49.9
Attended athletic or sporting event	32.8	25.9	40.4	30.6	27.3
Attended church activity	58.9	45.2	73.9	53.9	49.9
Mean number of activities	**5.0**	**4.0**	**5.8**	**5.0**	**4.8**

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent all 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Family members' activities with child are derived from the Spring 2008 FACES Parent Interview.

• Regardless of racial/ethnic group, parents report going to a mall and visiting a playground or park in the last month with the highest frequency (ranges from 68 to 86 percent depending on subgroup). Parents report attending a play, concert, or live show; visiting an art gallery, museum, or historical site; and visiting a zoo or aquarium with the lowest frequency (ranges from 9 to 29 percent depending on the subgroup). Parents of children who are White and Other race/ethnicity also report attending athletic or sporting events with a relatively low frequency (26 and 27 percent, respectively).

• Parents of White children report engaging in the fewest community-based activities.

Table A18. Family Members' Activities with Child in Past Month for 3-Year-Old Children Completing a Second Year of Head Start by Family Risk Status: Spring 2008

	Percent of Children[a]		
Type of Activity	0 risk	1 risk	2 or more
Visited a library	39.3	37.9	43.8
Went to a movie	41.1	45.6	40.0
Went to a play, concert, or other live show	19.8	19.6	15.8
Went to a mall	79.6	84.8	80.2
Visited an art gallery, museum, or historical site	26.1	21.5	20.1
Visited a playground or park or had a picnic	78.4	75.9	82.2
Visited a zoo or aquarium	21.6	24.4	22.1
Talked about family history or ethnic heritage	49.9	53.5	53.7
Attended event sponsored by community group	50.4	55.8	51.5
Attended athletic or sporting event	40.2	32.2	29.7
Attended church activity	56.5	62.0	55.7
Mean number of activities	**5.0**	**5.1**	**4.9**

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Family members' activities with child are derived from the Spring 2008 FACES Parent Interview.

[a]Number of family risks is based on three family characteristics in the Fall 2006 FACES Parent Interview: 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.

• Activity patterns are similar for subgroups defined by the number of risks as for all children (Table A.17). Going to a mall and visiting a playground or park occur with the highest frequency (76-82 percent depending on the subgroup). Attending a play concert or other live show; visiting an art gallery, museum, or historical site; and visiting a zoo or aquarium occur with the lowest frequency (16-24 percent depending on the subgroup).

Table A19. Family Members' Activities with Child in Past Month for 3-Year-Old Children Completing a Second Year of Head Start by Primary Language Spoken to Child at Home: Spring 2008

	Percent of Children[a]	
Type of Activity	Non-English	English
Visited a library	39.8	41.2
Went to a movie	32.8	46.5
Went to a play, concert, or other live show	16.5	18.5
Went to a mall	88.7	78.9
Visited an art gallery, museum, or historical site	22.0	21.4
Visited a playground or park or had a picnic	79.0	79.1
Visited a zoo or aquarium	29.5	20.1
Talked about family history or ethnic heritage	58.3	51.3
Attended event sponsored by community group	52.5	53.2
Attended athletic or sporting event	25.3	35.5
Attended church activity	52.9	61.1
Mean number of activities	**5.0**	**5.1**

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Family members' activities with child are derived from the Spring 2008 FACES Parent Interview.

• Activity patterns are similar for subgroups defined by primary home language as for all children (Table A.17). Going to a mall and visiting a playground or park occur with the highest frequency (79-89 percent depending on the subgroup). Attending a play concert or other live show; visiting an art gallery, museum, or historical site; and visiting a zoo or aquarium occur with the lowest frequency (17-29 percent depending on the subgroup). Parents from homes in which English is not the primary language spoken to the child also report attending athletic or sporting events with relatively low frequency (25 percent).

Table A20. Child's Health Care for 3-Year-Old Children Completing a Second Year of Head Start: Spring 2008

	Percent of Children
Regular Medical Checkup in Past Year	98.7
Regular Dental Checkup in Past Year	95.3
Has Health Insurance	95.8
Private	60.9
Medicaid	65.2
SCHIP[a]	23.0
Other government	3.0

Source: Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

[a]State Children's Health Insurance Program.

• The vast majority of children had a regular medical (99 percent) or dental (95 percent) checkup in the past year.

•Ninety-six percent of children reportedly have health insurance, and the majority are covered by private insurance (61 percent) and/or Medicaid (65 percent). Twenty-three percent participate in SCHIP.

Table A21. Child's Absenteeism from Fall to Spring of Second Year (Teacher Report) for 3-Year-Old Children Completing a Second Year of Head Start: Spring 2008

Days Missed in Past Year	Percent of Children
None	1.9
1-5 Days	45.9
6-10 Days	32.6
11-20 Days	14.5
More than 20	5.2

Source: Spring 2008 Teacher Child Report.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

• According to teacher reports, slightly less than half of children (48 percent) missed fewer than five days of the program in the prior year, while a fifth of children missed 11 or more days.

Table A22. Parent[a] Health Behaviors for 3-Year-Old Children Completing a Second Year of Head Start: Spring 2008

	Percent of Children
Parent Has Health Insurance	70.8
Parent Smokes Tobacco	22.9
Any Household Member Smokes Tobacco	32.4
Any Household Member Has Gotten into Trouble Due to Alcohol in Past Year	1.9
Any Household Member Has Gotten into Trouble Due to Drugs in Past Year	0.0

Source: Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

[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.

- Seventy-one percent of parents report having health insurance, compared to 96 percent of children (Table A.20).
- Twenty-three percent of parents report that they smoke, but 32 percent report that a member of their household smokes.

Table A23. Depressive Symptoms Among Parents[a] of 3-Year-Old Children Completing a Second Year of Head Start by Race/Ethnicity: Spring 2008

	Percent of Children				
	All Children	White	African American, Non-Hispanic	Hispanic/ Latino	Other
Degree of Depressive Symptoms					
Not depressed	63.1	60.8	62.2	71.2	44.7
Mildly depressed	19.0	14.8	19.9	17.9	28.9
Moderately depressed	10.5	9.4	11.0	7.4	20.6
Severely depressed	7.4	15.1	6.9	3.6	5.8
Mean Number of Symptoms	**4.9**	**6.1**	**5.0**	**3.5**	**6.1**

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Depressive symptoms among parents are derived from the Spring 2008 FACES Parent Interview.

[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.

- Overall, 7 percent of children's parents report being severely depressed.
- Among racial/ethnic groups, parents of White children are most likely to report being severely depressed and parents of Hispanic/Latino children are least likely.
- The mean number of symptoms reported by parents of White children is higher than the number reported by parents of African American or Hispanic/Latino children.

Table A24. Depressive Symptoms Among Parents[a] of 3-year-old Children Completing a Second Year of Head Start by Family Risk Status: Spring 2008

	Percent of Children[b]		
	0 risk	1 risk	2 or more
Degree of Depressive Symptoms			
Not depressed	65.0	70.6	54.0
Mildly depressed	19.2	16.2	22.4
Moderately depressed	9.6	8.7	12.5
Severely depressed	6.2	4.5	11.1
Mean Number of Symptoms	**4.7**	**4.0**	**5.9**

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Depressive symptoms among parents are derived from the Spring 2008 FACES Parent Interview.

[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]Number of family risks is based on three family characteristics in the Fall 2006 FACES Parent Interview: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

• Parents in families that experience two or more risk factors are most likely to report being severely depressed (11 percent of parents in families with two or more risks versus 5 percent and 6 percent in families with one risk or no risks, respectively), although the difference is not significant between families with two risks and one risk.

• Parents in families that experience two or more risk factors report the highest mean number of depressive symptoms.

Table A25. Parent Involvement in Head Start for 3-Year-Old Children Completing a Second Year of Head Start: Spring 2008

Ways Parent Participated This Year	Percent of Children
Volunteered in classroom	58.5
Prepared food/materials for special events	55.9
Helped with field trips or special events	42.9
Participated in Head Start policy council or planning group	26.9
Prepared or distributed Head Start newsletters or materials	16.9
Participated in fundraising activities	32.6
Observed classroom	71.3
Attended parent/teach conferences	83.9
HS staff visited home	73.5
Attended HS social events	52.4
Attended parent education meetings or workshops	46.4
Attended HS event with spouse or partner	40.8
Attended HS event with other adult	34.4
Called or visited another Head Start parent	19.8
Number of Issues that Kept Parent From Participating (Mean)[a]	1.8

Source: Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

[a]Issues that kept parents from participating included school or work schedules, need for support from spouse or partner, comfort level at the program, and not knowing others at Head Start.

• Parents report getting involved in their child's program in a variety of ways. Types of involvement that occurred with the highest frequency include attending a parent/teacher conference (84 percent) and having a home visit with Head Start staff (74 percent). More than 50 percent of parents also reported volunteering in the classroom (59 percent) and preparing food or materials for special events (56 percent). Activities that occurred with the lowest frequency include preparing or distributing newsletters (17 percent) and calling or visiting another Head Start parent (20 percent).

Table A26. Social Support for Parents of 3-Year-Old Children Completing a Second Year of Head Start: Spring 2008

Types of Support	Percent of Children
If I need to do an errand, I can easily find someone to watch my child	
Never true	16.4
Sometimes true	34.1
Always true	49.5
If I need a ride to get my child to the doctor, friends or family will help me	
Never true	9.6
Sometimes true	21.4
Always true	69.1
If my child is sick, friends or family will call or come by	
Never true	10.2
Sometimes true	23.0
Always true	66.8
If my child is having problems at Head Start, there is a friend, relative, or neighbor I can talk it over with	
Never true	8.7
Sometimes true	20.9
Always true	70.4
If I have an emergency and need cash, family or friends will loan it to me	
Never true	11.2
Sometimes true	28.1
Always true	60.6
If I have troubles or need advice, I have someone I can talk to	
Never true	3.6
Sometimes true	20.5
Always true	75.9
Number of Types Of Help Parent Can Always Get (Mean)	3.9
Types of People Parent Finds Very Helpful	
Family member(s) [a]	87.5
Friend(s) [b]	47.8
Head Start staff	59.7
Professional(s) other than Head Start staff[c]	26.3

Source: Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

[a]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

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

[c]This measure combines responses to questions about the helpfulness of professional help-givers like counselors or social workers and other child care providers

• In almost all cases, the majority of parents report that they can always find support to meet various needs (only 49 percent of parents report it is always true that they can find someone to watch their child to run an errand).

• Parents are most likely to report they find family members very helpful (88 percent). Sixty percent report finding Head Start staff very helpful.

Table A27. Satisfaction with Head Start for Parents of 3-Year-Old Children Completing a Second Year of Head Start: Spring 2008

	Percent of Children
Parent Very Satisfied With Head Start in:	
Helping child to grow and develop	85.0
Identifying and providing services for child	84.7
Maintaining a safe program	85.2
Preparing child to enter kindergarten	83.3
Parent Satisfaction With Head Start - Child Related Subscale[a]	
Mean	**3.8**
Possible response range	**1-4**
Parent Very Satisfied With Head Start in:	
Being open to parent's ideas and participation	77.8
Respecting family's culture and background	84.7
Identifying and providing services for family	64.0
Helping parent become more involved in community groups	57.2
Parent Satisfaction With Head Start - Family Related Subscale[b]	
Mean	**3.6**
Possible response range	**1-4**

Source: Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

[a]The Child Related Subscale is based on the four items immediately above the mean score. For each item, a response of "Very Dissatisfied" contributed 1 point to the scale, "Somewhat Dissatisfied" contributed 2 points, "Somewhat Satisfied" contributed 3 points, and "Very Satisfied" contributed 4 points to the scale.

[b]The Family Related Subscale is based on the four items immediately above the mean score. For each item, a response of "Very Dissatisfied" contributed 1 point to the scale, "Somewhat Dissatisfied" contributed 2 points, "Somewhat Satisfied" contributed 3 points, and "Very Satisfied" contributed 4 points to the scale.

• The majority of parents report being satisfied with Head Start in terms of support for children and for families.

Table A28. Positive Experiences in Head Start Reported by Parents of 3-Year-Old Children Completing a Second Year of Head Start: Spring 2008

	Percent of Children
Experiences Parents Report "Always":	
Child feels safe in Head Start	91.0
Child gets lots of individual attention	57.9
Teacher open to new information	83.1
Child happy in Head Start	87.3
Teacher warm towards child	84.6
Child treated with respect by teachers	90.0
Teacher takes interest in child	84.3
Child feels accepted by teacher	88.8
Teacher supportive of parent	88.4
Parent feels welcomed by teacher	91.2
Teacher handles discipline matters easily without being harsh	87.1
Teacher seems happy and content	84.4
Aide warm towards child	85.3
Parent and Child Experiences in Head Start[a]	
Mean	**3.8**
Possible response range	**1-4**

Source: Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

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

• The majority of parents report that they or their children "always" have various experiences in Head Start that reflect positive teacher-parent or teacher-child exchanges and a sense of welcoming from the program. The frequency of parents responding these things "always" occur only falls below 83 percent for one item--whether the child gets a lot of individual attention, where the frequency is 58 percent.

Table A29. Child Care Arrangements in Addition to Head Start for 3-Year-Old Children Completing a Second Year of Head Start by Race/Ethnicity: Spring 2008

	Percent of Children				
	All Children	White	African American, Non-Hispanic	Hispanic/ Latino	Other
Among All Households					
Type of Primary Child Care Arrangement					
Center-based care	9.1	12.0	6.3	7.0	18.9
Relative	25.5	16.4	32.4	24.5	23.6
Non-relative	3.3	5.1	2.0	3.4	4.3
Equal time in multiple types of care	0.9	0.7	1.4	0.7	0.0
Any Child Care	38.8	34.2	42.1	35.6	46.8
Among Those in Child Care					
Type of Primary Child Care Arrangement					
Center-based care	23.4	35.1	15.1	19.6	40.4
Relative	65.8	47.9	76.9	68.9	50.5
Non-relative	8.5	14.9	4.7	9.5	9.1
Equal time in multiple types of care	2.3	2.0	3.4	2.1	0.0

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Child care arrangements in addition to Head Start are derived from the Spring 2008 FACES Parent Interview.

• Thirty-nine percent of children are in a child care arrangement before or after Head Start.

• Although patterns indicate that African American and Other children are more likely to experience additional care arrangements and White and Hispanic/Latino are less likely, differences are not significant.

• Children in all groups are most likely to be cared for by a relative before or after Head Start.

Table A30. Child Care Arrangements in Addition to Head Start for 3-Year-Old Children Completing a Second Year of Head Start by Family Risk Status: Spring 2008

	Percent of Children[a]		
	0 risk factors	1 risk factor	2 or more risk factors
Among All Households			
Type of Primary Child Care Arrangement			
Center-based care	12.2	8.9	8.4
Relative	26.9	21.8	28.0
Non-relative	2.9	5.3	2.1
Equal time in multiple types of care	1.1	0.9	0.7
Any Child Care	43.1	36.8	39.2
Among Those in Child Care			
Type of Primary Child Care Arrangement			
Center-based care	28.2	24.1	21.4
Relative	62.4	59.2	71.4
Non-relative	6.8	14.3	5.4
Equal time in multiple types of care	2.6	2.4	1.7

Source: Fall 2006 and Spring 2008 FACES Parent

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Child care arrangements in addition to Head Start are derived from the Spring 2008 FACES Parent Interview.

[a]Number of family risks is based on three family characteristics in the Fall 2006 FACES Parent Interview: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

• Children in families without any risk factors are most likely to be in a child care arrangement before or after Head Start (43 percent) and children in families with one risk factor are least likely (37 percent).

• Children in all groups are most likely to be cared for by a relative before or after Head Start.

Table A31. Amount of Time in Child Care and Head Start for 3-Year-Old Children Completing a Second Year of Head Start by Race/Ethnicity: Spring 2008

		Mean Number of Hours Per Week				
	Sample size	All Children	White	African American, Non-Hispanic	Hispanic/ Latino	Other
Head Start						
Among all children	1098	24.6	23.3	26.4	24.4	21.3
Child Care						
Among those in child care	434	15.5	15.2	16.9	14.4	14.8
Among all children	1103	6.0	5.1	7.0	5.1	6.7
Total Head Start and Child Care						
Among those in child care	438	39.1	36.5	42.1	37.9	36.8
Among all children	1109	30.2	27.8	33.2	29.1	27.7

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-yeaer-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Amount of time in child care and Head Start are derived from the Spring 2008 FACES Parent Interview.

- On average, children spend 25 hours per week in Head Start. Hours range from 23 to 28 among racial/ethnic groups.
- Children with an additional care arrangement spend 39 hours per week in Head start and child care, on average. Hours range from 37-52 among race/ethnic subgroups.
- Across all children (regardless of any additional care arrangement), children spend 30 hours per week, on average, in Head Start and child care. Hours range from 28-33 among racial/ethnic groups.

Table A32. Amount of Time in Child Care and Head Start for 3-Year-Old Children Completing a Second Year of Head Start by Family Risk Status: Spring 2008

	Mean Number of Hours Per Week[a]			
	Sample size	0 risk factors	1 risk factor	2 or more risk factors
Head Start				
Among all children	1097	24.0	24.6	24.6
Child Care				
Among those in child care	433	15.2	16.3	15.2
Among all children	1102	6.5	5.9	5.8
Total Head Start and Child Care				
Among those in child care	438	38.7	39.6	39.5
Among all children	1108	30.2	30.4	30.0

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview. Amount of time in child care and Head Start are derived from the Spring 2008 FACES Parent Interview.

[a]Number of family risks is based on three family characteristics in the Fall 2006 FACES Parent Interview: 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 number of hours spent in Head Start and child care each week is similar across groups defined by the number of family risk factors.

Table B1. Summary Statistics for FACES Child Assessment Data For 3-Year-Old Children Completing a Second Year of Head Start Taking the Assessment in English: Fall 2006 - Spring 2008

Scales	Number of cases	Fall 2006 Mean	Spring 2007 Mean	Spring 2008 Mean	Fall-Spring 2008 Change Mean
PPVT-4 Standard Score[a]	932	86.3	87.8	92.4	6.1***
WJ III: Letter Word Identification Standard Score	840	95.2	102.1	103.1	7.9***
WJ III: Spelling Standard Score	905	97.9	97.4	99.9	2.0
WJ III: Applied Problems Standard Score	802	93.8	94.2	93.3	-0.5
ECLS-B Math IRT Score	968	6.3	8.8	12.9	6.6***
ECLS-B Number/Shape Proficiency Probability Score	968	0.16	0.38	0.72	0.55***
Combined ECLS-B/WJ III Applied Problems IRT Score	968	11.5	16.8	25.4	13.8***
PPVT-4 Growth Score Value (GSV) Score	932	92.7	103.3	121.2	28.5***
WJ III: Letter Word Identification W Ability Score	840	300.3	318.3	344.8	44.4***
WJ III: Spelling W Ability Score	905	338.2	354.4	387.6	49.4***
WJ III: Applied Problems W Ability Score	802	371.2	385.1	406.3	35.1***

Source: Fall 2006, Spring 2007, and 2008 FACES Direct Child Assessment

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

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

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.

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.

[a] Across waves, all children were administered the PPVT-4, regardless of home language or performance on the language screener. Scores in this table are only presented for those assessed in English and with a valid score across waves. 372 children did not achieve a basal on the PPVT-4 for at least one wave, and 435 were assessed in Spanish for at least one wave. These children are excluded from estimates in the table.

•Children completing a second year of Head Start score below national norms on measures of language and math development during their enrollment in Head Start. Notably, however, in the areas of English receptive vocabulary and letter-word knowledge, children completing a second program year make progress toward norms during program enrollment. In fact, children gain almost 8 standard score points in the area of letter-word knowledge during this period and score above the national average in this area after one year in the program. Similarly, in the area of early writing, they approach norms by their exit from the program.

•In terms of absolute performance, children completing a second year in Head Start make progress across developmental areas.

•On the ECLS-B math items, children also make progress during Head Start enrollment and can correctly answer more items. For example, while only 16 percent of children completing a second program year are able to demonstrate number and shape skills at Head Start entry, by their exit from the program nearly three-quarters are able to.

Table B2. Summary Statistics for FACES Child Assessment Data by Gender For 3-Year-Old Children Completing a Second Year of Head Start Taking the Assessment in English: Fall 2006 - Spring 2008

Scales	Number of cases	Fall 2006 Mean	Spring 2007 Mean	Spring 2008 Mean	Fall-Spring 2008 Change Mean
			Girls		
PPVT-4 Standard Score[a]	465	87.1	88.7	93.2	6.1***
WJ III: Letter Word Identification Standard Score	424	96.6	103.8	105.0	8.4***
WJ III: Spelling Standard Score	455	98.2	100.6	102.5	4.3***
WJ III: Applied Problems Standard Score	407	93.5	94.5	93.4	-0.1
ECLS-B Math IRT Score	476	6.6	9.1	13.3	6.6***
ECLS-B Number/Shape Proficiency Probability Score	476	0.18	0.41	0.75	0.57***
Combined ECLS-B/WJ III Applied Problems IRT Score	476	12.2	17.4	26.1	13.9***
PPVT-4 Growth Score Value (GSV) Score	465	93.9	104.7	122.3	28.3***
WJ III: Letter Word Identification W Ability Score	424	301.7	320.6	348.5	46.8***
WJ III: Spelling W Ability Score	455	339.5	360.9	392.9	53.3***
WJ III: Applied Problems W Ability Score	407	371.4	386.3	407.0	35.6***
			Boys		
PPVT-4 Standard Score[a]	467	85.6	86.8	91.6	6.1***
WJ III: Letter Word Identification Standard Score	416	93.7	100.4	101.1	7.4***
WJ III: Spelling Standard Score	450	97.5	94.1	97.2	-0.3
WJ III: Applied Problems Standard Score	395	94.1	93.8	93.1	-1.0
ECLS-B Math IRT Score	492	6.0	8.5	12.5	6.5***
ECLS-B Number/Shape Proficiency Probability Score	492	0.14	0.35	0.68	0.54***
Combined ECLS-B/WJ III Applied Problems IRT Score	492	10.8	16.2	24.6	13.8***
PPVT-4 Growth Score Value (GSV) Score	467	91.6	101.9	120.2	28.7***
WJ III: Letter Word Identification W Ability Score	416	298.9	315.7	340.8	41.9***
WJ III: Spelling W Ability Score	450	336.8	347.5	382.0	45.2***
WJ III: Applied Problems W Ability Score	395	371.0	383.8	405.5	34.5***

Source: Fall 2006 FACES Direct Child Assessment and Parent Interview and Spring 2007 and 2008 FACES Direct Child Assessment

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.
*p<.05; **p<.01; ***p<.001.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15.

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.

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.

[a] Across waves, all children were administered the PPVT-4, regardless of home language or performance on the language screener. Scores in this table are only presented for those assessed in English and with a valid score across waves. 372 children did not achieve a basal on the PPVT-4 for at least one wave, and 435 were assessed in Spanish for at least one wave. These children are excluded from estimates in the table.

•With the exception of letter-word knowledge and early writing skills, 3-year-old girls completing a second Head Start year score below national norms across measures of language, literacy, and math development during Head Start enrollment. In the areas of English receptive vocabulary, letter-word knowledge, and early writing girls make progress toward these norms during program enrollment. In fact, girls gain 8 standard score points in the area of letter-word knowledge during this period and score above the national average in this area at program exit (105.0). They make progress towards norms in this area during their first year in the program, surpassing norms by the end of the first year (103.8). They also score above the national mean in early writing by program exit (102.5). With the exception of letter-word knowledge, across measures, boys completing a second program year score below norms during their enrollment in the program. However, boys make progress towards norms in the areas of English receptive vocabulary (6 points) and letter-word knowledge (7.4 points). Like girls, boys make progress towards norms in the area of letter-word knowledge during their first year in the program.

•In terms of absolute performance, both boys and girls completing a second program year make progress across developmental areas.

•On the ECLS-B math items, both girls and boys make progress during program enrollment and can correctly answer more items. For example, while less than 20 percent of girls are able to demonstrate number and shape skills at program entry, by program exit 75 percent are able to. The percentage increases from 14 percent to 68 percent among boys.

Table B3. Summary Statistics for FACES Child Assessment Data by Race/Ethnicity For 3-Year-Old Children Completing a Second Year of Head Start Taking the Assessment in English: Fall 2006 - Spring 2008

Scales	Number of cases	Fall 2006 Mean	Spring 2007 Mean	Spring 2008 Mean	Fall-Spring 2008 Change Mean
White, Non-Hispanic					
PPVT-4 Standard Score[a]	205	93.4	95.8	98.5	5.1***
WJ III: Letter Word Identification Standard Score	185	98.0	100.7	101.3	3.2
WJ III: Spelling Standard Score	194	97.9	97.1	99.5	1.6
WJ III: Applied Problems Standard Score	184	98.0	98.3	96.6	-1.4
ECLS-B Math IRT Score	207	6.8	9.4	13.6	6.8***
ECLS-B Number/Shape Proficiency Probability Score	207	0.20	0.43	0.76	0.56***
Combined ECLS-B/WJ III Applied Problems IRT Score	207	12.6	17.8	26.8	14.2***
PPVT-4 Growth Score Value (GSV) Score	205	100.0	110.8	127.2	27.3***
WJ III: Letter Word Identification W Ability Score	185	302.2	315.6	339.8	37.6***
WJ III: Spelling W Ability Score	194	337.3	352.3	385.9	48.6***
WJ III: Applied Problems W Ability Score	184	375.9	389.1	409.8	33.9***
African American, Non-Hispanic					
PPVT-4 Standard Score[a]	392	83.6	84.6	89.3	5.8***
WJ III: Letter Word Identification Standard Score	348	93.5	103.5	103.7	10.2***
WJ III: Spelling Standard Score	383	95.9	96.1	98.2	2.4
WJ III: Applied Problems Standard Score	329	90.6	91.3	90.7	0.1
ECLS-B Math IRT Score	408	5.9	8.1	12.0	6.1***
ECLS-B Number/Shape Proficiency Probability Score	408	0.13	0.31	0.66	0.53***
Combined ECLS-B/WJ III Applied Problems IRT Score	408	10.4	15.4	23.5	13.1***
PPVT-4 Growth Score Value (GSV) Score	392	89.2	99.6	117.7	28.5***
WJ III: Letter Word Identification W Ability Score	348	298.3	319.5	344.9	46.6***
WJ III: Spelling W Ability Score	383	334.0	351.3	384.1	50.2***
WJ III: Applied Problems W Ability Score	329	366.3	380.5	402.1	35.8***

			Hispanic/ Latino		
PPVT-4 Standard Score[a]	244	83.4	84.7	90.2	6.7***
WJ III: Letter Word Identification Standard Score	222	93.3	101.6	103.8	10.5***
WJ III: Spelling Standard Score	234	99.2	99.9	102.4	3.2*
WJ III: Applied Problems Standard Score	208	91.8	92.5	92.4	0.6
ECLS-B Math IRT Score	256	6.4	9.0	13.2	6.7***
ECLS-B Number/Shape Proficiency Probability Score	256	0.17	0.40	0.75	0.58***
Combined ECLS-B/WJ III Applied Problems IRT Score	256	11.8	17.2	26.0	14.2***
PPVT-4 Growth Score Value (GSV) Score	244	90.4	101.0	119.4	29.0***
WJ III: Letter Word Identification W Ability Score	222	299.3	318.3	347.3	48.0***
WJ III: Spelling W Ability Score	234	342.2	360.5	393.2	51.0***
WJ III: Applied Problems W Ability Score	208	369.8	384.5	406.3	36.5***
			Other, Non-Hispanic		
PPVT-4 Standard Score[a]	88	87.4	88.6	95.3	7.9***
WJ III: Letter Word Identification Standard Score	82	99.6	102.0	103.4	3.8
WJ III: Spelling Standard Score	92	101.7	96.9	100.9	-0.8
WJ III: Applied Problems Standard Score	78	99.3	98.1	96.2	-3.1
ECLS-B Math IRT Score	94	6.8	9.6	14.0	7.2***
ECLS-B Number/Shape Proficiency Probability Score	94	0.21	0.45	0.77	0.56***
Combined ECLS-B/WJ III Applied Problems IRT Score	94	12.4	18.3	27.4	15.0***
PPVT-4 Growth Score Value (GSV) Score	88	94.7	105.4	125.1	30.4***
WJ III: Letter Word Identification W Ability Score	82	306.1	319.8	348.7	42.6***
WJ III: Spelling W Ability Score	92	346.3	355.6	391.2	44.9***
WJ III: Applied Problems W Ability Score	78	379.6	392.5	412.0	32.5***

Source: Fall 2006 FACES Direct Child Assessment and Parent Interview and Spring 2007 and 2008 FACES Direct Child Assessment

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

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

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

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15.

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.

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.

[a] Across waves, all children were administered the PPVT-4, regardless of home language or performance on the language screener. Scores in this table are only presented for those assessed in English and with a valid score across waves. 372 children did not achieve a basal on the PPVT-4 for at least one wave, and 435 were assessed in Spanish for at least one wave. These children are excluded from estimates in the table.

NA = not available

•With the exception of letter-word knowledge, children completing a second year in Head Start score below national norms across measures of language, literacy, and math development during Head Start enrollment. However, in the areas of English receptive vocabulary and (in most instances) letter-word knowledge children make progress toward these norms during program enrollment. Children from all racial/ethnic groups score above norms in letter-word knowledge by the end of the first year, with Hispanic/Latino and African American children making gains during their first year in the program (10.5 points and 10.2 points, respectively). Only Hispanic/Latino children completing a second year in Head Start make progress relative to same age peers in early writing (+3.2 points) by the end of their second year in the program. Regardless of race, children do not make progress towards norms in the area of applied problems.

•In terms of absolute performance, children from all racial/ethnic backgrounds make progress across developmental areas during their two years in the program.

•On the ECLS-B math items, all children completing a second program year make progress during program enrollment and can correctly answer more items. For example, while 20 percent of White children are able to demonstrate number and shape skills at program entry, by program exit 76 percent are able to. The percentage increases from 13 percent to 66 percent among African American children, from 17 percent to 75 percent among Hispanic/Latino children, and from 21 percent to 77 percent among Other race children.

Table B4. Summary Statistics for FACES Child Assessment Data by Number of Family Risks For 3-Year-Old Children Completing a Second Year of Head Start Taking the Assessment in English: Fall 2006 - Spring 2008

Scales	Number of cases	Fall 2006 Mean	Spring 2007 Mean	Spring 2008 Mean	Fall-Spring 2008 Change Mean
0 Risks					
PPVT-4 Standard Score[a]	145	90.9	90.9	95.4	4.5***
WJ III: Letter Word Identification Standard Score	138	102.7	104.1	103.8	1.1
WJ III: Spelling Standard Score	140	99.4	99.1	101.7	2.3
WJ III: Applied Problems Standard Score	129	93.5	96.4	97.4	3.9
ECLS-B Math IRT Score	152	6.6	9.3	13.7	7.1***
ECLS-B Number/Shape Proficiency Probability Score	152	0.18	0.43	0.77	0.59***
Combined ECLS-B/WJ III Applied Problems IRT Score	152	12.1	17.6	26.9	14.8***
PPVT-4 Growth Score Value (GSV) Score	145	96.8	105.5	123.4	26.6***
WJ III: Letter Word Identification W Ability Score	138	306.6	319.5	342.9	36.3***
WJ III: Spelling W Ability Score	140	338.7	355.0	388.5	49.8***
WJ III: Applied Problems W Ability Score	129	368.9	386.5	410.1	41.2***
1 Risk					
PPVT-4 Standard Score[a]	328	87.4	88.8	93.8	6.5***
WJ III: Letter Word Identification Standard Score	302	95.1	104.0	104.6	9.6***
WJ III: Spelling Standard Score	326	98.3	99.1	100.7	2.4
WJ III: Applied Problems Standard Score	294	95.8	93.5	93.4	-2.4
ECLS-B Math IRT Score	346	6.7	8.9	13.2	6.6***
ECLS-B Number/Shape Proficiency Probability Score	346	0.19	0.39	0.75	0.56***
Combined ECLS-B/WJ III Applied Problems IRT Score	346	12.2	17.0	26.0	13.8***
PPVT-4 Growth Score Value (GSV) Score	328	94.3	105.0	123.1	28.9***
WJ III: Letter Word Identification W Ability Score	302	300.7	321.6	348.6	47.9***
WJ III: Spelling W Ability Score	326	339.5	358.0	389.8	50.2***
WJ III: Applied Problems W Ability Score	294	374.2	384.6	407.0	32.7***

			2 or More Risks		
PPVT-4 Standard Score[a]	395	83.4	85.2	89.9	6.5***
WJ III: Letter Word Identification Standard Score	343	91.1	99.2	101.5	10.4***
WJ III: Spelling Standard Score	381	97.2	95.5	98.5	1.3
WJ III: Applied Problems Standard Score	329	92.4	93.1	91.6	-0.7
ECLS-B Math IRT Score	405	5.9	8.4	12.3	6.4***
ECLS-B Number/Shape Proficiency Probability Score	405	0.13	0.34	0.67	0.55***
Combined ECLS-B/WJ III Applied Problems IRT Score	405	10.6	16.1	24.2	13.6***
PPVT-4 Growth Score Value (GSV) Score	395	89.6	100.7	118.7	29.1***
WJ III: Letter Word Identification W Ability Score	343	296.3	314.1	342.2	45.9***
WJ III: Spelling W Ability Score	381	337.5	351.3	385.5	48.0***
WJ III: Applied Problems W Ability Score	329	369.6	383.7	404.2	34.6***

Source: Fall 2006 FACES Direct Child Assessment and Parent Interview and Spring 2007 and 2008 FACES Direct Child Assessment

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

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

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

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview.

Number of family risks is based on three family characteristics in the Fall 2006 FACES Parent Interview: 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.

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.

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.

[a] Across waves, all children were administered the PPVT-4, regardless of home language or performance on the language screener. Scores in this table are only presented for those assessed in English and with a valid score across waves. 372 children did not achieve a basal on the PPVT-4 for at least one wave, and 435 were assessed in Spanish for at least one wave. These children are excluded from estimates in the table.

•With the exception of letter-word knowledge skills, children score below national norms across measures of language, literacy, and math development during Head Start enrollment. However, regardless of number of family economic risks, in the area of English receptive vocabulary children make progress toward these norms during program enrollment. Only children with 1 and 2 or more family risks make progress in the area of letter-word knowledge, although those with no family risks score above norms at program entry. In fact, across number of family risks, children score at or above norms in letter-word knowledge by the end of the first program year, with children with 1 and 2 or more risks making gains during their first year in the program (9.6 points and 10.4 points, respectively). All children score near or above norms in early writing by program exit.

•In terms of absolute performance, regardless of number of family risks children make progress across developmental areas during their two years in the program.

•On the ECLS-B math items, all children make progress during program enrollment and can correctly answer more items. For example, while 18 percent of children with no family risks are able to demonstrate number and shape skills at program entry, by program exit 77 percent are able to. The percentage increases from 19 percent to 75 percent among children with 1 family risk, and from 13 percent to 67 percent among children with 2 or more risks.

Table B.5. Spring 2007 and Spring 2008 PPVT-4 Standard Score Distribution by Fall 2006 Standard Score Distribution

	Fall 2006 (Percent of Children)			
PPVT-4 Standard Score	70 or Lower	71 to 85	86 to 100	100 or Higher
Spring 2007				
70 or Lower	31.9	12.5	1.7	0.0
71 to 85	51.8	57.6	23.0	5.7
86 to 100	13.1	26.8	56.9	34.7
100 or Higher	3.3	2.5	18.4	59.6
Spring 2008				
70 or Lower	13.8	5.5	0.5	0.4
71 to 85	55.3	40.6	14.3	1.0
86 to 100	27.2	42.4	53.2	18.8
100 or Higher	3.6	10.3	31.6	79.3
Total[a]	10.6	36.0	36.9	15.3

Source: Fall 2006, Spring 2007, and Spring 2008 FACES Direct Child Assessment

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

[a] Percentages in this row reflect the percentage of children whose scores fell into each of the groups in fall 2006. Two percent of children did not achieve a basal on the PPVT-4 in fall 2006 and are excluded from this table.

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. In this table, reported standard scores have been categorized using standard deviation units: scores less than or equal to 70 (at least two standard deviations below norms), 71 to 85 (between one and two standard deviations below norms), 86 to 100 (within one standard deviation of norms), and greater than or equal to 100 (at or above norms).

Table B.6. Spring 2007 and Spring 2008 WJ III Letter-Word Standard Score Distribution by Fall 2006 Standard Score Distribution

	Fall 2006 (Percent of Children)			
WJ III Letter-Word Standard Score	70 or Lower	71 to 85	86 to 100	100 or Higher
Spring 2007				
70 or Lower	11.7	8.8	8.6	6.0
71 to 85	13.8	9.8	20.1	4.6
86 to 100	30.8	45.2	23.8	17.6
100 or Higher	43.7	36.3	47.5	71.9
Spring 2008				
70 or Lower	1.3	0.7	2.1	0.8
71 to 85	8.8	14.1	13.3	5.6
86 to 100	41.2	33.0	26.7	13.4
100 or Higher	48.7	52.2	57.9	80.2
Total[a]	15.8	14.7	32.6	36.8

Source: Fall 2006, Spring 2007, and Spring 2008 FACES Direct Child Assessment

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

[a] Percentages in this row reflect the percentage of children whose scores fell into each of the groups in fall 2006.

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. In this table, reported standard scores have been categorized using standard deviation units: scores less than or equal to 70 (at least two standard deviations below norms), 71 to 85 (between one and two standard deviations below norms), 86 to 100 (within one standard deviation of norms), and greater than or equal to 100 (at or above norms).

Table B.7. Spring 2007 and Spring 2008 WJ III Spelling Standard Score Distribution by Fall 2006 Standard Score Distribution

	Fall 2006 (Percent of Children)			
WJ III Spelling Standard Score	70 or Lower	71 to 85	86 to 100	100 or Higher
Spring 2007				
70 or Lower	18.1	9.0	4.1	3.3
71 to 85	24.6	24.3	12.1	13.5
86 to 100	37.1	41.1	40.0	33.4
100 or Higher	20.2	25.6	43.8	49.8
Spring 2008				
70 or Lower	6.9	5.8	3.2	1.4
71 to 85	36.1	23.0	11.3	8.9
86 to 100	26.3	34.8	31.1	28.4
100 or Higher	30.7	36.5	54.4	61.3
Total[a]	3.8	16.7	34.4	45.1

Source: Fall 2006, Spring 2007, and Spring 2008 FACES Direct Child Assessment

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

[a] Percentages in this row reflect the percentage of children whose scores fell into each of the groups in fall 2006.

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. In this table, reported standard scores have been categorized using standard deviation units: scores less than or equal to 70 (at least two standard deviations below norms), 71 to 85 (between one and two standard deviations below norms), 86 to 100 (within one standard deviation of norms), and greater than or equal to 100 (at or above norms).

Table B.8. Spring 2007 and Spring 2008 WJ III Applied Problems Standard Score Distribution by Fall 2006 Standard Score Distribution

	Fall 2006 (Percent of Children)			
WJ III Applied Problems Standard Score	70 or Lower	71 to 85	86 to 100	100 or Higher
Spring 2007				
70 or Lower	17.5	11.8	4.0	3.2
71 to 85	23.7	19.8	17.9	10.9
86 to 100	41.4	45.3	43.1	39.0
100 or Higher	17.4	23.1	35.0	46.9
Spring 2008				
70 or Lower	3.9	4.5	3.8	1.8
71 to 85	32.1	32.9	19.8	11.8
86 to 100	46.7	50.2	49.9	46.3
100 or Higher	17.3	12.3	26.5	40.1
Total[a]	8.3	25.1	28.3	38.4

Source: Fall 2006, Spring 2007, and Spring 2008 FACES Direct Child Assessment

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

[a] Percentages in this row reflect the percentage of children whose scores fell into each of the groups in fall 2006.

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. In this table, reported standard scores have been categorized using standard deviation units: scores less than or equal to 70 (at least two standard deviations below norms), 71 to 85 (between one and two standard deviations below norms), 86 to 100 (within one standard deviation of norms), and greater than or equal to 100 (at or above norms).

Table B.9. Spring 2007 and Spring 2008 PPVT-4 Standard Score Distribution by Fall 2006 Standard Score Distribution for Dual Language Learners (DLLs) from Spanish-Language Homes

	Fall 2006 (Percent of Spanish-Speaking DLL Children)			
PPVT-4 Standard Score	70 or Lower	71 to 85	86 to 100	100 or Higher
Spring 2007				
70 or Lower	42.4	15.0	0.0	0.0
71 to 85	43.8	70.5	68.8!	0.0
86 to 100	5.3	11.7	4.8!	41.6!
100 or Higher	0.0	2.8	26.4!	58.4!
Spring 2008				
70 or Lower	27.1	5.0	0.0	0.0
71 to 85	48.9	60.1	37.2!	0.0
86 to 100	20.1	31.4	62.8!	0.0
100 or Higher	3.9	2.6	0.0	100!
Total[a]	36.2	32.7	4.7	3.3

Source: Fall 2006, Spring 2007, and Spring 2008 FACES Direct Child Assessment

Note: Statistics are weighted to represent 3-year-old DLL children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

[a] Percentages in this row reflect the percentage of DLL children from Spanish-language homes whose scores fell into each of the groups in fall 2006. Twenty-three percent of these children did not achieve a basal on the PPVT-4 in fall 2006 and are excluded from this table.

! Interpret data with caution. Standard errors are large due to small sample size.

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. In this table, reported standard scores have been categorized using standard deviation units: scores less than or equal to 70 (at least two standard deviations below norms), 71 to 85 (between one and two standard deviations below norms), 86 to 100 (within one standard deviation of norms), and greater than or equal to 100 (at or above norms).

Table B.10. Spring 2007 and Spring 2008 TVIP Standard Score Distribution by Fall 2006 Standard Score Distribution for Dual Language Learners (DLLs) from Spanish-Language Homes

	Fall 2006 (Percent of Spanish-Speaking DLL Children)			
TVIP Standard Score	70 or Lower	71 to 85	86 to 100	100 or Higher
Spring 2007				
70 or Lower	53.8!	24.5	4.6	0.0
71 to 85	36.6!	42.1	49.4	34.3
86 to 100	9.6!	22.0	27.0	34.3
100 or Higher	0.0	11.4	19.1	31.5
Spring 2008				
70 or Lower	36.6!	36.2	24.7	20.1
71 to 85	53.8!	34.5	33.5	19.5
86 to 100	0.0	26.0	26.5	33.9
100 or Higher	9.6!	3.3	15.3	26.5
Total[a]	2.0	40.0	43.8	14.2

Source: Fall 2006, Spring 2007, and Spring 2008 FACES Direct Child Assessment

Note: Statistics are weighted to represent 3-year-old DLL children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

[a] Percentages in this row reflect the percentage of DLL children from Spanish-language homes whose scores fell into each of the groups in fall 2006.

! Interpret data with caution. Standard errors are large due to small sample size.

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. In this table, reported standard scores have been categorized using standard deviation units: scores less than or equal to 70 (at least two standard deviations below norms), 71 to 85 (between one and two standard deviations below norms), 86 to 100 (within one standard deviation of norms), and greater than or equal to 100 (at or above norms).

Table B11. Summary Statistics for FACES Teacher Child Report Data Measures for 3-Year-Old Children Completing a Second Year of Head Start: Fall 2006 - Spring 2008

		Fall 2006	Spring 2007	Spring 2008	Fall-Spring 2008 Change
Scales	Number of cases	Mean	Mean	Mean	Mean
Social Skills	1040	14.8	16.4	18.4	3.6***
Total Behavior Problems	1042	7.8	7.3	5.4	-2.4***
Aggressive Behavior	1042	1.7	1.7	1.4	-0.4***
Hyperactive Behavior	1042	3.5	3.2	2.2	-1.3***
Withdrawn Behavior	1042	1.6	1.6	1.3	-0.3**
PLBS – Total [a]	1041	48.8	49.1	52.8	4.1***
PLBS – Attitude toward Learning [a]	1041	49.1	49.4	52.0	2.9***
PLBS – Competence Motivation [a]	1041	48.8	48.8	52.7	3.9***
PLBS – Attention/Persistence [a]	1041	48.8	49.8	53.2	4.4***

Source: Fall 2006, Spring 2007, and Spring 2008 FACES Teacher Child Report.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

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

[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. Here, T-scores are set to illustrate children's performance relative to the average performance of the population when entering the program in fall 2006.

•Teachers report that children who enrolled as 3-year-olds demonstrate more social skills, fewer problem behaviors, and more positive attitudes toward learning, increased motivation, and attention and persistence with tasks on average by the end of their second year in the program. In particular, they report children as demonstrating fewer hyperactive behaviors by program exit.

Table B12. Summary Statistics for FACES Teacher Child Report Data Measures by Gender for 3-Year-Old Children Completing a Second Year of Head Start: Fall 2006 - Spring 2008

Scales	Number of cases	Fall 2006 Mean	Spring 2007 Mean	Spring 2008 Mean	Fall-Spring 2008 Change Mean
Girls					
Social Skills	512	15.6	17.5	19.3	3.7***
Total Behavior Problems	512	6.4	6.0	4.2	-2.2***
Aggressive Behavior	512	1.3	1.3	0.9	-0.4**
Hyperactive Behavior	512	2.8	2.6	1.7	-1.1***
Withdrawn Behavior	512	1.5	1.5	1.2	-0.3
PLBS – Total [a]	511	50.7	51.0	54.6	3.9***
PLBS – Attitude toward Learning [a]	511	50.9	51.1	53.4	2.5***
PLBS – Competence Motivation [a]	511	49.9	50.1	54.1	4.2***
PLBS – Attention/Persistence [a]	511	51.1	52.1	55.1	4.0***
Boys					
Social Skills	528	14.0	15.4	17.4	3.4*
Total Behavior Problems	530	9.2	8.6	6.5	-2.7***
Aggressive Behavior	530	2.1	2.1	1.8	-0.4***
Hyperactive Behavior	530	4.1	3.8	2.7	-1.4***
Withdrawn Behavior	530	1.7	1.7	1.4	-0.4**
PLBS – Total [a]	530	47.0	47.3	51.2	4.2***
PLBS – Attitude toward Learning [a]	530	47.4	47.8	50.7	3.3***
PLBS – Competence Motivation [a]	530	47.7	47.7	51.3	3.6***
PLBS – Attention/Persistence [a]	530	46.6	47.6	51.4	4.8***

Source: Fall 2006 FACES Teacher Child Report and Parent Interview and Spring 2007 and Spring 2008 FACES Teacher Child Report.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

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

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview.

[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. Here, T-scores are set to illustrate children's performance relative to the average performance of the population when entering the program in fall 2006.

•Teachers report that both boys and girls demonstrate more social skills and fewer problem behaviors on average by the end of their second year in the program. The one exception is withdrawn behaviors, where there are not teacher-reported differences in these behaviors for girls between program entry and exit. Teachers report boys and girls as demonstrating fewer hyperactive behaviors and more positive attitudes toward learning, motivation, and attention and persistence with tasks at program exit.

Table B13. FACES Teacher Child Report Data Measures by Race/Ethnicity for 3-Year-Old Children Completing a Second Year of Head Start: Fall 2006 - Spring 2008

Scales	Number of cases	Fall 2006 Mean	Spring 2007 Mean	Spring 2008 Mean	Fall-Spring 2008 Change Mean
White, Non-Hispanic					
Social Skills	207	14.90	15.85	18.20	3.3***
Total Behavior Problems	207	8.18	8.22	5.72	-2.5***
Aggressive Behavior	207	1.59	1.64	1.51	-0.1
Hyperactive Behavior	207	3.46	3.57	2.21	-1.2***
Withdrawn Behavior	207	2.08	2.01	1.39	-0.7***
PLBS – Total [a]	207	48.59	48.18	53.47	4.9***
PLBS – Attitude toward Learning [a]	207	49.68	49.58	52.27	2.6*
PLBS – Competence Motivation [a]	207	48.17	47.64	53.34	5.2***
PLBS – Attention/Persistence [a]	207	48.55	48.86	53.65	5.1***
African American, Non-Hispanic					
Social Skills	360	14.7	16.3	18.3	3.6***
Total Behavior Problems	362	7.6	7.5	6.0	-1.6***
Aggressive Behavior	362	1.7	1.8	1.6	-0.2
Hyperactive Behavior	362	3.6	3.3	2.6	-1.0***
Withdrawn Behavior	362	1.3	1.5	1.3	0.1
PLBS – Total [a]	361	48.8	49.0	51.3	2.6**
PLBS – Attitude toward Learning [a]	361	48.6	48.8	51.0	2.4*
PLBS – Competence Motivation [a]	361	49.5	49.2	51.6	2.1*
PLBS – Attention/Persistence [a]	361	48.3	49.4	51.5	3.2***
Hispanic/ Latino					
Social Skills	376	14.8	17.2	18.8	3.9***
Total Behavior Problems	376	7.7	6.2	4.1	-3.6***
Aggressive Behavior	376	1.8	1.4	1.0	-0.8***
Hyperactive Behavior	376	3.3	2.7	1.7	-1.6***
Withdrawn Behavior	376	1.6	1.4	1.0	-0.6
PLBS – Total [a]	376	49.1	50.7	54.2	5.1***
PLBS – Attitude toward Learning [a]	376	49.4	51.0	53.2	3.8***
PLBS – Competence Motivation [a]	376	48.6	49.8	53.6	5.0***
PLBS – Attention/Persistence [a]	376	49.5	51.4	54.8	5.3***

			Other		
Social Skills	94	15.0	15.2	17.7	2.7***
Total Behavior Problems	94	7.9	8.3	6.4	-1.4
Aggressive Behavior	94	1.7	2.1	1.4	-0.3
Hyperactive Behavior	94	3.5	3.5	2.4	-1.1*
Withdrawn Behavior	94	1.8	1.8	2.0	0.2
PLBS – Total [a]	94	48.4	46.9	52.3	3.9*
PLBS – Attitude toward Learning [a]	94	48.9	46.1	51.2	2.4
PLBS – Competence Motivation [a]	94	48.3	47.2	51.9	3.7
PLBS – Attention/Persistence [a]	94	48.6	48.1	52.8	4.2*

Source: Fall 2006 FACES Teacher Child Report and Parent Interview and Spring 2007 and Spring 2008 FACES Teacher Child Report.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

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

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview.

[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. Here, T-scores are set to illustrate children's performance relative to the average performance of the population when entering the program in fall 2006.

• While all teachers reported that children who entered as 3-year-olds demonstrate more social skills by program exit, there are differences in reports of the prevalence of children's problem behaviors and approaches to learning by race/ethnicity between Head Start entry and exit. For example, they report White, African American, and Hispanic/Latino children as demonstrating fewer problem behaviors after two years in the program. They only report Hispanic/Latino children as demonstrating fewer aggressive behaviors, and Hispanic/Latino and White children as demonstrating fewer withdrawn behaviors. They report all children as demonstrating fewer hyperactive behaviors and more positive attitudes toward learning, and persistence with tasks.

Table B14. FACES Teacher Child Report Data Measures by Number of Family Risks for 3-Year-Old Children Completing a Second Year of Head Start: Fall 2006 - Spring 2008

Scales	Number of cases	Fall 2006 Mean	Spring 2007 Mean	Spring 2008 Mean	Fall-Spring 2008 Change Mean
0 Risks					
Social Skills	177	15.0	16.6	18.8	3.8***
Total Behavior Problems	178	7.2	6.6	4.6	-2.7***
Aggressive Behavior	178	1.6	1.4	1.2	-0.3*
Hyperactive Behavior	178	3.3	3.0	1.8	-1.5***
Withdrawn Behavior	178	1.6	1.5	1.1	-0.5**
PLBS – Total [a]	177	49.2	50.0	54.1	4.9***
PLBS – Attitude toward Learning [a]	177	49.2	50.5	53.2	3.9***
PLBS – Competence Motivation [a]	177	49.2	49.6	53.4	4.2***
PLBS – Attention/Persistence [a]	177	49.3	50.4	54.8	5.6***
1 Risk					
Social Skills	374	15.1	16.8	18.6	3.5***
Total Behavior Problems	374	7.4	6.9	5.4	-2.0***
Aggressive Behavior	374	1.6	1.6	1.3	-0.3*
Hyperactive Behavior	374	3.2	2.9	2.2	-1.1
Withdrawn Behavior	374	1.7	1.6	1.4	-0.3***
PLBS – Total [a]	374	49.2	50.0	52.7	3.6***
PLBS – Attitude toward Learning [a]	374	49.4	50.1	52.3	2.9***
PLBS – Competence Motivation [a]	374	49.0	49.3	52.3	3.3***
PLBS – Attention/Persistence [a]	374	49.4	50.9	53.2	3.8***
2 or More Risks					
Social Skills	426	14.5	16.1	17.9	3.4***
Total Behavior Problems	427	8.2	7.8	5.6	-2.5***
Aggressive Behavior	427	1.9	1.8	1.4	-0.4***
Hyperactive Behavior	427	3.7	3.4	2.4	-1.3***
Withdrawn Behavior	427	1.5	1.6	1.3	-0.3
PLBS – Total [a]	427	48.4	48.3	52.3	3.9***
PLBS – Attitude toward Learning [a]	427	49.0	48.6	51.4	2.5***
PLBS – Competence Motivation [a]	427	48.6	48.2	52.5	3.9***
PLBS – Attention/Persistence [a]	427	48.2	49.0	52.5	4.3***

Source: Fall 2006 FACES Parent Interview and Fall 2006, Spring 2007, and Spring 2008 FACES Teacher Child Report.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

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

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview.

[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. Here, T-scores are set to illustrate children's performance relative to the average performance of the population when entering the program in fall 2006.

Number of family risks is based on three family characteristics in the Fall 2006 FACES Parent Interview: 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 who entered as 3-year-olds demonstrate more social skills and fewer problem behaviors on average after two years in the program. The one exception is children's withdrawn behaviors, where teachers only report those with no family risks as demonstrating fewer withdrawn behaviors at program exit. Teachers report all children as demonstrating fewer hyperactive behaviors and more positive attitudes toward learning, increased motivation, and attention and persistence with tasks.

Table B15. Disability Categories for 3-Year-Old Children Completing a Second Year of Head Start: Spring 2008

Disability Categorizations	Teacher Report
Percent of Children	
Percent of Head Start Children with Disabilities	16.5
Percent of Children with Disabilities	
Speech or Language Impairment	75.1
Cognitive Impairment [a]	16.6
Behavioral/Emotional Impairment [b]	17.4
Sensory Impairment [c]	11.5
Physical Impairment [d]	8.2
Child has IEP or ISFP	75.3
Percent of Children with Disabilities Having Multiple Impairments	
Multiple Impairment	23.7

Source: Spring 2008 FACES Teacher Child Report.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

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.

[a] Cognitive Impairment includes the following: mental retardation, autism/pervasive developmental delay, and non-categorical developmental delay.

[b]Behavioral/emotional impairment includes behavior problems, hyperactivity, and ADHD.

[c] Sensory Impairment includes deafness, other hearing impairment, blindness, and other visual impairment.

[d] Physical Impairment includes motor impairment.

• About 1 in 6 children who entered Head Start as 3-year-olds have been identified with a disability by the end of their second year in the program.

•The majority of entering 3-year-old children with disabilities who are completing a second year of Head Start are reported to have either speech or language impairments. Three-fourths of those with an identified disability have an IEP or IFSP. One-fourth have more than one impairment or disability.

Table B16. Disability Categories for 3-Year-Old Children Completing a Second Year of Head Start by Gender: Spring 2008

	Teacher Report	
Disability Categorizations	Girls	Boys
Percent of Children		
Percent of Head Start Children with Disabilities	12.1	20.4
Percent of Children with Disabilities		
Speech or Language Impairment	77.6	73.7
Cognitive Impairment [a]	9.8	20.4
Behavioral/Emotional Impairment [b]	16.3	17.9
Sensory Impairment [c]	12.1	11.2
Physical Impairment [d]	3.9	10.5
Child has IEP or ISFP	65.7	80.5
Percent of Children with Disabilities Having Multiple Impairments		
Multiple Impairment	16.7	27.4

Source: Fall 2006 FACES Parent Interview and Spring 2008 FACES Teacher Child Report.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview.

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

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

[a] Cognitive Impairment includes the following: mental retardation, autism/pervasive developmental delay, and non-categorical developmental delay.

[b]Behavioral/emotional impairment includes behavior problems, hyperactivity, and ADHD.

[c] Sensory Impairment includes deafness, other hearing impairment, blindness, and other visual impairment.

[d] Physical Impairment includes motor impairment.

•According to teachers, a larger percentage of boys who entered as 3-year-olds completing a second year of Head Start than girls have an identified disability. Boys are twice as likely as girls to be identified with a disability. A larger percentage of boys with a disability also have an IEP or IFSP .

Table B17. Disability Categories for 3-Year-Old Children Completing a Second Year of Head Start by Race/Ethnicity: Spring 2008

	Teacher Report			
Disability Categorizations	White, Non-Hispanic	African American, Non-Hispanic	Hispanic/Latino	Other
Percent of Children				
Percent of Head Start Children with Disabilities	22.1	14.5	12.7	23.6
Percent of Children with Disabilities				
Speech or Language Impairment	68.4	75.9	85.6	68.9
Cognitive Impairment [a]	20.2	22.0	8.6	11.6
Behavioral/Emotional Impairment [b]	11.2	19.9	17.6	23.5
Sensory Impairment [c]	7.6	11.7	13.4	15.9
Physical Impairment [d]	23.6	0.0	3.5	3.3
Child has IEP or ISFP	83.6	66.9	75.9	76.3
Percent of Children with Disabilities Having Multiple Impairments				
Multiple Impairment	27.3	24.6	20.4	19.9

Source: Fall 2006 FACES Parent Interview and Spring 2008 FACES Teacher Child Report.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview.

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

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

[a] Cognitive Impairment includes the following: mental retardation, autism/pervasive developmental delay, and non-categorical developmental delay.

[b]Behavioral/emotional impairment includes behavior problems, hyperactivity, and ADHD.

[c] Sensory Impairment includes deafness, other hearing impairment, blindness, and other visual impairment.

[d] Physical Impairment includes motor impairment.

•According to teachers, a larger percentage of White and Other race children who entered as 3-year-olds completing a second year of Head Start have an identified disability than those from other racial/ethnic backgrounds. A larger percentage of White children with a disability have an IEP or IFSP, and they are more likely than children from other racial/ethnic backgrounds to have a physical impairment. Finally, Hispanic/Latino children are more likely than White children to have a speech or language impairment.

Table B18. Disability Categories for 3-Year-Old Children Completing a Second Year of Head Start by Number of Family Risks: Spring 2008

	Teacher Report		
Disability Categorizations	0 Risks	1 Risk	2 or More Risks
Percent of Children			
Percent of Head Start Children with Disabilities	15.3	13.4	19.7
Percent of Children with Disabilities			
Speech or Language Impairment	72.7	70.1	77.5
Cognitive Impairment [a]	15.5	14.8	17.0
Behavioral/Emotional Impairment [b]	1.6	19.1	21.0
Sensory Impairment [c]	19.1	12.6	8.4
Physical Impairment [d]	31.0	0.0	6.4
Child has IEP or ISFP	92.4	71.0	74.0
Percent of Children with Disabilities Having Multiple Impairments			
Multiple Impairment	24.9	14.8	25.8

Source: Fall 2006 FACES Parent Interview and Spring 2008 FACES Teacher Child Report.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview.

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

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

[a] Cognitive Impairment includes the following: mental retardation, autism/pervasive developmental delay, and non-categorical developmental delay.

[b]Behavioral/emotional impairment includes behavior problems, hyperactivity, and ADHD.

[c] Sensory Impairment includes deafness, other hearing impairment, blindness, and other visual impairment.

[d] Physical Impairment includes motor impairment.

Number of family risks is based on three family characteristics in the Fall 2006 FACES Parent Interview: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

•According to teachers, a larger percentage of children with 2 or more family risks who entered as 3-year-olds and are completing a second year of Head Start have an identified disability than those with 1 risk. In contrast, higher percentages of children with a disability and no family risks have an IEP or IFSP.

Table B19. Summary Statistics FACES Child Height and Weight Data for 3-Year-Old Children Completing a Second Year of Head Start: Spring 2008

Scales	Number of cases	Mean	SE
Height (in inches)	1150	43.2	0.1
Weight (in pounds)	1136	44.9	0.3
Body Mass Index (BMI)	1107	16.6	0.1
Percent of children			
Child is Underweight	1107	2.4	0.5
Child is Normal Weight	1107	59.8	1.5
Child is Overweight	1107	19.9	1.2
Child is Obese	1107	17.9	1.2

Source: Spring 2008 FACES Direct Child Assessment.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Taking into account the child's age and gender, BMI can be used to used to identify whether the child is of normal weight, underweight, at risk for overweight, or overweight. A child is considered to be underweight when his/her BMI score below the 5th percentile for their age and gender; of normal weight when his/her BMI score falls from the 5th percentile to less than the 85th percentile for their age and gender; overweight when his/her BMI score falls at or above the 85th percentile for their age and gender; and obese when his/her BMI score is at or above the 95th percentile for their age and gender.

•Children who entered as 3-year-olds completing a second year of Head Start have average heights that are within age-norms provided by the CDC (i.e., at the 50th percentile). However, they have average weights and Body Mass Index (BMI) that are above average for their age range (i.e., higher than the 50th percentile).

• About 18 percent of children who entered Head Start as 3-year-olds are obese in spring 2008 and another 20 percent are overweight.

Table B20. Summary Statistics FACES Child Height and Weight Data by Gender for Children Completing a Second Year of Head Start: Spring 2008

	Girls			Boys		
Scales	Number of cases	Mean	SE	Number of cases	Mean	SE
Height (in inches)	568	43.1	0.1	582	43.2	0.1
Weight (in pounds)	563	44.8	0.4	573	45.0	0.4
Body Mass Index (BMI)	552	16.7	0.1	555	16.6	0.1
Percent of children						
Child is Underweight	552	1.6	0.5	555	3.2	0.7
Child is Normal Weight	552	60.9	2.1	555	58.7	2.1
Child is Overweight	552	18.0	1.6	555	21.8	1.8
Child is Obese	552	19.5	1.7	555	16.3	1.6

Source: Fall 2006 FACES Parent Interview and Spring 2008 FACES Direct Child Assessment.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview.

Taking into account the child's age and gender, BMI can be used to used to identify whether the child is of normal weight, underweight, at risk for overweight, or overweight. A child is considered to be underweight when his/her BMI score below the 5th percentile for their age and gender; of normal weight when his/her BMI score falls from the 5th percentile to less than the 85th percentile for their age and gender; overweight when his/her BMI score falls at or above the 85th percentile for their age and gender; and obese when his/her BMI score is at or above the 95th percentile for their age and gender.

•There are no differences in height, weight, or BMI between boys and girls who entered as 3-year-olds completing a second year of Head Start.

Table B21. Summary Statistics FACES Child Height and Weight Data by Race/Ethnicity for 3-Year-Old Children Completing a Second Year of Head Start: Spring 2008

	White, Non-Hispanic			African American, Non-Hispanic			Hispanic/ Latino			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)	213	42.7	0.1	411	43.7	0.1	423	42.9	0.1	100	43.3	0.2
Weight (in pounds)	213	43.4	0.5	407	45.9	0.4	415	45.1	0.4	98	44.1	0.8
Body Mass Index (BMI)	208	16.4	0.1	399	16.6	0.1	401	16.8	0.1	96	16.4	0.2
Percent of children												
Child is Underweight	208	1.2	0.8	399	2.6	0.8	401	3.1	0.9	96	2.1	1.5
Child is Normal Weight	208	68.9	3.2	399	60.2	2.5	401	50.5	2.5	96	68.4	4.8
Child is Overweight	208	14.4	2.4	399	18.5	2.0	401	26.9	2.2	96	14.5	3.6
Child is Obese	208	15.5	2.5	399	18.7	2.0	401	19.5	2.0	96	14.9	3.7

Source: Fall 2006 FACES Parent Interview and Spring 2008 FACES Direct Child Assessment.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview.

Taking into account the child's age and gender, BMI can be used to used to identify whether the child is of normal weight, underweight, at risk for overweight, or overweight. A child is considered to be underweight when his/her BMI score below the 5th percentile for their age and gender; of normal weight when his/her BMI score falls from the 5th percentile to less than the 85th percentile for their age and gender; overweight when his/her BMI score falls at or above the 85th percentile for their age and gender; and obese when his/her BMI score is at or above the 95th percentile for their age and gender.

•Hispanic/Latino and African American children who entered as 3-year-olds completing a second year of Head Start weigh more than White and Other race children, but African American children are also taller than White and Hispanic/Latino children. Hispanic/Latino children are more likely than White, African American, and Other race children to be overweight or obese.

Table B22. Summary Statistics FACES Child Height and Weight Data by Number of Family Risks for 3-Year-Old Children Completing a Second Year of Head Start: Spring 2008

	0 Risks			1 Risk			2 or More Risks		
Scales	Number of cases	Mean	SE	Number of cases	Mean	SE	Number of cases	Mean	SE
Height (in inches)	182	43.0	0.2	416	43.4	0.1	479	43.1	0.1
Weight (in pounds)	183	44.1	0.6	412	45.8	0.5	468	44.7	0.4
Body Mass Index (BMI)	179	16.6	0.1	401	16.7	0.1	456	16.6	0.1
Percent of children									
Child is Underweight	179	0.3	0.4	401	2.3	0.8	456	3.6	0.9
Child is Normal Weight	179	64.2	3.6	401	59.8	2.5	456	55.9	2.3
Child is Overweight	179	19.9	3.0	401	16.5	1.9	456	24.1	2.0
Child is Obese	179	15.6	2.7	401	21.4	2.1	456	16.4	1.7

Source: Fall 2006 FACES Parent Interview and Spring 2008 FACES Direct Child Assessment.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview.

Taking into account the child's age and gender, BMI can be used to used to identify whether the child is of normal weight, underweight, at risk for overweight, or overweight. A child is considered to be underweight when his/her BMI score below the 5th percentile for their age and gender; of normal weight when his/her BMI score falls from the 5th percentile to less than the 85th percentile for their age and gender; overweight when his/her BMI score falls at or above the 85th percentile for their age and gender; and obese when his/her BMI score is at or above the 95th percentile for their age and gender.

Number of family risks is based on three family characteristics in the Fall 2006 FACES Parent Interview: 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 two years in the program, children who entered as 3-year-olds with two or more family risks are more likely than those with no family risks to be underweight. They are also less likely to be normal weight than other children. Meanwhile, those with 2 or more family risks are more likely to be overweight than those with 1 family risk.

Table B23. Child Health Status for 3-Year-Old Children Completing a Second Year of Head Start as Reported by Parents: Spring 2008

	Percentages		
	Excellent/Very Good	Good	Fair/Poor
All Children	78.9	15.3	5.8
Gender			
Female	82.1	12.5	5.5
Male	75.9	17.9	6.2
Race/Ethnicity			
White, Non-Hispanic	83.3	13.0	3.7
African American, Non-Hispanic	79.5	14.1	6.4
Hispanic/Latino	73.6	18.7	7.7
Other	84.9	13.3	1.8
Family Risks			
0	85.7	10.4	3.8
1	77.6	16.9	5.5
2 or More	76.4	16.9	6.7

Source: Fall 2006 and Spring 2008 FACES Parent Interview.

Note: Statistics are weighted to represent 3-year-old children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2008.

Child and family characteristics are derived from the Fall 2006 FACES Parent Interview.

Number of family risks is based on three family characteristics in the Fall 2006 FACES Parent Interview: 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.

•More than three-quarters of children who entered as 3-year-olds completing a second year of Head Start are rated as having "excellent" or "very good" health by their parents.

•At the end of the second program year, parents of girls are more likely to rate them as having "excellent" or "very good" health than are parents of boys.

•Parents of Hispanic/Latino children completing a second year of Head Start are less likely to rate them as having "excellent" or "very good" health than are parents of children from other racial/ethnic groups. Hispanic/Latino parents are more likely to rate their children as having “fair” or “poor” health.

•Parents with no family risks are more likely than parents with 1 or more risks to rate the child as having “excellent” or “very good” health at program exit.

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