Head Start Family and Child Experiences Survey (FACES) 2006 Cohort

Online Training and Q&A

November 16, 2010

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Overview of Online Training

- What is *Research Connections*?
- Accessing resources through *Research Connections*
- Online Training and Q & A Schedule
- Mathematica – Data Training
Research Connections promotes

High quality research in child care and early education and the use of that research in policymaking. To do this we:

- Connect child care and early education
- Improve the quality of research
- Improve the quality of public policy
www.researchconnections.org

Child Care & Early Education RESEARCH CONNECTIONS

Search the Collection

Head Start
More Search Options | What's Changed?

Browse the Collection

- Browse by Author
- Browse by Status
- Browse by Topic

Topics of Interest

- Child Care and Mental Health
- Child Care Decision-Making
- Child Care Market Rate Surveys
- Child Care Subsidies
- Coordination and Integration of Early Childhood Services
- Data Collection and Analysis
- Dual Language Learners
- Early Literacy
- Early Mathematics
- Education and Professional Development of Child Care and Early Education Providers
- Family Child Care

RESEARCH CONNECTIONS

Offering a comprehensive, up-to-date, and easy-to-use collection of more than 17,000 resources from the many disciplines related to child care and early education.

NEW RESEARCH -- Updated Oct 15, 2010

- Do changes in home learning environment impact young children's language and academic skills?
- Is there a relationship between child care quality, extent and type, and low-income children's development of behavior problems?
- What is the relationship between Kindergarten test scores and later adult earnings?
- How did Head Start programs implement the I AM Moving, I AM Learning program?

Our Recent Publications, Datasets & Upcoming Events

- FACES 2006 Online Training and Q & A
- 2009 Child Care Policy Research Consortium Materials
- New School-Age Faculty Teaching Module
- Child Care and Special Needs Children Data
- Child Care Health & Safety: A Key Topic Resource List
- Child Care and Development Fund Administrative Data 2007
**Resource Type:** Data Sets

**Title:** Head Start Family and Child Experiences Survey (FACES), 2006 Cohort

**Author(s):** United States. Administration for Children and Families

**Date Issued:** 2010

**Publisher(s):** Inter-university Consortium for Political and Social Research

**Funder(s):** United States. Administration for Children and Families. Office of Planning, Research and Evaluation

**Alternative Title:** FACES 2006 Cohort


**Note:** This data collection may not be used for any purpose other than statistical reporting and analysis. Use of these data to learn the identity of any person or establishment is prohibited. To protect respondent privacy, the FACES 2006 Cohort data are restricted from general dissemination. Access to parts of this study requires a signed User Agreement. To obtain the file(s), researchers must agree to the terms and conditions of the Restricted Data Use Agreement, which is included with every download and can also be obtained separately on the Browse Documentation page.

**Description:** The Head Start Family and Child Experiences Survey (FACES) is a periodic, ongoing longitudinal study of program performance. Successive nationally representative samples of Head Start children, their families, classrooms, and programs provide descriptive information on the population of children and families served; staff qualifications, credentials, and opinions; Head Start classroom practices and quality measures; and child and family outcomes. FACES includes a battery of child assessments across multiple developmental domains (cognitive, social, emotional, and physical).

**Topics:** Children & Child Development > Child Development & School Readiness

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**View Full Description**

**Download Data:**
- Download all files (34,189 KB)
- Download select files from Research Connections

- Access to parts of this study requires a signed User Agreement. Please read about these requirements.

- Access to documentation does not require a User Agreement. Feel free to browse or download the documentation.

**Related Resources (34)**

**Export Citation:**
- Export via RIS (EndNote/Zotero)
- Help with Export
Online Training and Q & A Schedule

- **Today** - Online Training

- **Remainder of the Week – Questions & Answers**
  - Continuing opportunity to ask questions
  - View the recorded training and/or post questions and comments
  - Mathematica Staff will respond publicly to continue the conversation
  - Data User Tips will be posted on the following Analytic and Technical Issues:
    - Sampling weights and variance estimation
    - Missing data
    - Merging Data Files and Combining Rounds of Data
  - Review these Tips and post your comments and questions about them.

Links to these activities will go live on our website tomorrow
Webinar Objectives

- Introduce Head Start Family and Child Experiences Survey (FACES) data archive
- Increase your understanding of the design of FACES 2006
- Introduce you to some of the technical issues associated with analyzing the data from FACES 2006
- Answer your questions about the database and how it relates to your personal research interests
- You will become a FACES data user
Overview of FACES 2006
Outline

- Purposes of FACES
- Questions that can be answered and some that can’t
- Study design and data collection schedule
- FACES sample
Key Purposes of FACES

- To provide information at the national level on Head Start programs and the children and families served by these programs
- Key indicators of program quality and child and family outcomes
- Information on changes in programs, services, and the children and families who are served
- Not a study of Head Start impacts
Research Questions: Descriptive

- Characteristics of children, families, and programs at a single point in time

- Changes in these characteristics over time
  - Within-cohort comparisons
  - Cross-cohort comparisons
Research Questions: Analytic

- Relating family and child characteristics to children’s developmental progress during and after Head Start
- Relating program services to child and parent outcomes
- Relating classroom quality to child outcomes
Conceptual Model

Community and State
- Services and Resources
- Benchmarks/Indicators
- Public Policy
- Community & Neighborhood

Child Growth and Development
- Physical Health
- Physical Activity
- Nutrition
- Physical Growth
- Gross and Fine Motor Skills
- Cognition
- Language/Communication
- Social-emotional Approaches to Learning

Child's School Readiness

Child Start Program
- Population Served
- Primary Curriculum
- Teacher Salaries
- Management Climate

Head Start Classroom and Teachers
- Global Quality
- Teacher Sensitivity
- Instructional Practice
- Teacher Experience and Education
- Teacher Attitudes, Knowledge and Beliefs

Parent and Family Characteristics
- Physical, Mental, Nutritional Health
- Personal Resources and Competencies (Education, Employment, Literacy)
- Marital or Partner Relationship
- Childrearing Behavior and Attitudes
- Home Environment and Teaching
- Family Processes/Organization
- Child Care Arrangements and Resources
- Primary Language and Ethnicity

Parent & Family

Head Start Classroom & Teachers

Child Characteristics
- Health
- Gender
- Race/Ethnicity
- Disability Status

Child

Head Start Program

Community, State, & National
Study Design

- Nationally representative sample of Head Start programs, centers, classrooms, children and their families
- Two age groups (3- and 4-year olds)
- Multiple contexts, components, and reporters
- Longitudinal follow up and repeated measures
## Study Design

### SUMMARY OF DATA COLLECTION COMPONENTS, BY WAVE

<table>
<thead>
<tr>
<th>3-Year-Olds</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Spring 2008</th>
<th>Spring 2009</th>
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<td>Child in Head Start</td>
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<td>Classroom Observation</td>
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<tr>
<td>Center Director Interview</td>
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<tr>
<td>Education Coordinator Interview</td>
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<table>
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<tr>
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<tr>
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<tr>
<td>Education Coordinator Interview</td>
<td>✓</td>
<td></td>
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</tbody>
</table>
Sampling Overview

- Select 60 HS programs
- Select 2 centers in each program
- Select 3 classrooms per center
- Select 12 children per classroom
Actual Sample Sizes

- **Children assessed**
  - Fall 2006 (n=3,182)
  - Kindergarten year (n=1,848)

- **Parents interviewed**
  - Fall 2006 (n=3,190)
  - Kindergarten year (n=1,940)

- **Teacher child reports**
  - Fall 2006 (n=3,155)
  - Kindergarten year (n=1,429)

- **Observations in 335 Head Start classrooms (spring 2007 only)**
FACES: What is New in 2006

- Computerized data collection instruments
  - Computer-assisted child assessments, parent and teacher interviews
  - Web versions of teacher child reports and kindergarten teacher survey

- Measure children’s height and weight and questions about physical activities and nutrition

- More information about mathematics
FACES 2006 Data Collection
Instruments and Contents
FACES Data Collection Instruments

- Direct Child Assessment
- Teacher Child Report (TCR)
- Parent Interview
- Teacher Interview
- Head Start Directors and Education Coordinators Interviews
- Classroom Observation
## Capturing Child Outcomes in FACES

<table>
<thead>
<tr>
<th>Developmental Domain</th>
<th>Direct Child Assessment</th>
<th>TCR</th>
<th>Parent Interview</th>
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<td>X</td>
<td>X</td>
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<tr>
<td>Math</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Physical and Health</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Social Skills/Approaches to Learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Problem Behaviors</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Direct Child Assessment

- Language Screener (Simon Says, Art Show)

- Language and Literacy
  - *Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4)*
  - Test de Vocabulario de Imagines Peabody (TVIP) for Spanish receptive vocabulary
  - Story and Print Concepts
Direct Child Assessment, Continued

- **Math**
  - *WJ-III/Bateria III Applied Problems subtest*
  - *Addition: ECLS math (Spanish version available)*

- **Addition**: *Physical Measurements (height, weight)*

- **Addition**: *Leiter-R Examiner Ratings (in lieu of prior observer ratings)*
# Direct Child Assessment Paths

<table>
<thead>
<tr>
<th>Path:</th>
<th>English</th>
<th>Spanish</th>
<th>Other</th>
<th>Non-English</th>
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<td>Language Screener</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PPVT-4</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>TVIP</td>
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<td>X</td>
<td></td>
</tr>
<tr>
<td>WJ-III</td>
<td>X</td>
<td>X</td>
<td>Bateria-III</td>
<td>X</td>
</tr>
<tr>
<td>ECLS Math</td>
<td>X</td>
<td>X</td>
<td>X*</td>
<td>X</td>
</tr>
<tr>
<td>Height / Weight</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
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</table>

* Spanish Translation Available
## Language Routing Results in FACES 2006

<table>
<thead>
<tr>
<th>FACES 2006 Wave</th>
<th>English Home Language</th>
<th>Spanish Home Language</th>
<th>Other Home Language</th>
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<tbody>
<tr>
<td></td>
<td>English</td>
<td>English</td>
<td>Spanish</td>
</tr>
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<td>Fall 2006</td>
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<td>359</td>
<td>425</td>
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<tr>
<td>Spring 2007</td>
<td>2,182</td>
<td>472</td>
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<tr>
<td>Spring 2008</td>
<td>1,531</td>
<td>510</td>
<td>29</td>
</tr>
<tr>
<td>Spring 2009a</td>
<td>744</td>
<td>239</td>
<td>2</td>
</tr>
</tbody>
</table>

*a Only children from the 3-year-old cohort who were in kindergarten in spring 2009 were assessed in spring 2009.*
Teacher and Parent Reports on Children

- Social-Emotional Development
  - Social skills
  - Approaches toward learning
  - Problem behaviors

- Children’s Accomplishments
  - Language and literacy
  - Early mathematics
  - Early writing
  - Speech
  - Fine and gross motor
Teacher and Parent Reports on Children, Continued

- Physical Health and Development
  - Health status
  - Concerns about attention, disabilities

- Addition: Exposure to Head Start
  - Number of days and hours per week program open (program director interview)
  - Number of days child absent (TCR)
Parent Interview

- Child and family demographic characteristics
- Family processes and parenting
- Child outcomes
Child and Family Demographic Characteristics

- Age, race/ethnicity, country of origin, years in U.S., etc.
  - Child
  - Mother
  - Father
  - Parent who is not birth or adoptive

- Household composition

- Languages spoken in the household

- Income and housing

- Education and employment
Family Processes and Parenting

- Home learning environment
- Child's health and health care
- Family health care
- Addition: Child nutrition and activity
- Home and neighborhood characteristics
- Social support and community services
- Parent mental health (depression)
Family Processes and Parenting, Continued

- Head Start leavers
- Parent involvement and satisfaction with Head Start
- *Child care*
- Kindergarten characteristics and experience
- Data quality/observer ratings
Teacher Interview

- Classroom educational environment
- **Addition: Child nutrition and physical activity**
- Professional development
- Children with special needs
- Parent-teacher communication
- Program management
- Teacher characteristics
  - Demographics and educational background
  - **Addition: Depression (CES-D short form)**
Classroom Observations

- Early Childhood Environment Rating Scale-Revised (ECERS-R)

- Addition: Classroom Assessment Scoring System (CLASS) Instructional Support domain

- Arnett Caregiver Interaction Scale
# Directors, Education Coordinators Interviews

<table>
<thead>
<tr>
<th></th>
<th>Center Director</th>
<th>Program Director</th>
<th>Education Coordinator</th>
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</thead>
<tbody>
<tr>
<td>Staffing and recruitment</td>
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<td></td>
<td></td>
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<tr>
<td>Staff professional development</td>
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<td>X</td>
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<tr>
<td>Parent involvement</td>
<td>X</td>
<td></td>
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<tr>
<td>Program enrollment</td>
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<tr>
<td>Educational environment</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Kindergarten transition</td>
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<td></td>
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<tr>
<td>Program management</td>
<td>X</td>
<td></td>
<td>X</td>
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<tr>
<td>Employment and educational background</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Functions and responsibilities</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Teaching practice attitudes</td>
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<td></td>
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</table>
FACES 2006 Data Access
Data Access

- Data files
- Data file content and conventions
- Constructed/derived variables and scores
- Documentation
Data Files

- Data organized into three different data files
  - Center/Program
  - Teacher/Classroom
  - Child

- Each vary in content
  - Identifiers
  - Data flags
  - Sampling weights
  - Constructed/derived variables
  - Instrument data
## Data File Content

<table>
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<tr>
<th>Instrument</th>
<th>Center/Program</th>
<th>Classroom/Teacher</th>
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<td>Child assessment</td>
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<td>Teacher Child Report</td>
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<td>Parent Interview</td>
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<td>Head Start Teacher Interview</td>
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<td>Kindergarten Teacher Interview</td>
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<td>Classroom Observation</td>
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<td>C</td>
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<td>Program Director Interview</td>
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<tr>
<td>Center Director Interview</td>
<td>X</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Education Coordinator Interview</td>
<td>X</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td><strong>Time Period Covered</strong></td>
<td><strong>Fall 2006</strong></td>
<td><strong>Fall 2006-Spring 2007</strong></td>
<td><strong>Fall 2006-Spring 2009</strong></td>
</tr>
</tbody>
</table>

X = All data, C = constructed/derived variables only
File Conventions–Variable Names

- Example: P1D09
  - 1\textsuperscript{st} character = source instrument
  - 2\textsuperscript{nd} character = data collection wave
  - Remaining characters = based on item number

- Exceptions
  - Composites: P2NUMCC, CHGENDER
  - Identifiers: CHILDID
  - Weights: CNST1WT
**Constructed/Derived Variables**

- **Assessment Scores**
  - Raw scores
  - Standardized scores (standard $M=100$, $SD=15$; T-scores $M=50$, $SD=10$)
  - IRT-based scores or W scores

- **Constructed/derived variables**
  - Child and family characteristics
  - Family processes and parenting
  - Head Start teacher and classroom characteristics
  - Program characteristics
Documentation

- User’s Manual
- Data File Codebooks
- Descriptions of Constructed/Derived Variables
- Questionnaires
- Copyright Statements
## Codebook for Child-Level PUF, continued

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<td>Format</td>
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<tr>
<td>Valid N</td>
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<td>875</td>
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<tr>
<td>30</td>
<td>15=Haitian Creole</td>
</tr>
<tr>
<td>14</td>
<td>19=Vietnamese</td>
</tr>
<tr>
<td>13</td>
<td>20=Arabic</td>
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<tr>
<td>50</td>
<td>21=Other</td>
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<tr>
<td>316</td>
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<tr>
<td>44</td>
<td>30=African language</td>
</tr>
<tr>
<td>11</td>
<td>31=American Indian/Alaskan</td>
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<td>1829</td>
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<tr>
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<td>Num</td>
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<tr>
<td>Valid N</td>
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<td>17</td>
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<td>14</td>
<td>19=Vietnamese</td>
</tr>
<tr>
<td>11</td>
<td>20=Arabic</td>
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<td>53</td>
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<td>441</td>
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### Appendix G, Descriptions of Constructed/Derived Variables

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<th>Variable Name</th>
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<td>Child BMI Composite</td>
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</table>

#### Direct child assessments

- **AnBMI**: Child BMI Composite
  - Description: Body Mass Index (BMI) is a measure of body fat based on height and weight. This composite calculates child BMI using the imperial BMI formula.
  - Specification: \( \text{AnBMI} = \frac{(\text{An\text{WEIGHT}} \times 703.0696261393)}{(\text{An\text{HEIGHT}} \times \text{An\text{HEIGHT}})} \)
  - If An\text{WEIGHT} or An\text{HEIGHT} = M, then AnBMI = M.
  - If An\text{WEIGHT} or An\text{HEIGHT} = ",", then AnBMI = "."
  - Any cases that were 1 SD above/below the mean on the AnBMI composite were set to missing (M). In fall 2006, cases that were 3 SDs above/below the mean on the AnBMI composite were set to missing (M).

Tips for Working with the FACES 2006 Data
Analytic and Technical Issues

- Sampling weights and variance estimation
- Missing data
- Merging data files and combining rounds of data (i.e., prekindergarten and kindergarten data)
- Teacher- versus classroom-level analyses
Sampling Weights and Variance Estimation
FACES and Sampling Weights

- FACES is designed to produce national estimates.

- FACES is a sample, i.e., the entire population was not surveyed.

- FACES is not a simple random sample (SRS). Not all schools, teachers and children had an equal probability of selection.

- Not all programs, teachers, parents and children participated.
Why use weights when analyzing FACES data?

- Weights compensate for not collecting data from the entire population

- FACES Weights:
  - Adjust for different probabilities of selection
  - Adjust for differential nonresponse
  - Identify eligible cases
  - Reduce potential bias associated with nonresponse
Different Types of Weights

- FACES weights vary according to:
  - Level of analysis: program, center, classroom/teacher, child
  - Round(s) of data collection: cross-sectional or longitudinal
  - Source(s) of data: program/center director interviews, teacher interviews and teacher child reports, classroom observations, parent interviews, and child assessments
Choosing the Best Weight

- There are 43 weights on the FACES 2006 data files, how do I know which one to use?
  - Weight should match your research question
  - Consider level of analysis, sources of data, and whether your question requires one or more than one round of data
  - There is no perfect weight
Variance Estimation

- FACES data are often used to test hypotheses
  - differences between two or more groups of children
  - relationships between characteristics of children and/or their environments

- Conduct tests to ascertain whether the differences or the relationship are statistically significant

- Estimate the variance of the estimates and the standard errors of the estimates
Most standard procedures in commonly-used statistical software packages assume data are from a simple random sample.

The procedures are not appropriate for complex multi-stage, clustered sample designs with unequal probabilities of selection.

Variance estimates and standard errors are often underestimated and increase the likelihood of a Type I error.
Getting the Right Variance

- Design-based variance estimation methods
  - Replication methods
  - Taylor Series methods

- Earlier FACES cohorts used replication methods (Jackknife) and provided sets of replicate weights to users

- FACES 2006 is using the Taylor Series methodology
Software Options

- SUDAAN is one of several software packages
  - SAS PROC SURVEYMEANS OR SURVEYREG
  - STATA
  - SPSS
  - AM SOFTWARE

- The variables need to estimate Taylor Series estimates are available on the data file
  - First stage sampling stata (D1_STRAT and STRAT)
  - Primary sampling units (PSU)
Missing Data
# Missing Value Codes

<table>
<thead>
<tr>
<th>SPSS Code</th>
<th>SAS Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1</td>
<td>.N</td>
<td>Not applicable, including legitimate skips</td>
</tr>
<tr>
<td>-7</td>
<td>.R</td>
<td>Refused (a type of item nonresponse)</td>
</tr>
<tr>
<td>-8</td>
<td>.D</td>
<td>Don’t Know (a type of item nonresponse)</td>
</tr>
<tr>
<td>-9</td>
<td>.M</td>
<td>Not Ascertained (a type of item nonresponse), referring to items that were skipped but should have been answered</td>
</tr>
<tr>
<td>SYSMIS</td>
<td>.</td>
<td>Missing, including unit nonresponse where the full set of data for an instrument that should have been completed/responded to is missing</td>
</tr>
</tbody>
</table>
Merging Data Files and Combining Rounds of Data
## Data Files

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Center/Program</th>
<th>Classroom/Teacher</th>
<th>Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child assessment</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Teacher Child Report</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Parent Interview</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Head Start Teacher Interview</td>
<td></td>
<td>X</td>
<td>C</td>
</tr>
<tr>
<td>Kindergarten Teacher Interview</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Classroom Observation</td>
<td></td>
<td>X</td>
<td>C</td>
</tr>
<tr>
<td>Program Director Interview</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Center Director Interview</td>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td>Education Coordinator Interview</td>
<td></td>
<td></td>
<td>C</td>
</tr>
</tbody>
</table>

| Time Period Covered | Fall 2006 | Fall 2006- 2007 | Fall 2006-2009 |

X = All data, C = constructed/derived variables only
# Merging Files and Respondent Source Identifiers

<table>
<thead>
<tr>
<th>Level</th>
<th>ID name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>ChildID</td>
<td>7-digit number containing embedded information on the child’s family.</td>
</tr>
<tr>
<td>Class</td>
<td>CLSn_ID</td>
<td>5-digit number</td>
</tr>
<tr>
<td>Teacher</td>
<td>Tn_ID</td>
<td>6-digit numbers containing embedded information on classes taught by the teacher</td>
</tr>
<tr>
<td>Center</td>
<td>Cn_ID</td>
<td>5-digit number</td>
</tr>
<tr>
<td>Program</td>
<td>D1_ID</td>
<td>3-digit number</td>
</tr>
</tbody>
</table>

n=wave of data collection: 1=fall 2006, 2=spring 2007, 3=spring 2008
## FACES 2006 Data Collection for 3- and 4-Year-Old Cohorts, by Wave

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Spring 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Year-Old Cohort</td>
<td>X Head Start entry</td>
<td>X</td>
<td>X Spring Prekindergarten</td>
<td>X Spring Kindergarten</td>
</tr>
<tr>
<td>4-Year-Old Cohort</td>
<td>X Head Start entry</td>
<td>X Spring Prekindergarten</td>
<td>X Spring Kindergarten</td>
<td></td>
</tr>
</tbody>
</table>
Combining Rounds of Data

- **PKYEAR (values = 2007 and 2008):**
  1. Year child was in prekindergarten (completing Head Start)
  2. Year from which to draw data when conducting the prekindergarten analyses for each child

- **KGYEAR (values = 2008 and 2009):**
  1. Year child was in kindergarten
  2. Year from which to draw data when conducting analyses for each child

- Sampling weights associated with prekindergarten and kindergarten rounds of data

- Differ from cross-sectional spring 2007, 2008, 2009 sampling weights
Teacher- versus Classroom-Level Analyses
Teacher- versus Classroom- Level Analyses

- Some Head Start teachers were teaching two half-day classes in fall 2006
- Teacher-level weights adjust for duplication of classroom information for these teachers
- For analysis of class-specific data (in fall 2006 and spring 2007) at the class level, (i.e., estimates about Head Start classes) use the class-level file and weight
- For analysis of teacher-specific data (in fall 2006 and spring 2007) at the teacher level (i.e., estimates about Head Start teachers), use the class-level file and the teacher-level weight
Wrap Up
Rules for FACES Data Users

- Read the user’s manual
- Review Questionnaires and Codebooks
- Check for constructed or derived variables
- Examine the data quality of variables you are using in your analysis
- Run your analysis with unweighted data
- Use the appropriate weights for your research question and the data being used
- Check your results for plausibility
Next FACES Cohort is Underway

- Study design basically same as the design of prior FACES cohorts
  - Nationally representative sample
  - Two age cohorts (3- and 4-year olds)
  - Multiple contexts, components, and reporters
  - Longitudinal follow up and repeated measures–3 to 4 rounds of data collection depending on child’s age
What is different?

- Only one child from each family

- New assessments
  - Expressive vocabulary (bilingual measure)
  - Executive functioning – Self-regulation/Inhibitory control
  - Letter-sounds

- Asking more questions about dual language learner children and how Head Start serves these children and their families

- Full CLASS and shortened ECERS-R
Status

- Two rounds of data have been collected
  - Fall 2009
  - Spring 2010

- Next round of data will be collected in spring 2011

- First findings expected spring 2011

- Public-use data available summer 2013
Questions about FACES

- Please contact:
  - Maria Woolverton
    - maria.woolverton@acf.hhs.gov
  - FACES Project Team at Mathematica
    - FACES_Questions@mathematica-mpr.com

- Please refer to this link for additional information:
  http://www.acf.hhs.gov/programs/opre/hs/faces/
How to Stay Connected

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