



**Descriptive Data on
Head Start
Children and Families
from FACES 2014:
Fall 2014 Data
Tables and Study
Design**

OPRE Report 2017-97
December 2017

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Descriptive Data on Head Start Children and Families from FACES 2014: Fall 2014 Data Tables and Study Design

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OVERVIEW

Head Start is a national program that promotes 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 program places special emphasis on helping preschoolers develop the reading, language, social-emotional, mathematics, and science skills they need to be successful in school. It 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 2009). The Head Start program aims to achieve these goals by providing comprehensive child development services to economically disadvantaged children and families through grants to local public and private nonprofit and for-profit agencies.

Introduction

This report includes key information on the Head Start Family and Child Experiences Survey 2014 (FACES 2014) study design and a set of data tables that presents descriptive statistics on the demographic backgrounds and developmental outcomes of children enrolled in Head Start in fall 2014. The tables also detail aspects of their home environment and family life. Data are drawn from the Head Start Family and Child Experiences Survey (FACES 2014).

FACES which was first launched in 1997 as a periodic, longitudinal study of program performance. The study is conducted by Mathematica Policy Research and its partners—Educational Testing Service and Juárez and Associates—under contract to the Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Topics

1. Children's characteristics, family demographics, and home environment in fall 2014
2. Child cognitive development in fall 2014
3. Child social-emotional development in fall 2014
4. Child health and physical development in fall 2014

Purpose

The purpose of this report is two-fold: (1) to provide information about the FACES study, including the background, design, methodology, measures, and analytic methods, and (2) to report detailed descriptive statistics and related standard errors in a series of tables on children and their families. The data provide descriptive information from parent surveys, teacher child reports, and direct child assessments.

Findings and highlights

The data tables provide descriptive information on Head Start children and their families.

For children's characteristics, family demographics, and home environment, the tables show:

- Demographic characteristics (e.g., age, race/ethnicity, home language environment, household composition)
- Parent education and employment status
- Family economic well-being (household income as a percentage of the federal poverty threshold, financial strain, food security)
- Parental depressive symptoms
- Home learning activities, joint book reading frequency, and household routines
- Health care home use

For child cognitive, social-emotional, and health and physical development, the tables show:

- Reliability of the direct assessments of children’s language (English receptive vocabulary, English expressive vocabulary, Spanish receptive vocabulary, conceptual expressive vocabulary), literacy (letter-word knowledge, early writing), and math development
- Children’s language of direct assessment
- Language, literacy, and math skills for children
- Reliability of children’s executive function, social skills, problem behaviors, and approaches to learning
- Children’s executive function, social skills, problem behaviors, and approaches to learning
- Teacher report of children’s disability status and type and IEP/IFSP status
- Parent-reported child health status
- Children’s height, weight, and body mass index (BMI)

The tables provide this information for all Head Start children. For some of these characteristics, the tables also provide the information by gender, race/ethnicity, Head Start exposure, income as a percentage of federal poverty threshold, and primary home language.

Methods

The FACES sample provides information at the national level about Head Start programs, centers, classrooms, and the children and families they serve. We selected a sample of Head Start programs from the 2012-2013 Head Start Program Information Report, with two centers per program and two classrooms per center selected for participation. Within each classroom, we randomly selected 12 children for the study. In total, 60 programs, 119 centers, 247 classrooms, and 2,462 children participated in the study in fall 2014.

The statistics found in these tables are estimates of key characteristics of the population of Head Start children and their parents and families. The data used to report on child and family characteristics and child outcomes are weighted to represent all Head Start children in fall of the program year.

Glossary

FACES: Head Start Family and Child Experiences Survey

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INTRODUCTION

Head Start is a national program that promotes 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 program places special emphasis on helping preschoolers develop the reading, language, social-emotional, mathematics, and science skills they need to be successful in school. It 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 2009). The Head Start program aims to achieve these goals by providing comprehensive child development services to economically disadvantaged children and families through grants to local public and private nonprofit and for-profit agencies.

This set of tables presents data on the demographic backgrounds and developmental outcomes of children enrolled in Head Start in fall 2014. The tables also detail aspects of their home environment and family life. Data are drawn from the Head Start Family and Child Experiences Survey (FACES 2014), which was first launched in 1997 as a periodic, longitudinal study of program performance. Successive nationally representative samples of Head Start children, their families, classrooms, and programs provide descriptive information on the population served; staff qualifications, credentials, and opinions; Head Start classroom practices and quality measures; and child and family outcomes. FACES includes a battery of child assessments across many developmental domains; surveys with children's parents, teachers, and program managers; and observations of classroom quality. In 2013, the Office of Planning, Research, and Evaluation in the Department of Health and Human Services Administration for Children and Families (ACF) funded Mathematica Policy Research and its partners—Educational Testing Service and Juárez and Associates—to design and conduct FACES 2014. FACES 2014 consists of a core set of data collection activities to capture key characteristics and indicators related to programs, classrooms, and child outcomes. These are referred to as “Core studies.” Moreover, topical modules or special studies—known as “Plus studies”—allow FACES to respond flexibly to new policy and programmatic issues and questions, and to address topics in the Core with additional depth. We focus here on data collected in fall 2014 as part of the Classroom + Child Outcomes Core study.¹

Following this introduction to the fall 2014 study methodology and sample, the measures used, and the analytic methods used in this report, the first set of tables provides information for all children and by the child's Head Start exposure (newly entering Head Start versus returning for a second year),² primary home language,³ race/ethnicity, and family economic status (percentage of federal poverty threshold) on:

¹ The FACES 2014–2018 design also includes a set of data collection activities for the Classroom Core, conducted in spring 2015 and again in spring 2017.

² Children's newly entering versus returning status refers to their participation in preschool Head Start and does not include Early Head Start.

³ This characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child. Other FACES reports refer to children with a primary home language other than English as dual language learners or DLLs. This may differ from definitions used in other studies.

- Children’s characteristics, family demographics, and home environment (Section A)

In the next three sets of tables, we provide information for all children and by child age, race/ethnicity, Head Start exposure, primary language spoken to the child at home, and percentage of federal poverty threshold on:

- Child cognitive development (Section B)⁴
- Child social-emotional development (Section C),⁵ and
- Child health and physical development (Section D)

Each section includes a set of tables focusing on characteristics in fall 2014. For interested readers, we provide accompanying standard error tables in Sections AA (child and family characteristics), BB (child cognitive development), CC (child social-emotional development), and DD (child health and physical development).

Conceptual framework

The conceptual framework for the FACES 2014 Classroom + Child Outcomes Core study (see Figure 1) is a modification of the FACES 2009 design to show an updated list of constructs examined. As with the FACES 2009 model, it illustrates the complex interrelationships that help shape the developmental trajectories of children in Head Start. The child’s place is primary and constitutes the central core of the relationships depicted in the figure; fostering his or her progress toward school readiness, broadly construed, is Head Start’s ultimate goal. The family context forms the first ring of influences surrounding the child. Membership in the Head Start community is reflected in the child’s classroom environment, shaped by teacher credentials and experience, classroom resources and quality, and overall program management. More distal factors, such as community, state, and national policy decisions, also affect the lives of children and families participating in Head Start. These multidimensional contexts guide all aspects of the FACES study, from the selection of measures to the analyses needed to fully address program and policy issues in today’s Head Start program.

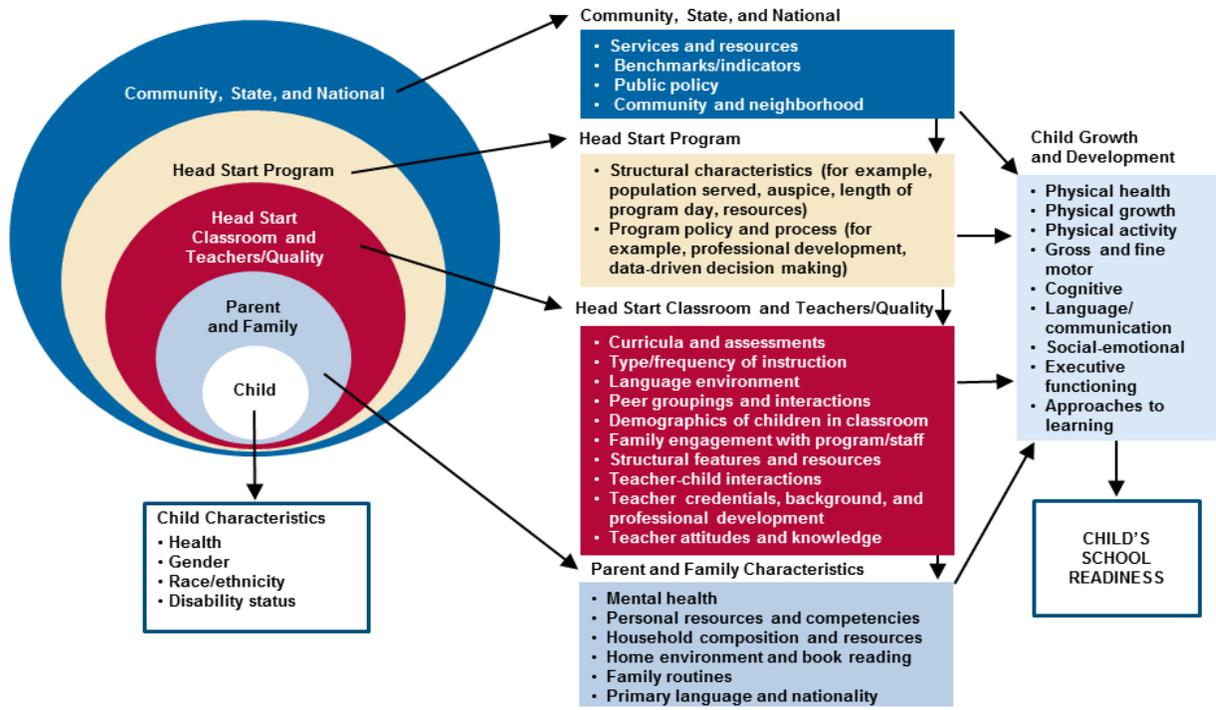
Measurement of child and family outcomes allows fuller understanding of Head Start’s efforts to prepare children and their parents for the school experience. The Head Start experience is designed to promote immediate and short- and long-term goals for children and families. For children, the experience includes preschool education, health screenings and examinations, nutritionally adequate meals, and opportunities to develop social-emotional skills that support school readiness. For parents, the experience involves opportunities to participate in policy and program decisions. The program provides parents with chances to participate in the classroom and strives to encourage their active involvement in the education and development of their children. Head Start seeks to promote adult literacy and further parent education, where needed and appropriate, and to provide opportunities for careers and training in early childhood education. The program also seeks to promote family self-sufficiency through provision of case

⁴ For the Spanish-bilingual measures (ROWPVT-4: SBE and EOWPVT-4: SBE), we also report scores by language of direct assessment.

⁵ We also report child cognitive and social-emotional outcomes by gender.

management, assessment, referral, and crisis intervention services. Head Start acts as an advocate for necessary family-focused social services through interagency coordination and agreements.

Figure 1. Conceptual framework guiding Classroom + Child Outcomes Core



METHODS⁶

The FACES sample provides information at the national level about Head Start programs, centers, classrooms, and the children and families they serve. We selected a sample of Head Start programs from the 2012-2013 Head Start Program Information Report (PIR), with two centers per program and two classrooms per center selected for participation.⁷ Within each classroom, we randomly selected 12 children for the study. In total, 60 programs, 119 centers, 247 classrooms, and 2,462 children participated in the study in fall 2014.

We collected data over a four-month period (September–December). Mathematica data collection teams assessed the children at their Head Start centers. Children’s parents completed surveys by phone or on the web,⁸ and teachers were asked to complete a set of ratings for each sampled child in their classroom using either a web-based or a paper instrument.⁹

Direct child assessments were completed for 95 percent of the consented children, and 78 percent of their parents completed parent surveys. A teacher child report form was completed for 98 percent of the consented children.¹⁰

We use data from the direct child assessments to report on children’s cognitive and physical outcomes and executive function in the fall of the Head Start year. Teacher ratings provide information about children’s social-emotional development and developmental conditions and needs. Assessor ratings provide another source of information about children’s social-emotional skills. We also use parent survey data to describe children’s backgrounds, family demographics, and health.

Direct child assessments. The battery includes a set of standardized preschool assessments designed to measure children’s cognitive skills (language, literacy, and mathematics), executive function (inhibitory control and working memory), and physical development (height and weight) through an untimed, one-on-one assessment of each child. We describe the measures used in the next section.

⁶ In this section we provide a description of the contents of the data collection instruments. The information provided is intended to be representative of the data collected. Some of the data that we describe are not included in the data tables.

⁷ The PIR provides data on the services, staff, children, and families served by Head Start programs across the country. All grantees and delegates must submit a PIR for Head Start programs.

⁸ Forty-four percent of parents completed the survey on the web, and 56 percent did so via telephone.

⁹ Fifty-six percent of teachers completed the Teacher Child Report on the web, and 44 percent of teachers used a paper instrument.

¹⁰ These are all unweighted 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 2014 consent rates, are by definition lower. The corresponding cumulative response rates associated with completing the child assessments, parent surveys, and teacher child ratings are 82 percent, 67 percent, and 84 percent, respectively.

Parent surveys. FACES collects information from Head Start parents in a variety of areas including characteristics of households (such as income, number of adult household members, languages spoken in the home) and household members (including relationship to study child). We also collect information on parental depressive symptoms and parents' ratings of their children's health status, among other characteristics.

Teacher Child Reports. Using a Teacher Child Report (TCR) form, lead teachers rate each FACES child in their classroom on a set of items assessing the child's cooperative classroom behavior, problem behaviors, and their approaches to learning. Teachers also provide reports of children's developmental conditions or concerns.

Assessor ratings. At the end of the one-on-one assessments, the assessor completes a set of rating scales evaluating the child's behavior in the assessment situation using the Leiter-R Examiner Rating Scales (Roid and Miller 1997).

OVERVIEW OF MEASURES

In this section we provide an overview of the measures used to address aspects of parenting and the home environment and to describe child cognitive, social-emotional, and physical development. We provide detail for constructs that are based on multiple items, focusing on only those measures included in the accompanying table set. Where applicable, we also include information on the normative samples for certain measures, mode of administration, and their limitations.

Child and family demographics, parenting, and the home environment

We created composite measures to describe child and family characteristics and to define subgroups. *Head Start exposure* identifies the percentage of children who are newly entering Head Start versus those returning for a second year. It is based on information gathered from Head Start programs (child date of birth, whether child was attending first year of Head Start, and date child first enrolled in any Head Start program).¹¹ *Child race/ethnicity* is defined as: White, non-Hispanic; African American, non-Hispanic; Hispanic/Latino; American Indian and Alaska Native, non-Hispanic; Asian or Pacific Islander, non-Hispanic; Multi-racial or bi-racial, non-Hispanic; and Other, non-Hispanic based on parent survey items asking separately about race and ethnicity.

Primary home language is based on the parent's report of the whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child. Categories include: English, Spanish, Other (non-Spanish) language. For the purposes of conducting the direct assessment, we use data from the parent consent form on the language the child uses most often at home. We describe how that information is used to drive the direct assessment in a subsequent section.

Household composition is based on a series of items about those living in the household, capturing each household member's relationship to the child. Categories include: lives with mother and father; lives with mother only; lives with father only; and lives with neither mother nor father. These categories focus on both biological and adoptive parents. The groups for lives with mother only and lives with father only mean that he or she is the only biological/adoptive parent in the household, not necessarily he or she is the only adult in the household.

Parent marital status is presented for children who live with their biological/adoptive mother and biological/adoptive father. Marital status categories include: married, registered domestic partnership or civil union, unmarried, and other/not reported.¹²

¹¹ Child date of birth and whether the child was attending for their first year of Head Start, collected ahead of the spring 2015 data collection, were used to construct this variable for the majority of children. Based on follow-up inquiries, the date the child first enrolled in any Head Start program was also used for a subset of children.

¹² Divorced, separated, and widowed parents are included in the "other/not reported" category.

Household income as a *percentage of the federal poverty threshold* is based on 2013 thresholds set by the United States Census Bureau. It is based on income and household size. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

Parental depressive symptoms is measured with the short form of the Center for Epidemiological Studies Depression (CES-D) Scale (Ross et al. 1983). Parents report how often they felt or behaved a particular way in the past week on 12 items. Scores for individual items are summed to range from 0 to 36, and total scores are coded as not depressed (0 to 4), mildly depressed (5 to 9), moderately depressed (10 to 14), and severely depressed (15 and above). The CES-D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

Financial strain is derived from four items that measure the extent to which parents feel they have enough money to afford the kind of home, clothing, food, and medical care they need (Conger et al. 1993; Raver et al. 2013). Aligning with prior use of these four items (Raver et al. 2013), we categorized a family as having “reported a financial strain” if they disagree or strongly disagree that they have enough money to afford any of the four items (home, clothing, food, or medical care). Response options include: “strongly disagree,” “disagree,” “neutral,” “agree,” or “strongly agree.” We also created an index reflecting the count of financial strains and the average number of financial strains experienced by a Head Start family.

To address *household food security*, we asked parents to indicate to what extent statements regarding food security describe them (such as “I/we could not afford to eat balanced meals”). We created a food security scale using the United States Department of Agriculture’s (USDA) “Guide to Measuring Household Food Security, Revised 2000” (Bickel et al. 2000) and the USDA’s 2006 updates to the security labels. High/marginal food security indicates no or minimal indications of food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food in the house with little or no indication of changes in diets or food intake. Low food security indicates reports of reduced quality, variety, or desirability of diet, but little or no indication of reduced food intake. Very low food security indicates reports of multiple indications of disrupted eating patterns and reduced food intake

Child cognitive development

To assess children’s skills and knowledge, FACES directly administers norm- and criterion-referenced measures of language, literacy, and math development to the children. The Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4; Dunn and Dunn 2006) measures children’s English receptive vocabulary knowledge relative to English-speaking children of the same age in the United States.

The Expressive One-Word Picture Vocabulary Test-4th Edition, both the English and the conceptually scored Spanish-Bilingual Editions (EOWPVT-4 and EOWPVT-4: SBE; Martin and Brownell 2010, 2012a), measure children’s expressive vocabulary.^{13,14} The EOWPVT-4: SBE

¹³ FACES 2009 used the third edition of the EOWPVT and EOWPVT-SBE. The EOWPVT-4 and EOWPVT-4: SBE no longer include the same items in the same order, reflecting cultural and linguistic differences in the development of word-usage patterns. In addition, unlike its predecessor, the norms for the EOWPVT-4: SBE extend downward to age 2. As a result, scores on these measures are not comparable to those obtained in FACES 2009.

allows for conceptual scoring (that is, it provides prompts for both English and Spanish and accepts responses in either language, including responses in various Spanish dialects) and can be administered in English, Spanish, or as a bilingual measure. FACES uses conceptual scoring with the EOWPVT-4: SBE. The EOWPVT-4 norms provide a measure of children's expressive vocabulary relative to English-speaking children of the same age nationally, while the EOWPVT-4: SBE norms reflect these skills relative to Spanish-speaking children of the same age nationally.

The Receptive One-Word Picture Vocabulary Test–4: Spanish-Bilingual Edition (ROWPVT-4: SBE; Martin and Brownell 2012b) is a conceptually scored measure of children's receptive vocabulary that can be administered in English, Spanish, or as a bilingual measure. FACES administers the measure only in Spanish to provide a measure of children's Spanish receptive vocabulary. The ROWPVT-4: SBE was normed on a bilingual sample of individuals in the U.S. who speak Spanish and English, with individuals given the opportunity to receive prompts in English and Spanish, and provides information on children's vocabulary relative to Spanish-speaking children of the same age nationally.¹⁵

Selected scales from the Woodcock-Johnson Tests of Achievement, Third Edition (WJ III; Woodcock et al. 2001) provide a picture of letter knowledge, early math, and early writing relative to English-speaking children of the same age in the U.S. Spanish versions of these measures are from the Bateria III Woodcock-Muñoz Tests of Achievement (WM III; Woodcock et al. 2004). The calibration sample for the WM was drawn from both inside and outside the U.S. (including Mexico, Costa Rica, Panama, Argentina, Colombia, Puerto Rico, and Spain). Calibration data were then equated to the WJ norms.¹⁶ The Letter-Word Identification subtest measures children's alphabet knowledge, print concepts/conventions, and sight word recognition. Applied Problems captures math skills in the areas of number concepts and quantities, number relationships and operations, counting, and reasoning/problem solving. Finally, Spelling measures children's early writing and spelling from memory.

(continued)

¹⁴ The EOWPVT-4 is administered to children who most often use an English or Other (non-Spanish) language at home, and the EOWPVT-4: SBE is administered to children who most often use Spanish at home. For the purposes of the direct assessment, the language the child uses most often at home is based on parent-reported information on the consent form.

¹⁵ The FACES 2014 standard scores on the ROWPVT-4: SBE provide an estimate of children's Spanish receptive vocabulary but are likely an underestimate of their total receptive vocabulary knowledge, as children often have some word knowledge distributed across languages. Unlike in the norming standardization, FACES children were not provided an opportunity to receive prompts in both Spanish and English, if needed.

¹⁶ While prior rounds of FACES used the WJ III and WM III norms, we use the norms associated with the WJ III and WM III Normative Update (NU). The WJ/WM III norms were developed using Census population projections for 2000. The 2000 Census showed that these projections were off in several areas (for example, percent of the population that was Hispanic was higher in Census 2000 than suggested by the population projections). The NU norms have adjusted for this by changing the weights assigned to different segments of the population that are used to prepare standard scores.

A supplemental set of math items from the Early Childhood Longitudinal Study-Birth and Kindergarten cohorts (ECLS-B and ECLS-K:98) math assessment is used to assess a broader set of early math skills than is captured by the WJ/WM III Applied Problems subtest.

A supplemental set of letter-sounds items from the ECLS-B is used to tap the skills of children who have progressed beyond letter knowledge on the WJ Letter-Word Identification subtest but have not yet acquired sight words. This measure is only available in English.

For the purposes of conducting the direct child assessment, we use data from the parent consent form on the language the child uses most often at home and the child's performance on the language screener to determine his/her *language path*. The direct assessment includes four language paths: assessed in English, primarily assessed in English, primarily assessed in Spanish, and assessed in English, shortened assessment battery.

The direct child assessment begins with two subtests from the Preschool Language Assessment Survey 2000 (*preLAS* 2000; Duncan and DeAvila 1998), Simon Says and Art Show. We use the *preLAS* as a warmup for children who most often use English at home. For children who most often use a language other than English at home, we use it as a language screener to determine whether they should be assessed in English, primarily assessed in English, primarily assessed in Spanish, or administered an abbreviated assessment battery that includes English vocabulary and height and weight measurements.

Following the *preLAS*, all children are administered the PPVT-4 to measure English receptive vocabulary. Children who most often use English or an Other (non-Spanish) language at home take the EOWPVT-4 to measure English expressive vocabulary. Children who most often use Spanish at home take the EOWPVT-4: SBE to measure conceptual expressive vocabulary. In addition, children who most often use Spanish at home take the ROWPVT-4: SBE to measure Spanish receptive vocabulary regardless of their performance on the *preLAS*. Thus, children who most often use Spanish at home receive the receptive vocabulary component of the battery in English (PPVT-4) and Spanish (ROWPVT-4: SBE).

Following administration of these vocabulary measures, children who most often use Spanish at home and who make more than twelve errors on the *preLAS* are routed to the Spanish-language cognitive assessment (primarily assessed in Spanish). Similarly, children who make more than twelve errors on the *preLAS* and who most often use a language other than English or Spanish at home are routed out of the cognitive assessment following administration of the English vocabulary measures and are weighed and measured for height (assessed in English, shortened assessment battery). Children who make 12 or fewer errors on the *preLAS* and who most often use Spanish at home receive the remainder of the cognitive battery in English (primarily assessed in English). Children who make 12 or fewer errors on the *preLAS* and who most often use a language other than English or Spanish at home receive the cognitive assessment battery in English (assessed in English). Children who most often use English at home are administered the cognitive assessment battery in English, regardless of their scores on the *preLAS* (assessed in English).

Table 1 presents the language paths and measures for the direct child assessment based on the language the child most often uses at home and performance on the language screener. Table 2 presents the number of children routed along each of the language paths.

Table 1. FACES direct child assessment language paths and measures

Language child uses most often at home ^a				
English	Spanish		Other (non-Spanish)	
Warmup (<i>pre</i> LAS)	Language screener (<i>pre</i> LAS)		Language screener (<i>pre</i> LAS)	
Assessed in English	Primarily assessed in English ^b	Primarily assessed in Spanish ^b	Assessed in English ^b	Assessed in English, shortened assessment battery ^b
PPVT-4	PPVT-4	PPVT-4	PPVT-4	PPVT-4
EOWPVT-4	EOWPVT-4: SBE (conceptually scored)	EOWPVT-4: SBE (conceptually scored)	EOWPVT-4	EOWPVT-4
--	ROWPVT-4: SBE (administered in Spanish)	ROWPVT-4: SBE (administered in Spanish)	--	--
WJ III (Spelling, Letter-Word Identification, Applied Problems)	WJ III (Spelling, Letter-Word Identification, Applied Problems)	WM III (Spelling, Letter-Word Identification, Applied Problems)	WJ III (Spelling, Letter-Word Identification, Applied Problems)	--
ECLS-B Letter-Sounds ^c	ECLS-B Letter-Sounds ^c	--	ECLS-B Letter-Sounds ^c	--
ECLS Math	ECLS Math	ECLS Math (Spanish translation available)	ECLS Math	--
Executive function: Pencil Tapping ^d	Executive function: Pencil Tapping ^d	Executive function: Pencil Tapping ^d (Spanish translation available)	Executive function: Pencil Tapping ^d	--
Height and weight	Height and weight	Height and weight	Height and weight	Height and weight

^aWe use data from the parent consent form to identify the language the child uses most often at home.

^bLanguage of direct assessment is based on the language the child uses most often at home and the child's performance on the language screener. Children who use a language other than English most often at home pass the language screener if they make twelve or fewer errors.

^cThis task is administered only to children who meet a certain threshold on the WJ III Letter-Word Identification subtest. Therefore, it is only available for children assessed in English or primarily assessed in English.

^dThis task is administered only to children age 4 and older at the time of the direct assessment.

Table 2. Number of children assessed using each FACES language path: Fall 2014

	Language child uses most often at home ^a				
	English	Spanish		Other (non-Spanish)	
	Assessed in English	Primarily assessed in English ^b	Primarily assessed in Spanish ^b	Assessed in English ^b	Assessed in English, shortened assessment battery ^b
Number of children	1806	241	248	24	14

^aWe use data from the parent consent form to identify the language the child uses most often at home.

^bLanguage of direct assessment is based on the language the child uses most often at home and the child's performance on the screener. Children who use a language other than English most often at home pass the language screener if they make twelve or fewer errors.

Child social-emotional development

FACES uses measures from a variety of sources—teacher, assessor, and direct assessment—to provide multiple perspectives on children's positive and challenging behaviors that may affect their ability to learn and interact with others of the same age and adults.

Teachers report on children's cooperative classroom behavior or social skills, as well as their problem behaviors in the classroom using items taken from the Behavior Problems Index (Peterson and Zill 1986), the Personal Maturity Scale (Entwisle et al. 1997), and the Social Skills Rating Scale (Gresham and Elliott 1990). Teachers also rate children's approaches to learning, using the ECLS–K Approaches to Learning Scale (U.S. Department of Education 2002).

Assessors use the Leiter International Performance Scale-Revised Examiner Ratings (Leiter-R), to evaluate the child's behavior in the assessment situation, including approaches to learning and any problem behaviors. FACES uses the cognitive/social scale, which includes 27 items and 4 subscales: (1) attention, (2) organization/impulse control, (3) activity level, and (4) sociability.

Finally, the pencil tapping task (Blair 2002; Diamond and Taylor 1996; Smith-Donald et al. 2007) is a direct assessment of children's executive function that measures children's inhibitory control, working memory, and attention. Reported scores reflect the percentage of times the child taps correctly and can take on any value from zero to 100. Higher scores indicate better skills on the task. The task is only administered to children age 4 years and older at the time of the direct assessment.

Child health and physical development

FACES measures children's health and physical development in several ways. Teachers report on aspects of children's disability status and developmental conditions or concerns. For those children with a teacher-reported disability, teachers report on the type of impairment(s) and whether the child has an Individualized Education Program (IEP) or Individual Family Service Plan (IFSP). Parents provide ratings of their child's overall health status. During the one-on-one assessment, we also measure each child's height and weight to support analyses of obesity or underweight status.

OVERVIEW OF ANALYTIC METHODS

In this section we provide an overview of the analytic methods used to detail aspects of parenting and the home environment and child cognitive, social-emotional, and physical development.

Population estimates

The statistics found in these tables are estimates of key characteristics of the population of Head Start children and their parents and families. The data used to report on child and family characteristics and child outcomes are weighted to represent all Head Start children in fall of the program year.¹⁷ Weights are used to compensate for the differential probabilities of selection at the sampling stage (for example, we selected programs and centers with probability proportional to size; and we selected a fixed number of classrooms per center out of a variable number of classrooms) and to adjust for changes in children's eligibility status and the effects of nonresponse. This report applies a sampling weight (P1_RA1WT) to include children who have a completed parent survey and child assessment or teacher child report in the fall. Estimates and standard errors included in the data tables are based on weighted data.

These tables also include unweighted sample sizes which, along with standard errors, provide a sense of the stability of the estimates of key characteristics of the Head Start population. We present estimates only for those cases who completed a measure or answered a question.¹⁸ For each table of population estimates, we also provide accompanying standard error tables based on the weighted estimates. In conjunction with the standard errors, readers may compare different groups' means and percentages presented in the tables in order to assess whether differences between estimates are statistically significant. Student's *t* test can be used to test for statistical significance at the .05 level, where *t* equals the difference between the estimates divided by the square root of the sum of the estimates' squared standard errors. Standard errors also provide information on the stability of the estimates, where a larger standard error signifies a wider confidence interval around the estimate. With a 95 percent confidence interval, we are 95 percent certain that the true population value lies within the confidence interval surrounding the estimate based on our sample. For a given measure and level of confidence, the larger the sample size, the narrower the confidence interval. In the context of FACES, the confidence interval reflects the sampling variance for the estimates presented in this report based on the sample of children that participate in FACES, and the range of possible true values for the entire population of Head Start participants.

¹⁷ Statistics are weighted to represent all children enrolled in Head Start in fall 2014 and include children who are new to the program and those who are returning for a second year. Previous rounds of FACES only included newly enrolled children.

¹⁸ The number of cases may vary depending on whether a question or measure was not administered by design or if individuals chose not to respond to a particular survey item. For example, depending on the child's language of direct assessment, a child may be missing scores on certain measures because the child was not administered these measures, as in the case where a child going down the Spanish path will not have scores on the WJ III measures. Or, in the parent survey, a parent may not receive a question based on a response to an earlier "gateway" question.

Constructed scores

Child cognitive development. Child assessment scores created in FACES include raw, standard, and Item Response Theory (IRT)-based scores, or W scores, depending on the measure. Raw scores refer to counts or averages of the individual items that a child completed. They are indicators of absolute rather than relative performance. Standard scores provide information relative to other children. W scores also provide information on children’s absolute rather than relative skills. IRT-based scores allow for measurement of change or growth in performance on the same scale over time. While raw and W scores for children’s cognitive outcomes are created in FACES, we do not report on these types of scores in this set of tables and instead focus on IRT-based and standard scores only.¹⁹ IRT-based and standard scores can be used to address different types of questions about children’s skills and development.

IRT-based scores provide information on children’s absolute performance at a specific point in time. Changes in these scores across waves indicate that the child is progressing developmentally and his/her skills are increasing in absolute terms. IRT scale scores from the ECLS-B mathematics²⁰ and letter-sounds assessments are created and reported in the tables. These scores provide an estimate of the child’s performance as if he/she had taken all items in an assessment (as the child may not receive all items based on basal or ceiling rules, for example).

In contrast, standard scores allow for comparisons of an individual child’s performance relative to children of the same age nationally. These scores have a mean of 100 and a standard deviation of 15. Scores above or below the mean indicate that compared to children of the same age nationally, the child’s skills are more or less advanced. An increase in a child’s standard score toward the mean of 100 indicates that progress is being made relative to others of the same age or that the gap with others of the same age is closing. It is important to take note of the norming sample used for each measure when considering how children compare. Standard scores are created and reported in the tables for the PPVT-4, ROWPVT-4: SBE, EOWPVT-4, EOWPVT-4: SBE, and WJ/WM III measures.^{21, 22}

Given the diversity in Head Start children’s skills and development—some children have average or above average skills, whereas others have below average skills—we were particularly interested in knowing what percentage of children have below average skills indicating potential needs. To look more closely at this, we categorized children’s skills across the cognitive

¹⁹ We create raw scores for the PPVT-4, ROWPVT-4: SBE, EOWPVT-4, EOWPVT-4: SBE, and WJ/WM III measures. We create W scores for the PPVT-4 and WJ/WM III measures. These scores are found on the FACES 2014 public use data file.

²⁰ A subset of the items in the mathematics assessment are also drawn from the ECLS-K.

²¹ As in prior FACES reporting, we exclude from the tables all cases who are unable to achieve a basal on the PPVT-4.

²² In FACES 2014, the possible range of scores is 45-155 for the ROWPVT-4: SBE, EOWPVT-4, and EOWPVT-4: SBE. The publisher manuals provide information for translating raw scores to standard scores ranging from 55 to 145 based on a traditional approach to report scores 3 standard deviations above or below the mean. This represents 99.7 percent of the distribution. For the remaining 0.3 percent of the distribution, the publisher flags the lowest raw scores as a standard score of “<55” and the highest raw scores as a standard score of “>145.” To include all cases with raw scores, we use a “45” for the low end and “155” at the high end to indicate these cases are outside of the range.

measures with standard scores in terms of standard deviation units: scores within one standard deviation below norms (between 85 and 100) and scores at least two standard deviations below norms (less than or equal to 70). Generally, standard scores that are two or more standard deviations below norms suggest the need for referral or additional evaluation.²³

Child social-emotional development. Raw scores for children’s teacher reported cooperative behaviors or social skills, approaches to learning, and problem behaviors in the classroom are derived from the measures described above. Composite scores are calculated as the sum or mean of items and reflect the extent to which given statements are reflective of a child’s behavior.

- *Social skills* is a summary index based on 12 items with 24 possible points related to children's cooperative behavior and social skills. Higher scores indicate more frequent cooperative behavior.
- *Approaches to Learning* is based on the mean of six items that comprise the Approaches to Learning Scale from the ECLS–K:98. Higher scores indicate more frequent positive approaches to learning behaviors.
- *Problem behaviors* is a summary index of 14 items that contains three subscales— Aggressive Behavior, Withdrawn Behavior, and Hyperactive Behavior. Higher scores represent more frequent negative behavior.²⁴

Assessor-reported scores of children’s behavior during the direct assessment include raw and standard scores derived from the Leiter-R.

- *Attention, organization/impulse control, activity level, and sociability*, are raw subscale scores and *cognitive/social total* is a raw total score of the subscales. Higher scores reflect better behaviors on these measures.
- *Cognitive/social* standard score has a mean of 100 and a standard deviation of 15, and indicates performance relative to children of the same age nationally.

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

²³ All children receive the PPVT-4 to measure English receptive vocabulary regardless of the language they most often use at home and their performance on the language screener. All children who use a language other than English or Spanish most often at home receive the EOWPVT-4 to measure English expressive vocabulary regardless of their performance on the language screener. Therefore, some of these children may have scored low on these measures because of low levels of English vocabulary and not because of a developmental language delay.

²⁴ The number of items in the three subscales sum to 13. One additional item that is not included in the subscales is included in the problem behaviors total score. Therefore, there are 14 total items in the problem behaviors total score.

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SECTION A

CHILD CHARACTERISTICS AND FAMILY ENVIRONMENTS

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Table A.1. Demographic characteristics of children in Head Start, overall and by Head Start exposure: Fall 2014

Demographic characteristics	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Head Start exposure	1908		782		449		1231		677	
Newly entering children		66.2		100.0		100.0		100.0		0.0
Returning children		33.8		0.0		0.0		0.0		100.0
Age as of September 1, 2014	1893		782		449		1231		662	
3 years old or younger		44.5		100.0		0.0		63.4		6.5
4 years old or older		55.5		0.0		100.0		36.6		93.5
Race/ethnicity	1906		782		449		1231		675	
White, non-Hispanic		27.7		25.3		39.7		30.6		22.0
African American, non-Hispanic		22.2		23.0		16.9		20.8		24.9
Hispanic/Latino		41.8		44.2		33.8		40.4		44.5
American Indian or Alaska Native, non-Hispanic		1.9		1.9		1.6		1.8		2.3
Asian or Pacific Islander, non-Hispanic		0.7		1.1		0.4		0.8		0.5
Multi-racial/bi-racial, non-Hispanic		5.0		4.0		6.5		4.9		5.1
Other, non-Hispanic		0.7		0.5		1.1		0.7		0.8
Gender	1908		782		449		1231		677	
Female		50.4		49.2		51.6		50.1		51.1
Male		49.6		50.8		48.4		49.9		48.9
Participated in Early Head Start	1883		774		446		1220		663	
Yes		33.3		32.2		18.9		27.3		45.3
No		66.7		67.8		81.1		72.7		54.7

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

Table A.2. Home language environment, overall and by Head Start exposure: Fall 2014

Home language environment	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Language spoken in the home	1908		782		449		1231		677	
English only		60.6		59.4		65.0		61.5		58.9
Spanish		33.5		34.9		29.4		32.9		34.7
Other (non-Spanish) language		5.9		5.6		5.6		5.6		6.4
Primary home language^b	1908		782		449		1231		677	
English		76.0		75.6		81.7		77.8		72.3
Spanish		21.4		22.1		15.7		19.7		24.6
Other (non-Spanish) language		2.7		2.3		2.6		2.4		3.1

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

^bThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table A.3. Household composition, overall and by Head Start exposure: Fall 2014

Household composition	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Household members	1908		782		449		1231		677	
Biological/adoptive mother and biological/adoptive father		46.9		49.1		47.5		48.5		43.8
Married		30.3		30.2		33.3		31.4		28.3
Registered domestic partnership or civil union		2.4		2.7		1.5		2.3		2.5
Unmarried		13.5		14.8		12.5		14.0		12.6
Marital status not reported		0.7		1.3		0.2		0.9		0.4
Biological/adoptive mother only		45.3		42.7		44.8		43.5		48.9
Biological/adoptive father only		2.9		3.2		2.8		3.1		2.5
Neither biological/adoptive mother nor biological/adoptive father		4.9		5.0		4.9		5.0		4.8
Household composition	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean
Number of people in household	1908	4.4	782	4.4	449	4.3	1231	4.4	677	4.4

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

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/adoptive mother only" category does not mean that the biological/adoptive mother is the only adult in the household, but that she is the only biological/adoptive parent in the household.

^aAge as of September 1, 2014.

Table A.4. Parent education, overall and by Head Start exposure: Fall 2014

Parent education	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Highest level of education completed by mothers in household	1750		722		406		1128		622	
Less than high school diploma		26.2		25.4		27.6		26.2		26.3
High school diploma or GED		33.4		34.0		30.6		32.8		34.7
Some college/ vocational/technical		32.4		31.7		34.0		32.6		32.2
Bachelor's degree or higher		7.9		8.9		7.7		8.5		6.8
Highest level of education completed by fathers in household	890		378		214		592		298	
Less than high school diploma		38.0		39.2		32.0		36.6		41.0
High school diploma or GED		35.7		33.2		43.4		36.8		33.3
Some college/vocational/technical		19.8		21.5		16.9		19.9		19.8
Bachelor's degree or higher		6.5		6.1		7.7		6.7		6.0
Highest level of education completed by any parent in household	1809		745		421		1166		643	
Less than high school diploma		22.4		22.9		21.7		22.5		22.2
High school diploma or GED		34.2		34.0		33.3		33.7		35.1
Some college/vocational/technical		34.0		33.4		35.1		34.0		33.9
Bachelor's degree or higher		9.5		1.4		1.8		1.1		1.7

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant percentage calculations for highest level of education.

Households with a mother include those with a mother only and those with both a mother and father. Households with a father include those with a father only and those with both a mother and father. Any parent in the household includes children with one or two parents in the household (that is, mother only, father only, and mother and father) and the highest education level among them when there are two parents in the household. If there is only one parent (mother only or father only), it reflects that parent.

^aAge as of September 1, 2014.

Table A.5. Parent education, by child's primary home language^a: Fall 2014

Parent education	Child's primary home language is English		Child's primary home language is not English	
	n	Percentage	n	Percentage
Highest level of education completed by mothers in household	1291		459	
Less than high school diploma		16.4		55.8
High school diploma or GED		36.1		25.3
Some college/vocational/technical		39.1		12.4
Bachelor's degree or higher		8.4		6.5
Highest level of education completed by fathers in household	569		321	
Less than high school diploma		24.3		64.9
High school diploma or GED		41.7		23.9
Some college/vocational/technical		26.3		7.1
Bachelor's degree or higher		7.7		4.1
Highest level of education completed by any parent in household	1341		468	
Less than high school diploma		13.9		48.4
High school diploma or GED		35.7		29.6
Some college/vocational/technical		40.3		14.4
Bachelor's degree or higher		10.1		7.6

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant percentage calculations for highest level of education.

Households with a mother include those with a mother only and those with both a mother and father. Households with a father include those with a father only and those with both a mother and father. Any parent in the household includes children with one or two parents in the household (that is, mother only, father only, and mother and father) and the highest education level among them when there are two parents in the household. If there is only one parent (mother only or father only), it reflects that parent.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table A.6. Parent employment status, overall and by Head Start exposure: Fall 2014

Parent employment status	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Employment status of mothers in household	1747		723		405		1128		619	
Working full-time		27.8		28.1		27.4		27.9		27.8
Working part-time		24.3		25.2		23.2		24.5		23.8
Looking for work		14.7		15.8		15.1		15.6		12.9
Not in labor force		33.3		30.8		34.3		32.1		35.5
Employment status of fathers in household	888		375		215		590		298	
Working full-time		62.3		63.7		57.0		61.3		64.5
Working part-time		17.0		17.0		17.7		17.3		16.4
Looking for work		8.6		9.9		8.8		9.5		6.8
Not in labor force		12.1		9.4		16.5		11.9		12.3
Employment status of the most employed of any parent in household	1801		741		420		1161		640	
Working full-time		52.1		53.9		48.3		51.8		52.6
Working part-time		22.4		22.5		22.4		22.5		22.3
Looking for work		11.5		11.5		12.8		12.0		10.6
Not in labor force		14.0		12.1		16.5		13.8		14.5

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant percentage calculations for employment status.

Households with a mother include those with a mother only and those with both a mother and father. Households with a father include those with a father only and those with both a mother and father. Any parent in the household includes children with one or two parents in the household (that is, mother only, father only, and mother and father) and the highest employment level among them when there are two parents in the household. If there is only one parent (mother only or father only), it reflects that parent.

^aAge as of September 1, 2014.

Table A.7. Parent employment status, by child's primary home language^a: Fall 2014

Parent employment status	Child's primary home language is English		Child's primary home language is not English	
	n	Percentage	n	Percentage
Employment status of mothers in household	1282		465	
Working full-time		31.4		17.3
Working part-time		25.9		19.3
Looking for work		16.6		8.8
Not in labor force		26.1		54.5
Employment status of fathers in household	567		321	
Working full-time		60.8		65.3
Working part-time		15.9		19.1
Looking for work		10.3		5.4
Not in labor force		13.0		10.2
Employment status of the most employed of any parent in household	1330		471	
Working full-time		50.4		57.0
Working part-time		22.5		22.1
Looking for work		13.2		6.3
Not in labor force		13.9		14.5

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant percentage calculations for employment status.

Households with a mother include those with a mother only and those with both a mother and father. Households with a father include those with a father only and those with both a mother and father. Any parent in the household includes children with one or two parents in the household (that is, mother only, father only, and mother and father) and the highest employment level among them when there are two parents in the household. If there is only one parent (mother only or father only), it reflects that parent.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table A.8. Household income as a percentage of the federal poverty threshold, overall and by Head Start exposure: Fall 2014

Household income	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Percentage of the federal poverty threshold	1908		782		449		1231		677	
Below 50 percent		31.3		32.1		30.6		31.6		30.9
50 to 100 percent		36.4		38.4		33.5		36.6		35.9
101 to 130 percent		13.0		12.5		11.5		12.1		14.7
131 to 185 percent		9.2		7.3		12.5		9.2		9.1
186 to 200 percent		1.1		1.6		1.5		1.6		0.3
201 percent or above		9.0		8.1		10.5		9.0		9.0

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

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.

The federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^aAge as of September 1, 2014.

Table A.9. Household income as a percentage of the federal poverty threshold, by child's primary home language^a: Fall 2014

Household income	Child's primary home language is English		Child's primary home language is not English	
	n	Percentage	n	Percentage
Percentage of the federal poverty threshold	1427		481	
Below 50 percent		31.5		30.8
50 to 100 percent		33.0		47.1
101 to 130 percent		13.8		10.6
131 to 185 percent		10.0		6.4
186 to 200 percent		1.4		0.4
201 percent or above		10.3		4.7

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

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.

The federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table A.10. Parental depressive symptoms, overall and by Head Start exposure: Fall 2014

Parental depressive symptoms (categorical)	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Level of depressive symptoms^b	1864		765		439		1204		660	
Not depressed		56.9		56.3		53.2		55.1		60.5
Mildly depressed		20.9		19.4		23.2		20.8		21.1
Moderately depressed		11.0		12.5		12.4		12.5		8.2
Severely depressed		11.1		11.8		11.3		11.6		10.2
Parental depressive symptoms (continuous)	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean
Level of depressive symptoms^b	1864	5.7	765	6.0	439	5.9	1204	6.0	660	5.2

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

In fall 2014, 84 percent of respondents were biological/adoptive mothers, 8 percent were biological/adoptive fathers, and the remainder were other household members.

^aAge as of September 1, 2014.

^bLevel of depressive symptoms is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed. The CES-D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

Table A.11. Parental depressive symptoms, by race/ethnicity: Fall 2014

Parental depressive symptoms (categorical)	White, non-Hispanic		African American, non-Hispanic		Hispanic/Latino		Other, non-Hispanic	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Level of depressive symptoms^a	472		470		757		163	
Not depressed		53.4		51.4		62.2		57.1
Mildly depressed		20.2		25.6		19.6		16.8
Moderately depressed		12.6		11.7		9.0		14.3
Severely depressed		13.7		11.4		9.2		11.8
Parental depressive symptoms (continuous)	n	Mean	n	Mean	n	Mean	n	Mean
Level of depressive symptoms^a	472	6.4	470	6.3	757	4.9	163	5.9

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

In fall 2014, 84 percent of respondents were biological/adoptive mothers, 8 percent were biological/adoptive fathers, and the remainder were other household members.

^aLevel of depressive symptoms is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed. The CES-D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

Table A.12. Parental depressive symptoms, by child's primary home language^a: Fall 2014

Parental depressive symptoms (categorical)	Child's primary home language is English		Child's primary home language is not English	
	n	Percentage	n	Percentage
Level of depressive symptoms^b	1399		465	
Not depressed		52.6		70.8
Mildly depressed		22.3		16.5
Moderately depressed		12.5		6.2
Severely depressed		12.6		6.4
Parental depressive symptoms (continuous)	n	Mean	n	Mean
Level of depressive symptoms^b	1399	6.3	465	3.9

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

In fall 2014, 84 percent of respondents were biological/adoptive mothers, 8 percent were biological/adoptive fathers, and the remainder were other household members.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

^bLevel of depressive symptoms is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed. The CES-D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

Table A.13. Parental depressive symptoms, by income as a percentage of federal poverty threshold^a: Fall 2014

Parental depressive symptoms (categorical)	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Level of depressive symptoms^b	593		684		229		358	
Not depressed		54.8		58.7		54.7		58.6
Mildly depressed		22.3		18.4		23.0		21.9
Moderately depressed		11.1		11.1		12.4		9.9
Severely depressed		11.8		11.7		9.9		9.6
Parental depressive symptoms (continuous)	n	Mean	n	Mean	n	Mean	n	Mean
Level of depressive symptoms^b	593	6.0	684	5.7	229	5.8	358	5.1

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

In fall 2014, 84 percent of respondents were biological/adoptive mothers, 8 percent were biological/adoptive fathers, and the remainder were other household members.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bLevel of depressive symptoms is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed. The CES-D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

Table A.14. Household financial strain, overall and by Head Start exposure: Fall 2014

Household financial strain	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Reported a financial strain in past 12 months^b	1897	47.1	778	47.2	446	45.4	1224	46.5	673	48.1
Financial strain(s) reported^c										
Unable to afford the home they need	1885	29.0	774	29.1	444	30.2	1218	29.5	667	28.2
Unable to afford the clothing they need	1886	21.1	773	23.9	443	18.9	1216	22.0	670	19.5
Unable to afford the food they need	1887	15.5	775	16.4	444	13.8	1219	15.5	668	15.6
Unable to afford the medical care they need	1889	32.0	774	31.1	445	31.5	1219	31.3	670	33.5
Count of financial strains reported in past 12 months	1897		778		446		1224		673	
None		52.9		52.8		54.6		53.5		51.9
One		19.5		19.1		17.0		18.3		21.7
Two		12.1		11.6		13.8		12.4		11.5
Three		8.6		8.4		8.9		8.5		8.6
Four		7.0		8.1		5.7		7.2		6.4
Household financial strain	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean
Number of financial strains reported	1897	1.0	778	1.0	446	0.9	1224	1.0	673	1.0

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

^bThe financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. A family "reported a financial strain" if they disagree or strongly disagree that they have enough money to afford a home, clothing, food, or medical care.

^cEstimates are reported among all children, not just among those whose parent reported a financial strain.

Table A.15. Household financial strain, by race/ethnicity: Fall 2014

Household financial strain	White, non-Hispanic		African American, non-Hispanic		Hispanic/Latino		Other, non-Hispanic	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Reported a financial strain in past 12 months^a	477	45.1	476	45.7	773	49.1	169	47.6
Financial strain(s) reported^b								
Unable to afford the home they need	477	28.4	475	33.1	763	27.7	168	27.5
Unable to afford the clothing they need	476	14.6	474	20.1	767	26.2	167	20.6
Unable to afford the food they need	476	14.4	476	11.8	765	17.5	168	19.3
Unable to afford the medical care they need	475	29.3	475	30.0	769	35.7	168	28.4
Count of financial strains reported in past 12 months	477		476		773		169	
None		54.9		54.3		50.9		52.4
One		20.0		18.2		19.5		21.1
Two		13.4		13.0		11.1		10.7
Three		7.1		7.2		9.9		10.4
Four		4.6		7.3		8.7		5.4
Household financial strain	n	Mean	n	Mean	n	Mean	n	Mean
Number of financial strains reported	477	0.9	476	0.9	773	1.1	169	1.0

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThe financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. A family "reported a financial strain" if they disagree or strongly disagree that they have enough money to afford a home, clothing, food, or medical care.

^bEstimates are reported among all children, not just among those whose parent reported a financial strain.

Table A.16. Household financial strain, by child's primary home language^a: Fall 2014

Household financial strain	Child's primary home language is English		Child's primary home language is not English	
	n	Percentage	n	Percentage
Reported a financial strain in past 12 months^b	1421	45.0	476	53.8
Financial strain(s) reported^c				
Unable to afford the home they need	1418	29.0	467	29.3
Unable to afford the clothing they need	1416	18.1	470	30.9
Unable to afford the food they need	1418	13.9	469	20.7
Unable to afford the medical care they need	1415	28.9	474	42.0
Count of financial strains reported in past 12 months	1421		476	
None		55.0		46.2
One		18.9		21.1
Two		12.9		9.8
Three		7.8		11.1
Four		5.4		11.9
Household financial strain	n	Mean	n	Mean
Number of financial strains reported	1421	0.9	476	1.2

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

^bThe financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. A family "reported a financial strain" if they disagree or strongly disagree that they have enough money to afford a home, clothing, food, or medical care.

^cEstimates are reported among all children, not just among those whose parent reported a financial strain.

Table A.17. Household financial strain, by income as a percentage of federal poverty threshold^a: Fall 2014

Household financial strain	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Reported a financial strain in past 12 months^b	598	48.7	698	50.2	236	50.9	365	36.0
Financial strain(s) reported^c								
Unable to afford the home they need	592	33.9	695	31.3	235	28.0	363	17.6
Unable to afford the clothing they need	595	25.6	691	24.0	235	17.4	365	11.0
Unable to afford the food they need	594	15.9	695	18.3	236	16.6	362	8.8
Unable to afford the medical care they need	596	31.1	695	33.8	235	40.7	363	24.6
Count of financial strains reported in past 12 months	598		698		236		365	
None		51.3		49.8		49.1		64.0
One		18.8		19.2		20.7		20.2
Two		12.4		12.3		16.3		8.7
Three		8.0		12.0		6.7		4.2
Four		9.6		6.7		7.3		2.9
Household financial strain	n	Mean	n	Mean	n	Mean	n	Mean
Number of financial strains reported	598	1.1	698	1.1	236	1.0	365	0.6

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bThe financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. A family "reported a financial strain" if they disagree or strongly disagree that they have enough money to afford a home, clothing, food, or medical care.

^cEstimates are reported among all children, not just among those whose parent reported a financial strain.

Table A.18. Household financial strain, by parent employment status^a: Fall 2014

Household financial strain	Parent working full-time		Parent working part-time		Parent looking for work		Parent not in labor force	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Reported a financial strain in past 12 months^b	943	45.5	398	53.2	203	47.5	246	49.6
Financial strain(s) reported^c								
Unable to afford the home they need	938	25.5	397	34.1	203	36.5	243	32.9
Unable to afford the clothing they need	941	19.2	397	22.1	201	28.7	243	22.7
Unable to afford the food they need	941	14.1	396	21.1	203	16.9	243	13.3
Unable to afford the medical care they need	939	33.2	397	38.8	202	25.8	245	26.7
Count of financial strains reported in past 12 months	943		398		203		246	
None		54.5		46.8		52.5		50.4
One		20.0		19.1		15.0		23.9
Two		10.9		15.0		12.8		12.8
Three		8.5		9.9		11.8		6.3
Four		6.1		9.2		7.9		6.6
Household financial strain	n	Mean	n	Mean	n	Mean	n	Mean
Number of financial strains reported	943	0.9	398	1.2	203	1.1	246	0.9

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

In this table, we report financial strain by the employment status of the most employed of the child's parents.

^aIncludes both biological and adoptive parents.

^bThe financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. A family "reported a financial strain" if they disagree or strongly disagree that they have enough money to afford a home, clothing, food, or medical care.

^cEstimates are reported among all children, not just among those whose parent reported a financial strain.

Table A.19. Household food security, overall and by Head Start exposure: Fall 2014

Household food security	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Food security in past 12 months^b	1902		782		448		1230		672	
High/marginal food security		67.7		68.2		64.9		67.0		68.9
Low food security		21.6		21.1		24.4		22.3		20.2
Very low food security		10.7		10.7		10.7		10.7		10.9
Purchased food did not last and there was no money to get more	1896		780		446		1226		670	
Often true		5.7		6.0		5.8		5.9		5.3
Sometimes true		29.9		30.6		31.2		30.8		28.1
Never true		64.4		63.4		63.0		63.3		66.6
Could not afford to eat balanced meals	1885		774		443		1217		668	
Often true		4.9		5.5		6.0		5.7		3.5
Sometimes true		26.8		25.9		26.7		26.2		28.0
Never true		68.2		68.6		67.3		68.1		68.5
Adult cut size of or skipped meals because not enough money for food	1907	20.2	782	19.9	449	22.1	1231	20.7	676	19.4
If cut or skipped meals, frequency	384		148		99		247		137	
Almost every month		18.2		20.9		16.3		19.1		16.3
Some months, but not every month		48.0		45.3		46.8		45.9		52.4
In only 1 or 2 months		33.8		33.8		36.9		35.0		31.3
Parent ate less than should have because not enough money for food	1906	21.4	781	20.5	449	24.1	1230	21.8	676	20.7
Parent was hungry but did not eat because could not afford enough food	1903	11.7	781	13.2	448	11.9	1229	12.7	674	9.7

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

^bThe food security scale is derived from the United States Department of Agriculture's (USDA) Guide to Measuring Household Food Security, Revised 2000 and the USDA's 2006 updates to the security labels. High/marginal food security is defined as no or minimal indications of food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food in the house with little or no indication of changes in diets or food intake. Low food security is defined as reports of reduced quality, variety, or desirability of diet, but little or no indication of reduced food intake. Very low food security is defined as reports of multiple indications of disrupted eating patterns and reduced food intake.

Table A.20. Household food security, by race/ethnicity: Fall 2014

Household food security	White, non-Hispanic		African American, non-Hispanic		Hispanic/Latino		Other, non-Hispanic	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Food security in past 12 months^a	478		478		775		169	
High/marginal food security		67.1		73.8		65.6		63.1
Low food security		17.0		19.5		25.6		22.9
Very low food security		15.9		6.7		8.8		14.0
Purchased food did not last and there was no money to get more	478		478		773		165	
Often true		4.7		5.7		6.3		6.5
Sometimes true		29.3		25.8		31.1		37.0
Never true		66.0		68.5		62.7		56.5
Could not afford to eat balanced meals	475		474		767		167	
Often true		5.1		4.2		5.5		3.8
Sometimes true		26.2		17.9		31.5		29.2
Never true		68.7		77.9		63.0		67.0
Adult cut size of or skipped meals because not enough money for food	478	26.6	479	17.3	778	17.2	170	22.4
If cut or skipped meals, frequency	129		81		135		39	
Almost every month		20.7		15.1		13.9		31.1
Some months, but not every month		47.9		45.7		51.9		38.3
In only 1 or 2 months		31.4		39.2		34.2		30.6
Parent ate less than should have because not enough money for food	478	27.8	479	18.0	778	18.8	169	23.0
Parent was hungry but did not eat because could not afford enough food	477	16.4	478	7.1	777	10.2	169	15.8

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThe food security scale is derived from the United States Department of Agriculture's (USDA) Guide to Measuring Household Food Security, Revised 2000 and the USDA's 2006 updates to the security labels. High/marginal food security is defined as no or minimal indications of food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food in the house with little or no indication of changes in diets or food intake. Low food security is defined as reports of reduced quality, variety, or desirability of diet, but little or no indication of reduced food intake. Very low food security is defined as reports of multiple indications of disrupted eating patterns and reduced food intake.

Table A.21. Household food security, by child's primary home language^a: Fall 2014

Household food security	Child's primary home language is English		Child's primary home language is not English	
	n	Percentage	n	Percentage
Food security in past 12 months^b	1425		477	
High/marginal food security		69.6		61.6
Low food security		18.9		30.2
Very low food security		11.5		8.2
Purchased food did not last and there was no money to get more	1421		475	
Often true		6.3		3.8
Sometimes true		27.5		37.3
Never true		66.1		58.9
Could not afford to eat balanced meals	1417		468	
Often true		5.1		4.4
Sometimes true		22.0		42.3
Never true		72.9		53.3
Adult cut size of or skipped meals because not enough money for food	1426	21.4	481	16.6
If cut or skipped meals, frequency	301		83	
Almost every month		19.2		13.8
Some months, but not every month		47.6		49.9
In only 1 or 2 months		33.2		36.3
Parent ate less than should have because not enough money for food	1425	23.0	481	16.6
Parent was hungry but did not eat because could not afford enough food	1423	13.2	480	6.9

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

^bThe food security scale is derived from the United States Department of Agriculture's (USDA) Guide to Measuring Household Food Security, Revised 2000 and the USDA's 2006 updates to the security labels. High/marginal food security is defined as no or minimal indications of food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food in the house with little or no indication of changes in diets or food intake. Low food security is defined as reports of reduced quality, variety, or desirability of diet, but little or no indication of reduced food intake. Very low food security is defined as reports of multiple indications of disrupted eating patterns and reduced food intake.

Table A.22. Household food security, by income as a percentage of federal poverty threshold^a: Fall 2014

Household food security	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Food security in past 12 months^b	599		700		237		366	
High/marginal food security		67.8		63.6		68.2		74.8
Low food security		22.3		23.7		19.8		17.6
Very low food security		9.9		12.7		12.1		7.5
Purchased food did not last and there was no money to get more	597		699		236		364	
Often true		5.7		6.9		6.4		3.2
Sometimes true		32.7		32.0		27.9		22.7
Never true		61.6		61.2		65.8		74.2
Could not afford to eat balanced meals	593		693		235		364	
Often true		5.0		5.2		6.4		3.3
Sometimes true		24.9		31.8		25.7		21.3
Never true		70.1		63.0		67.9		75.4
Adult cut size of or skipped meals because not enough money for food	602	19.1	700	23.4	238	21.6	367	15.2
If cut or skipped meals, frequency	117		151		55		61	
Almost every month		18.6		16.6		22.7		17.6
Some months, but not every month		50.5		46.9		38.9		54.9
In only 1 or 2 months		30.9		36.4		38.5		27.5
Parent ate less than should have because not enough money for food	602	20.0	700	23.9	237	22.2	367	18.5
Parent was hungry but did not eat because could not afford enough food	601	11.5	698	14.0	238	11.1	366	8.0

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bThe food security scale is derived from the United States Department of Agriculture's (USDA) Guide to Measuring Household Food Security, Revised 2000 and the USDA's 2006 updates to the security labels. High/marginal food security is defined as no or minimal indications of food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food in the house with little or no indication of changes in diets or food intake. Low food security is defined as reports of reduced quality, variety, or desirability of diet, but little or no indication of reduced food intake. Very low food security is defined as reports of multiple indications of disrupted eating patterns and reduced food intake.

Table A.23. Frequency of reading to child, overall and by Head Start exposure: Fall 2014

Frequency of reading to child	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Number of times family member read to child in past week	1907		781		449		1230		677	
Not at all		0.9		1.2		0.7		1.0		0.7
Once or twice		20.0		22.1		18.0		20.6		18.7
Three or more times, but not everyday		40.7		39.7		40.6		40.0		42.1
Everyday		38.4		37.1		40.7		38.4		38.5

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

Table A.24. Frequency of reading to child, by child's primary home language^a: Fall 2014

Frequency of reading to child	Child's primary home language is English		Child's primary home language is not English	
	n	Percentage	n	Percentage
Number of times family member read to child in past week	1426		481	
Not at all		0.7		1.6
Once or twice		18.6		24.3
Three or more times, but not everyday		40.3		41.9
Everyday		40.4		32.2

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table A.25. Family members' activities with child in past week, overall and by Head Start exposure:
Fall 2014

Activities with child	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Told child a story	1906	88.8	782	88.8	449	92.2	1231	90.0	675	90.6
Taught child letters, words, or numbers	1908	95.5	782	95.5	449	96.3	1231	95.8	677	96.7
Taught child songs or music	1908	89.0	782	89.0	449	84.6	1231	87.4	677	85.5
Worked with child on arts and crafts	1906	69.5	780	69.5	449	72.5	1229	70.6	677	72.4
Played with toys or games indoors	1907	97.9	781	97.9	449	98.8	1230	98.2	677	97.1
Played a game, sport, or exercised together	1908	86.7	782	86.7	449	84.9	1231	86.0	677	85.1
Took child along on errands	1908	96.7	782	96.7	449	95.8	1231	96.3	677	94.9
Involved child in household chores	1908	91.0	782	91.0	449	92.9	1231	91.7	677	91.2
Talked about what happened in Head Start	1907	96.5	782	96.5	449	96.8	1231	96.6	676	95.0
Talked about TV programs or videos	1907	72.4	781	72.4	449	78.1	1230	74.5	677	80.5
Played counting games	1908	90.1	782	90.1	449	86.9	1231	89.0	677	87.8
Played a board game or a card game	1907	40.1	781	40.1	449	40.2	1230	40.1	677	45.4
Played with blocks	1903	63.3	782	63.3	449	55.5	1231	60.5	672	54.0
Counted different things	1906	92.0	781	92.0	449	92.5	1230	92.2	676	89.4
Activities with child	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean
Number of activities	1908	11.7	782	11.7	449	11.7	1231	11.7	677	11.7

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

Table A.26. Family members' activities with child in past week, by child's primary home language^a: Fall 2014

Activities with child	Child's primary home language is English		Child's primary home language is not English	
	n	Percentage	n	Percentage
Told child a story	1426	91.6	480	85.8
Taught child letters, words, or numbers	1427	96.5	481	94.8
Taught child songs or music	1427	88.2	481	82.3
Worked with child on arts and crafts	1426	76.6	480	54.0
Played with toys or games indoors	1427	98.3	480	96.6
Played a game, sport, or exercised together	1427	86.0	481	84.7
Took child along on errands	1427	97.0	481	92.3
Involved child in household chores	1427	94.5	481	82.3
Talked about what happened in Head Start	1427	98.0	480	89.9
Talked about TV programs or videos	1426	80.2	481	64.8
Played counting games	1427	89.1	481	86.7
Played a board game or a card game	1426	44.4	481	34.0
Played with blocks	1426	58.4	477	58.1
Counted different things	1427	94.5	479	81.0
Activities with child	n	Mean	n	Mean
Number of activities	1427	11.9	481	10.9

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table A.27. Household routines, overall and by Head Start exposure: Fall 2014

Household routines	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Child has regular bedtime	1850	87.4	762	88.2	432	88.6	1194	88.3	656	85.5
Number of days per week family eats dinner together	1901		780		445		1225		676	
0-2		7.0		6.6		5.3		6.2		8.7
3-4		19.6		19.2		16.6		18.2		22.3
5-6		24.6		28.2		22.9		26.2		21.4
7		48.8		46.0		55.3		46.4		47.7
Household routines	n	Mean	n	Mean	n	Mean	n	Mean	n	Mean
Number of days per week family eats dinner together	1901	5.5	780	5.5	445	5.7	1225	5.6	676	5.4

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Parents reported the total number of days per week the family eats dinner together. From these responses, we created a variable that categorizes the number of days into four categories, as presented in the table. This table presents mean number of days (from the continuous data).

^aAge as of September 1, 2014.

Table A.28. Household routines, by child's primary home language^a: Fall 2014

Household routines	Child's primary home language is English		Child's primary home language is not English	
	n	Percentage	n	Percentage
Child has regular bedtime	1386	88.3	464	84.6
Number of days per week family eats dinner together	1423		478	
0-2		5.9		10.7
3-4		18.2		24.0
5-6		24.5		25.0
7		51.4		40.4
Household routines	n	Mean	n	Mean
Number of days per week family eats dinner together	1423	5.6	478	5.2

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Parents reported the total number of days per week the family eats dinner together. From these responses, we created a variable that categorizes the number of days into four categories, as presented in the table. This table presents mean number of days (from the continuous data).

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table A.29. Child's health care home use, overall and by Head Start exposure: Fall 2014

Child's health care home use	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Have a regular health care provider^b	1879	99.2	768	99.2	439	98.9	1207	99.1	672	99.3
Where child usually goes if sick	1876		768		440		1208		668	
A private doctor, private clinic, or HMO		66.9		64.1		73.4		67.5		65.5
An outpatient clinic run by a hospital		16.5		18.5		15.8		17.5		14.4
The emergency room at a hospital		5.8		6.1		2.9		4.9		7.6
Public health department or community health center		8.8		8.9		6.9		8.1		10.1
A migrant health clinic		0.2		0.1		0.2		0.1		0.3
The Indian Health Service		0.8		1.0		0.3		0.7		0.9
Someplace else		1.1		1.3		0.6		1.0		1.1
Where child usually goes for routine medical care	1867		768		435		1203		664	
No regular place		0.4		0.5		0.4		0.5		0.4
A private doctor, private clinic, or HMO		70.0		69.0		72.4		70.2		69.4
An outpatient clinic run by a hospital		16.7		17.4		16.8		17.2		15.7
The emergency room at a hospital		0.4		0.4		0.2		0.3		0.5
Public health department or community health center		10.7		10.6		8.5		9.8		12.5
A migrant health clinic		0.2		0.1		0.4		0.2		0.2
The Indian Health Service		0.8		1.0		0.3		0.7		0.8
Someplace else		0.9		1.1		1.0		1.1		0.5
Use dentist or dental clinic	1888	86.4	772	85.1	445	85.1	1217	85.1	671	89.0

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

^bA child has a regular health care provider if the parent reports taking the child to one of the following locations for routine medical care: a private doctor, private clinic, or HMO; an outpatient clinic run by a hospital; a public health department or community health center; a migrant health clinic; The Indian Health Service; or "someplace else" (in select cases where the parent describes a similar location). A child does not have a regular health care provider if the parent reports taking the child to the emergency room at a hospital for routine medical care, taking the child "someplace else" (in select cases where the parent describes a location similar to the emergency room), that the child does not have a regular place for care.

Table A.30. Child's health care home use, by race/ethnicity: Fall 2014

Child's health care home use	White, non-Hispanic		African American, non-Hispanic		Hispanic/Latino		Other, non-Hispanic	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Have a regular health care provider^a	473	99.5	473	99.8	765	98.7	166	98.7
Where child usually goes if sick	473		474		759		168	
A private doctor, private clinic, or HMO		80.9		66.3		58.9		61.2
An outpatient clinic run by a hospital		11.8		15.3		20.2		16.5
The emergency room at a hospital		1.7		10.4		6.5		3.9
Public health department or community health center		4.9		7.6		12.8		5.7
A migrant health clinic		0.0		0.1		0.0		1.6
The Indian Health Service		0.0		0.0		0.3		8.0
Someplace else		0.6		0.3		1.4		3.1
Where child usually goes for routine medical care	471		472		756		166	
No regular place		0.2		0.6		0.5		0.0
A private doctor, private clinic, or HMO		81.7		71.0		62.5		65.2
An outpatient clinic run by a hospital		10.5		15.5		21.1		18.5
The emergency room at a hospital		0.3		0.2		0.6		0.0
Public health department or community health center		7.1		12.0		13.4		6.2
A migrant health clinic		0.0		0.1		0.3		0.6
The Indian Health Service		0.0		0.0		0.2		8.2
Someplace else		0.2		0.5		1.4		1.3
Use dentist or dental clinic	475	83.0	474	81.6	769	91.9	168	83.1

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aA child has a regular health care provider if the parent reports taking the child to one of the following locations for routine medical care: a private doctor, private clinic, or HMO; an outpatient clinic run by a hospital; a public health department or community health center; a migrant health clinic; The Indian Health Service; or "someplace else" (in select cases where the parent describes a similar location). A child does not have a regular health care provider if the parent reports taking the child to the emergency room at a hospital for routine medical care, taking the child "someplace else" (in select cases where the parent describes a location similar to the emergency room), that the child does not have a regular place for care.

Table A.31. Child's health care home use, by income as a percentage of federal poverty threshold^a: Fall 2014

Child's health care home use	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Have a regular health care provider^b	597	99.2	686	99.6	235	98.2	361	98.8
Where child usually goes if sick	595		683		235		363	
A private doctor, private clinic, or HMO		64.3		65.0		65.1		75.6
An outpatient clinic run by a hospital		17.1		17.4		19.9		11.3
The emergency room at a hospital		5.9		6.2		5.8		5.2
Public health department or community health center		10.8		9.6		6.4		5.7
A migrant health clinic		0.1		0.2		0.4		0.0
The Indian Health Service		0.4		0.5		2.0		1.2
Someplace else		1.3		1.1		0.4		1.1
Where child usually goes for routine medical care	593		680		234		360	
No regular place		0.4		0.5		0.3		0.4
A private doctor, private clinic, or HMO		66.8		70.0		66.0		77.7
An outpatient clinic run by a hospital		18.2		17.0		19.8		11.5
The emergency room at a hospital		0.5		0.1		1.5		0.0
Public health department or community health center		13.3		10.5		10.3		7.3
A migrant health clinic		0.0		0.5		0.0		0.0
The Indian Health Service		0.3		0.4		2.0		1.3
Someplace else		0.5		1.0		0.1		1.8
Use dentist or dental clinic	599	82.4	691	89.9	235	86.1	363	86.9

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bA child has a regular health care provider if the parent reports taking the child to one of the following locations for routine medical care: a private doctor, private clinic, or HMO; an outpatient clinic run by a hospital; a public health department or community health center; a migrant health clinic; The Indian Health Service; or "someplace else" (in select cases where the parent describes a similar location). A child does not have a regular health care provider if the parent reports taking the child to the emergency room at a hospital for routine medical care, taking the child "someplace else" (in select cases where the parent describes a location similar to the emergency room), that the child does not have a regular place for care.

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SECTION B

CHILD COGNITIVE DEVELOPMENT

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Table B.1. Reliability of the English and Spanish direct assessments of children's language, literacy, and math development: Fall 2014

Constructs (measures)	Number of items administered	Cronbach's alpha
Constructs assessed for all children		
Receptive vocabulary (PPVT-4 standard score)	180	0.97
Constructs assessed for all children assessed in English or primarily assessed in English^a		
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	55	0.87
Early writing (WJ III NU: Spelling standard score)	19	0.81
Early math (WJ III NU: Applied Problems standard score)	29	0.89
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	10	0.79 ^b
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	52	0.80 ^b
Early math (ECLS-B math IRT score)	22	0.78 ^b
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score)	3	0.39 ^c
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	44	0.92 ^b
Constructs assessed for all children who most often use an English or Other (non-Spanish) language at home^d		
Expressive vocabulary (EOWPVT-4 standard score)	134	0.97
Constructs assessed for all children who most often use Spanish at home^d		
Spanish receptive vocabulary (ROWPVT-4: SBE standard score)	78	0.96
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score)	107	0.95
Constructs assessed for all children primarily assessed in Spanish^a		
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	15	0.80
Early writing (WM III NU: Spelling standard score)	14	0.66
Early math (WM III NU: Applied Problems standard score)	20	0.84

Source: Fall 2014 FACES Direct Child Assessment.

^aLanguage of direct assessment is based on parent report of the language the child uses most often at home and the child's performance on the screener.

^bFor these IRT scores, we present the reliability coefficient of the number right of the items that a measure contributed to the combined IRT score. The reliability of the IRT score is only available for the combined score and is based on the reliability of theta and applies to both letter-sounds (0.76) or early math (0.87) IRT scores.

^cThis reliability coefficient is split-half based on 3 items. The proficiency probability score uses information from all administered ECLS-B math items (the theta) to identify the probability that the child answers the 3 items correctly.

^dWe use parent-reported data to identify the language the child uses most often at home.

Table B.2. Children's language of direct assessment, overall and by Head Start exposure: Fall 2014

Language of direct assessment	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Direct assessment language^b	1815		742		429		1171		644	
Assessed in English		78.3		77.5		83.0		79.5		75.8
Primarily assessed in English		9.7		6.5		8.7		7.3		14.5
Primarily assessed in Spanish		11.6		15.4		7.9		12.6		9.6
Assessed in English, shortened assessment battery		0.4		0.6		0.5		0.6		0.1

Source: Fall 2014 FACES Direct Child Assessment and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

^bLanguage of direct assessment is based on parent report of the language the child uses most often at home and the child's performance on the screener.

Table B.3. Summary statistics for children's English receptive vocabulary standard scores, overall and by child and family characteristics^a: Fall 2014

Child and family characteristics	English receptive vocabulary (PPVT-4 standard score)						
	n	Mean	SD	Reported score range	Possible score range	Percentage of children ^b	
						Within 1 SD below norm	2 or more SDs below norm
All children	1692	89.7	16.0	38 - 141	20 - 160	33.7	11.5
Age as of September 1, 2014							
3 years old or younger	685	89.7	15.3	49 - 131	20 - 160	31.8	10.0
4 years old or older	992	89.8	16.4	38 - 141	20 - 160	35.2	12.6
Gender							
Girls	846	91.5	16.2	38 - 141	20 - 160	32.2	9.2
Boys	846	87.9	15.5	43 - 131	20 - 160	35.3	13.8
Race/ethnicity							
White, non-Hispanic	449	97.0	14.2	52 - 141	20 - 160	35.6	4.1
African American, non-Hispanic	454	87.7	12.7	50 - 124	20 - 160	37.9	7.5
Hispanic/Latino	631	85.0	16.7	38 - 134	20 - 160	28.6	19.5
Other, non-Hispanic	156	91.9	16.8	44 - 131	20 - 160	38.9	10.6
Head Start exposure							
All newly entering children	1059	90.0	15.4	44 - 131	20 - 160	33.7	10.4
3-year-olds ^c	651	89.7	15.2	52 - 131	20 - 160	31.7	10.0
4-year-olds ^c	408	90.5	15.7	44 - 127	20 - 160	37.1	11.2
All returning children	633	89.2	16.8	38 - 141	20 - 160	33.6	13.5
Percentage of federal poverty threshold^d							
Below 50 percent	526	87.6	15.3	38 - 141	20 - 160	34.1	13.4
50 to 100 percent	617	89.4	16.4	44 - 135	20 - 160	31.5	13.0
101 to 130 percent	214	90.4	15.2	44 - 123	20 - 160	36.0	8.7
131 percent or above	335	93.1	16.2	44 - 134	20 - 160	35.5	7.7
Primary home language other than English^e							
Yes	377	76.8	14.5	38 - 113	20 - 160	22.7	31.7
No	1315	93.2	14.5	43 - 141	20 - 160	36.8	5.8

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores.

Table B.3 *(continued)*

Standard scores reflect an individual's performance relative to English-speaking children of the same age nationally. These scores have a mean of 100 and a standard deviation of 15.

^aData in this table reflect the performance of all children on the PPVT-4 assessment, regardless of language of direct assessment.

^bIn this column, reported standard scores have been categorized using standard deviation units: scores within one standard deviation below norms (between 85 and 100) and scores at least two standard deviations below norms (less than or equal to 70).

^cAge as of September 1, 2014.

^dThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^eThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table B.4. Summary statistics for children's English expressive vocabulary standard scores, overall and by child and family characteristics for children who most often use an English or Other (non-Spanish) language at home^a: Fall 2014

Child and family characteristics	English expressive vocabulary (EOWPVT-4 standard score)						
	n	Mean	SD	Reported score range ^c	Possible score range ^c	Percentage of children ^b	
						Within 1 SD below norm	2 or more SDs below norm
All children	1403	94.5	17.2	45 - 155	45 - 155	33.2	8.0
Age as of September 1, 2014							
3 years old or younger	603	93.0	16.7	45 - 134	45 - 155	33.8	10.0
4 years old or older	790	95.7	17.5	45 - 155	45 - 155	32.8	6.4
Gender							
Girls	694	96.2	16.9	45 - 155	45 - 155	34.1	6.5
Boys	709	92.8	17.5	45 - 155	45 - 155	32.3	9.4
Race/ethnicity							
White, non-Hispanic	457	98.9	17.4	45 - 143	45 - 155	29.8	5.9
African American, non-Hispanic	468	89.6	15.1	45 - 135	45 - 155	39.7	9.0
Hispanic/Latino	316	94.4	15.8	45 - 134	45 - 155	33.7	7.3
Other, non-Hispanic	160	93.1	21.2	45 - 155	45 - 155	25.6	14.0
Head Start exposure							
All newly entering children	923	94.0	16.8	45 - 137	45 - 155	32.8	8.1
3-year-olds ^d	572	92.6	16.8	45 - 134	45 - 155	34.0	10.5
4-year-olds ^d	351	96.3	16.6	45 - 137	45 - 155	31.1	4.3
All returning children	480	95.5	18.0	45 - 155	45 - 155	33.9	7.7
Percentage of federal poverty threshold^e							
Below 50 percent	443	91.7	17.9	45 - 155	45 - 155	30.9	11.2
50 to 100 percent	475	94.3	17.6	45 - 155	45 - 155	33.8	8.2
101 to 130 percent	181	95.1	16.3	45 - 143	45 - 155	33.4	6.3
131 percent or above	304	98.5	15.4	45 - 134	45 - 155	35.4	4.2
Primary home language other than English^f							
Yes	91	78.4	18.3	45 - 127	45 - 155	20.5	26.5
No	1312	95.6	16.6	45 - 155	45 - 155	34.0	6.8

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

Table B.4 (continued)

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores reflect an individual's performance relative to English-speaking children of the same age nationally. These scores have a mean of 100 and a standard deviation of 15.

^aData in this table reflect the EOWPVT-4 performance of all children who most often use an English or Other (non-Spanish) language at home (based on parent report), regardless of language of direct assessment. .

^bIn this column, reported standard scores have been categorized using standard deviation units: scores within one standard deviation below norms (between 85 and 100) and scores at least two standard deviations below norms (less than or equal to 70).

^cThe publisher provides a range of <55 to >145, but in FACES 2014 we assign scores outside this range as 45 or 155, respectively.

^dAge as of September 1, 2014.

^eThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^fThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table B.5. Summary statistics for children's Spanish receptive vocabulary standard scores, overall and by child and family characteristics for children who most often use Spanish at home^a: Fall 2014^b

Child and family characteristics	n	Mean	SD	Reported score range ^d	Possible score range ^d	Percentage of children ^c	
						Within 1 SD below norm	2 or more SDs below norm
All children	393	83.4	14.3	45 - 114	45 - 155	47.0	18.5
Age as of September 1, 2014							
3 years old or younger	166	81.8	15.3	45 - 114	45 - 155	37.7	22.9
4 years old or older	223	84.6	13.3	45 - 114	45 - 155	54.2	14.8
Gender							
Girls	202	84.3	13.8	45 - 114	45 - 155	50.3	14.4
Boys	191	82.4	14.7	45 - 114	45 - 155	43.7	22.6
Head Start exposure							
All newly entering children	239	82.2	14.9	45 - 114	45 - 155	40.5	22.0
3-year-olds ^e	161	81.5	15.5	45 - 114	45 - 155	35.6	23.9
4-year-olds ^e	78	83.8	13.1	45 - 112	45 - 155	51.2	17.9
All returning children	154	85.3	13.1	45 - 114	45 - 155	57.5	12.8
Percentage of federal poverty threshold^f							
Below 50 percent	120	84.0	14.3	45 - 114	45 - 155	48.3	17.0
50 to 100 percent	184	82.8	14.5	45 - 112	45 - 155	45.4	19.6
101 to 130 percent	49	82.2	14.9	45 - 106	45 - 155	46.5	21.9
131 percent or above	40	85.5	11.9	60 - 114	45 - 155	51.0	14.5

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores reflect an individual's performance relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English. These scores have a mean of 100 and a standard deviation of 15.

^aData in this table reflect the ROWPVT-4: SBE performance of all children who most often use Spanish at home (based on parent report), regardless of language of direct assessment.

^bIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only.

^cIn this column, reported standard scores have been categorized using standard deviation units: scores within one standard deviation below norms (between 85 and 100) and scores at least two standard deviations below norms (less than or equal to 70).

^dThe publisher provides a range of <55 to >145, but in FACES 2014 we assign scores outside this range as 45 or 155, respectively.

^eAge as of September 1, 2014.

^fThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

Table B.6. Summary statistics for children's conceptual expressive vocabulary standard scores, overall and by child and family characteristics for children who most often use Spanish at home^a: Fall 2014^b

Child and family characteristics	n	Mean	SD	Reported score range ^d	Possible score range ^d	Percentage of children ^c	
						Within 1 SD below norm	2 or more SDs below norm
All children	395	97.4	16.1	45 - 141	45 - 155	34.4	5.3
Age as of September 1, 2014							
3 years old or younger	167	94.0	17.0	45 - 141	45 - 155	32.1	8.0
4 years old or older	224	100.0	14.7	45 - 135	45 - 155	36.2	3.2
Gender							
Girls	203	99.4	14.0	45 - 141	45 - 155	38.5	2.7
Boys	192	95.5	17.7	45 - 141	45 - 155	30.2	7.9
Head Start exposure							
All newly entering children	240	95.7	15.8	45 - 141	45 - 155	37.3	6.0
3-year-olds ^e	162	93.4	17.0	45 - 141	45 - 155	33.0	8.4
4-year-olds ^e	78	100.5	11.6	69 - 130	45 - 155	46.7	0.8
All returning children	155	100.3	16.1	45 - 141	45 - 155	29.7	4.2
Percentage of federal poverty threshold^f							
Below 50 percent	120	95.3	16.5	45 - 130	45 - 155	33.7	7.8
50 to 100 percent	185	99.1	14.0	45 - 129	45 - 155	36.4	2.2
101 to 130 percent	49	98.4	19.1	45 - 135	45 - 155	29.5	8.6
131 percent or above	41	95.7	18.9	45 - 141	45 - 155	32.4	7.7

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores reflect of an individual's performance relative to Spanish-speaking children of the same age nationally. These scores have a mean of 100 and a standard deviation of 15.

^aData in this table reflect the EOWPVT-4: SBE performance of all children who most often use Spanish at home (based on parent report), regardless of language of direct assessment.

^bThe EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish.

^cIn this column, reported standard scores have been categorized using standard deviation units: scores within one standard deviation below norms (between 85 and 100) and scores at least two standard deviations below norms (less than or equal to 70).

^dThe publisher provides a range of <55 to >145, but in FACES 2014 we assign scores outside this range as 45 or 155, respectively.

^eAge as of September 1, 2014.

^fThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

Table B.7. Summary statistics for children's language, literacy, and math standard and IRT scores for children assessed in English or primarily in English: Fall 2014

Constructs (measures)	n	Mean	SD	Reported score range	Possible score range	Percentage of children ^a	
						Within 1 SD below norm	2 or more SDs below norm
Constructs assessed for all children							
Receptive vocabulary (PPVT-4 standard score)	1557	91.7	14.7	43 - 141	20 - 160	36.5	7.3
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	1576	93.8	12.9	60 - 162	0 - 200	41.7	1.8
Early writing (WJ III NU: Spelling standard score)	1584	90.3	16.2	38 - 133	0 - 200	38.3	12.1
Early math (WJ III NU: Applied Problems standard score)	1580	93.1	14.2	58 - 138	0 - 200	41.8	6.4
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	465	1.4	1.7	0.0 - 7.8	0 - 10	n.a.	n.a.
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	465	11.8	4.1	5.2 - 24.3	0 - 54	n.a.	n.a.
Early math (ECLS-B math IRT score)	1570	8.0	3.2	2.7 - 18.2	0 - 30	n.a.	n.a.
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score ^b)	1570	0.40	0.34	0.002 - 0.999	0 - 1.00	n.a.	n.a.
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	1570	16.7	7.7	3.3 - 38.9	0 - 56	n.a.	n.a.
Constructs assessed for all children who most often use an English or Other (non-Spanish) at home^c							
Expressive vocabulary (EOWPVT-4 standard score ^d)	1395	94.7	17.0	45 - 155	45 - 155	33.4	7.4
Constructs assessed for all children who most often use Spanish at home^c							
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^e)	185	84.4	13.8	45 - 114	45 - 155	49.0	15.6
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	186	104.0	13.6	45 - 141	45 - 155	29.0	1.1

Source: Fall 2014 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time.

n.a. = not applicable.

^aIn this column, reported standard scores have been categorized using standard deviation units: scores within one standard deviation below norms (between 85 and 100) and scores at least two standard deviations below norms (less than or equal to 70).

Table B.7 (continued)

^bProficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, $0.40 \times 100 = 40$ percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

^cWe use parent-reported data to identify the language the child uses most often at home.

^dThe EOWPVT-4 standard scores provide a measure of children's English expressive vocabulary relative to English-speaking children of the same age nationally. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The EOWPVT-4: SBE standard scores reflect children's expressive vocabulary skills relative to Spanish-speaking children of the same age nationally. The publisher provides a range of <55 to >145, but in FACES 2014 we assign scores outside this range as 45 or 155, respectively.

^eIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English. The publisher provides a range of <55 to >145, but in FACES 2014 we assign scores outside this range as 45 or 155, respectively.

Table B.8. Summary statistics for children's language, literacy, and math standard and IRT scores, by age for children assessed in English or primarily in English: Fall 2014

Constructs (measures)	3-year-olds ^a			4-year-olds ^a		
	n	Mean	SD	n	Mean	SD
Constructs assessed for all children						
Receptive vocabulary (PPVT-4 standard score)	617	91.8	14.2	927	91.6	14.9
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	638	92.9	12.0	925	94.4	13.5
Early writing (WJ III NU: Spelling standard score)	643	88.6	15.4	928	91.6	16.5
Early math (WJ III NU: Applied Problems standard score)	643	90.1	14.7	924	95.4	13.2
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	83	0.8	1.2	378	1.5	1.8
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	83	10.3	3.3	378	12.2	4.2
Early math (ECLS-B math IRT score)	633	6.1	2.4	925	9.3	3.0
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score ^b)	633	0.20	0.25	925	0.54	0.33
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	633	12.1	6.2	925	20.1	7.0
Constructs assessed for all children who most often use an English or Other (non-Spanish) language at home^c						
Expressive vocabulary (EOWPVT-4 standard score ^d)	598	93.3	16.5	787	95.9	17.3
Constructs assessed for all children who most often use Spanish at home^c						
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^e)	48	83.1	15.7	135	84.8	13.0
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	48	101.8	12.7	136	104.6	13.6

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time. See Table B.7 for possible response ranges.

^aAge as of September 1, 2014.

^bProficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, $0.40 \times 100 = 40$ percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

^cWe use parent-reported data to identify the language the child uses most often at home.

^dThe EOWPVT-4 standard scores provide a measure of children's English expressive vocabulary relative to English-speaking children of the same age nationally. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The EOWPVT-4: SBE standard scores reflect children's expressive vocabulary skills relative to Spanish-speaking children of the same age nationally.

^eIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

Table B.9. Summary statistics for children's language, literacy, and math standard and IRT scores, by gender for children assessed in English or primarily in English: Fall 2014

Constructs (measures)	Girls			Boys		
	n	Mean	SD	n	Mean	SD
Constructs assessed for all children						
Receptive vocabulary (PPVT-4 standard score)	782	93.5	14.6	775	89.8	14.5
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	790	95.0	12.1	786	92.6	13.5
Early writing (WJ III NU: Spelling standard score)	795	93.4	15.3	789	87.2	16.4
Early math (WJ III NU: Applied Problems standard score)	797	94.3	13.9	783	91.9	14.3
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	252	1.4	1.8	213	1.3	1.7
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	252	12.0	4.2	213	11.7	4.1
Early math (ECLS-B math IRT score)	790	8.2	3.2	780	7.8	3.1
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score ^a)	790	0.42	0.35	780	0.38	0.33
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	790	17.2	7.8	780	16.2	7.6
Constructs assessed for all children who most often use an English or Other (non-Spanish) language at home^b						
Expressive vocabulary (EOWPVT-4 standard score ^c)	691	96.4	16.6	704	93.1	17.2
Constructs assessed for all children who most often use Spanish at home^b						
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^d)	101	84.0	14.5	84	84.8	12.8
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^c)	101	104.1	11.8	85	103.9	15.3

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time. See Table B.7 for possible response ranges.

^aProficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, $0.40 \times 100 = 40$ percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

^bWe use parent-reported data to identify the language the child uses most often at home.

^cThe EOWPVT-4 standard scores provide a measure of children's English expressive vocabulary relative to English-speaking children of the same age nationally. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The EOWPVT-4: SBE standard scores reflect children's expressive vocabulary skills relative to Spanish-speaking children of the same age nationally.

^dIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

Table B.10. Summary statistics for children's language, literacy, and math standard and IRT scores, by race/ethnicity for children assessed in English or primarily in English: Fall 2014

Constructs (measures)	White, non-Hispanic			African American, non-Hispanic			Hispanic/Latino			Other, non-Hispanic		
	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD
Constructs assessed for all children												
Receptive vocabulary (PPVT-4 standard score)	448	97.0	14.2	453	87.8	12.7	499	89.5	14.5	155	92.2	16.6
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	452	92.7	12.1	463	96.7	12.8	504	92.5	13.2	155	94.4	13.1
Early writing (WJ III NU: Spelling standard score)	454	89.9	15.7	463	89.3	16.4	507	91.2	16.5	158	91.8	15.6
Early math (WJ III NU: Applied Problems standard score)	452	96.7	13.8	463	89.4	13.2	506	92.7	13.5	157	93.0	17.2
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	116	1.1	1.5	155	1.3	1.4	145	1.5	1.8	47	1.8	2.4
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	116	11.3	3.9	155	11.8	3.6	145	12.1	4.4	47	12.5	5.3
Early math (ECLS-B math IRT score)	448	8.7	3.2	459	7.3	2.9	505	7.9	3.1	156	8.0	3.6
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score ^a)	448	0.47	0.35	459	0.33	0.31	505	0.39	0.34	156	0.39	0.36
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	448	18.3	7.6	459	15.0	7.2	505	16.5	7.6	156	16.5	8.8
Constructs assessed for all children who most often use an English or Other (non-Spanish) language at home^b												
Expressive vocabulary (EOWPVT-4 standard score ^c)	455	99.1	17.2	466	89.8	15.0	315	94.5	15.7	157	94.0	20.7
Constructs assessed for all children who most often use Spanish at home^b												
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^d)	1	!	!	0	NA	NA	184	84.4	13.8	0	NA	NA
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^c)	1	!	!	0	NA	NA	185	103.9	13.6	0	NA	NA

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time. See Table B.7 for possible response ranges.

! Too few cases for a reliable estimate.

Table B.10 (continued)

NA = not available

^aProficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, $0.40 \times 100 = 40$ percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

^bWe use parent-reported data to identify the language the child uses most often at home.

^cThe EOWPVT-4 standard scores provide a measure of children's English expressive vocabulary relative to English-speaking children of the same age nationally. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The EOWPVT-4: SBE standard scores reflect children's expressive vocabulary skills relative to Spanish-speaking children of the same age nationally.

^dIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

Table B.11. Summary statistics for children's language, literacy, and math standard and IRT scores, by Head Start exposure for children assessed in English or primarily in English: Fall 2014

Constructs (measures)	Newly entering children											
	3-year-olds ^a			4-year-olds ^a			All newly entering children			All returning children		
	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD
Constructs assessed for all children												
Receptive vocabulary (PPVT-4 standard score)	585	91.8	14.1	387	92.0	14.4	972	91.9	14.3	585	91.3	15.4
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	608	92.7	11.9	387	93.2	12.8	995	92.9	12.3	581	95.6	13.8
Early writing (WJ III NU: Spelling standard score)	611	88.6	15.4	389	89.5	16.9	1000	88.9	16.0	584	92.9	16.1
Early math (WJ III NU: Applied Problems standard score)	611	89.9	14.7	389	95.6	12.8	1000	92.2	14.2	580	94.9	13.8
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	72	0.8	1.2	125	1.5	1.9	197	1.3	1.7	268	1.5	1.7
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	72	10.2	3.4	125	11.9	4.6	197	11.3	4.3	268	12.3	3.9
Early math (ECLS-B math IRT score)	601	6.0	2.4	386	9.2	2.9	987	7.3	3.0	583	9.3	3.0
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score ^b)	601	0.19	0.24	386	0.52	0.33	987	0.32	0.32	583	0.54	0.33
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	601	11.9	6.1	386	19.7	6.8	987	15.0	7.5	583	19.9	7.2
Constructs assessed for all children who most often use an English or Other (non-Spanish) language at home^c												
Expressive vocabulary (EOWPVT-4 standard score ^d)	567	92.9	16.6	349	96.6	16.2	916	94.3	16.5	479	95.5	17.9
Constructs assessed for all children who most often use Spanish at home^c												
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^e)	47	82.9	15.8	40	84.0	13.3	87	83.4	14.7	98	85.3	12.7
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	47	101.7	12.8	40	106.1	10.7	87	103.8	12.1	99	104.2	14.9

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time. See Table B.7 for possible response ranges.

Table B.11 (continued)

^aAge as of September 1, 2014.

^bProficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, $0.40 \times 100 = 40$ percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

^cWe use parent-reported data to identify the language the child uses most often at home.

^dThe EOWPVT-4 standard scores provide a measure of children's English expressive vocabulary relative to English-speaking children of the same age nationally. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The EOWPVT-4: SBE standard scores reflect children's expressive vocabulary skills relative to Spanish-speaking children of the same age nationally.

^eIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

Table B.12. Summary statistics for children’s language, literacy, and math standard and IRT scores, by income as a percentage of federal poverty threshold^a for children assessed in English or primarily in English: Fall 2014

Constructs (measures)	Percentage of federal poverty threshold											
	Below 50 percent			50 to 100 percent			101 to 130 percent			131 percent or above		
	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD
Constructs assessed for all children												
Receptive vocabulary (PPVT-4 standard score)	480	89.6	14.2	561	91.6	15.1	201	91.6	14.2	315	95.0	14.4
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	490	92.2	12.3	567	94.0	13.4	202	94.6	11.8	317	95.3	13.7
Early writing (WJ III NU: Spelling standard score)	492	88.1	16.3	569	91.5	16.5	203	91.6	15.2	320	90.9	15.6
Early math (WJ III NU: Applied Problems standard score)	490	91.6	14.1	572	93.3	14.2	201	92.9	13.7	317	95.3	14.0
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	127	1.2	1.5	172	1.5	1.7	59	1.2	1.4	107	1.5	2.0
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	127	11.3	3.9	172	12.2	4.2	59	11.8	3.5	107	12.0	4.6
Early math (ECLS-B math IRT score)	487	7.6	3.2	564	8.1	3.2	201	8.0	2.9	318	8.4	3.1
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score ^b)	487	0.36	0.34	564	0.41	0.34	201	0.40	0.33	318	0.44	0.34
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	487	15.8	7.8	564	16.9	7.9	201	16.8	7.2	318	17.6	7.5
Constructs assessed for all children who most often use an English or Other (non-Spanish) language at home^c												
Expressive vocabulary (EOWPVT-4 standard score ^d)	442	91.8	17.8	471	94.5	17.4	180	95.4	15.8	302	98.8	15.1
Constructs assessed for all children who most often use Spanish at home^c												
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^e)	49	85.8	13.0	98	82.2	15.2	22	!	!	16	!	!
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	49	103.0	12.5	99	103.9	11.3	22	!	!	16	!	!

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children’s absolute performance at a specific point in time. See Table B.7 for possible response ranges.

! Too few cases for a reliable estimate.

Table B.12 (*continued*)

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bProficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, $0.40 \times 100 = 40$ percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

^cWe use parent-reported data to identify the language the child uses most often at home.

^dThe EOWPVT-4 standard scores provide a measure of children's English expressive vocabulary relative to English-speaking children of the same age nationally. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The EOWPVT-4: SBE standard scores reflect children's expressive vocabulary skills relative to Spanish-speaking children of the same age nationally.

^eIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

Table B.13. Summary statistics for children's language, literacy, and math standard and IRT scores, by child's primary home language^a for children assessed in English or primarily in English: Fall 2014

Constructs (measures)	Child's primary home language is English			Child's primary home language is not English		
	n	Mean	SD	n	Mean	SD
Constructs assessed for all children						
Receptive vocabulary (PPVT-4 standard score)	1307	93.3	14.3	250	82.2	13.0
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	1327	94.1	12.7	249	92.4	13.6
Early writing (WJ III NU: Spelling standard score)	1335	90.1	16.1	249	92.0	16.6
Early math (WJ III NU: Applied Problems standard score)	1331	93.7	14.2	249	89.9	13.6
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	380	0.9	1.8	85	1.2	1.5
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	380	11.9	4.2	85	11.6	3.6
Early math (ECLS-B math IRT score)	1320	8.0	3.2	250	7.7	2.9
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score ^b)	1320	0.41	0.34	250	0.37	0.32
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	1320	16.8	7.8	250	16.1	7.2
Constructs assessed for all children who most often use an English or Other (non-Spanish) language at home^c						
Expressive vocabulary (EOWPVT-4 standard score ^d)	1312	95.6	16.6	83	80.9	17.3
Constructs assessed for all children who most often use Spanish at home^c						
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^e)	n.a.	n.a.	n.a.	162	85.2	13.2
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	n.a.	n.a.	n.a.	163	103.6	13.7

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted.

These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time. See Table B.7 for possible response ranges.

n.a. = not applicable. Measure only administered to children who most often use Spanish at home.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

^bProficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, $0.40 \times 100 = 40$ percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

^cWe use parent-reported data to identify the language the child uses most often at home.

Table B.13 (continued)

^dThe EOWPVT-4 standard scores provide a measure of children's English expressive vocabulary relative to English-speaking children of the same age nationally. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The EOWPVT-4: SBE standard scores reflect children's expressive vocabulary skills relative to Spanish-speaking children of the same age nationally

^eIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

Table B.14. Summary statistics for children's language, literacy, and math standard scores for children primarily assessed in Spanish: Fall 2014

Constructs (measures)	n	Mean	SD	Reported score range	Possible score range	Percentage of children ^a	
						Within 1 SD below norm	2 or more SDs below norm
Receptive vocabulary (PPVT-4 standard score ^b)	131	66.3	11.6	38 - 94	20 - 160	5.5	53.1
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^c)	208	82.5	14.7	45 - 114	55 - 155	44.9	21.8
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	209	92.0	16.0	45 - 126	55 - 155	38.5	8.8
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	124	96.7	13.3	67 - 129	0 - 200	33.3	1.3
Early writing (WM III NU: Spelling standard score)	207	84.8	15.7	32 - 116	0 - 200	43.0	19.9
Early math (WM III NU: Applied Problems standard score)	194	77.2	13.7	47 - 110	0 - 200	28.4	35.7

Source: Fall 2014 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to Spanish-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15.

^aIn this column, reported standard scores have been categorized using standard deviation units: scores within one standard deviation below norms (between 85 and 100) and scores at least two standard deviations below norms (less than or equal to 70).

^bThe PPVT-4 standard scores reflect children's English vocabulary skills relative to English-speaking children of the same age nationally.

^cIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English. The publisher provides a range of <55 to >145, but in FACES 2014 we assign scores outside this range as 45 or 155, respectively.

^dThe EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The publisher provides a range of <55 to >145, but in FACES 2014 we assign scores outside this range as 45 or 155, respectively.

Table B.15. Summary statistics for children's language, literacy, and math standard scores, by age for children primarily assessed in Spanish: Fall 2014

Constructs (measures)	3-year-olds ^a			4-year-olds ^a		
	n	Mean	SD	n	Mean	SD
Receptive vocabulary (PPVT-4 standard score ^b)	66	69.9	10.6	63	62.4	11.3
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^c)	118	81.2	15.2	88	84.4	13.8
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	119	90.9	17.5	88	93.4	13.6
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	37	104.8	8.8	86	93.1	13.4
Early writing (WM III NU: Spelling standard score)	118	86.2	15.2	87	82.9	16.3
Early math (WM III NU: Applied Problems standard score)	111	77.8	13.3	81	76.3	14.1

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to Spanish-speaking children of the same age nationally unless otherwise noted.

These scores have a mean of 100 and a standard deviation of 15. See Table B.14 for possible response ranges.

^aAge as of September 1, 2014.

^bThe PPVT-4 standard scores reflect children's English vocabulary skills relative to English-speaking children of the same age nationally.

^cIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

^dThe EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish.

Table B.16. Summary statistics for children’s language, literacy, and math standard scores, by gender for children primarily assessed in Spanish: Fall 2014

Constructs (measures)	Girls			Boys		
	n	Mean	SD	n	Mean	SD
Receptive vocabulary (PPVT-4 standard score ^a)	62	65.6	12.0	69	67.1	11.2
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^b)	101	84.6	13.1	107	80.5	15.8
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^c)	102	95.1	14.5	107	89.0	16.7
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	64	97.0	12.4	60	96.5	14.2
Early writing (WM III NU: Spelling standard score)	102	85.2	16.4	105	84.5	15.1
Early math (WM III NU: Applied Problems standard score)	96	78.6	13.2	98	75.9	14.0

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to Spanish-speaking children of the same age nationally unless otherwise noted.

These scores have a mean of 100 and a standard deviation of 15. See Table B.14 for possible response ranges.

^aThe PPVT-4 standard scores reflect children’s English vocabulary skills relative to English-speaking children of the same age nationally.

^bIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

^cThe EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish.

Table B.17. Summary statistics for children's language, literacy, and math standard scores, by Head Start exposure for children primarily assessed in Spanish: Fall 2014

Constructs (measures)	Newly entering children											
	3-year-olds ^a			4-year-olds ^a			All newly entering children			All returning children		
	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD
Receptive vocabulary (PPVT-4 standard score ^b)	64	70.1	10.7	20	!	!	84	67.5	11.1	47	64.4	12.1
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^c)	114	80.9	15.4	38	83.5	12.9	152	81.5	14.9	56	85.1	13.8
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	115	90.1	17.3	38	94.3	9.2	153	91.1	15.8	56	94.4	16.0
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	34	105.2	8.9	37	89.8	12.6	71	97.6	13.4	53	95.6	13.2
Early writing (WM III NU: Spelling standard score)	114	87.2	14.5	38	78.8	14.5	152	85.2	15.0	55	83.9	17.6
Early math (WM III NU: Applied Problems standard score)	107	77.0	13.0	35	78.8	11.9	142	77.4	12.7	52	76.7	15.7

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to Spanish-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. See Table B.14 for possible response ranges.

! Too few cases for a reliable estimate.

^aAge as of September 1, 2014.

^bThe PPVT-4 standard scores reflect children's English vocabulary skills relative to English-speaking children of the same age nationally.

^cIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

^dThe EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish.

Table B.18. Summary statistics for children's language, literacy, and math standard scores, by income as a percentage of federal poverty threshold^a for children primarily assessed in Spanish: Fall 2014

Constructs (measures)	Percentage of federal poverty threshold											
	Below 50 percent			50 to 100 percent			101 to 130 percent			131 percent or above		
	n	Mean	SD	N	Mean	SD	N	Mean	SD	N	Mean	SD
Receptive vocabulary (PPVT-4 standard score ^b)	45	67.5	11.2	53	67.3	11.2	13	!	!	20	!	!
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^c)	71	82.8	15.1	86	83.3	13.9	27	!	!	24	!	!
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	71	90.1	16.8	86	94.3	14.8	27	!	!	25	!	!
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	42	97.3	14.7	52	97.4	12.4	15	!	!	15	!	!
Early writing (WM III NU: Spelling standard score)	70	84.1	15.7	85	84.4	14.7	27	!	!	25	!	!
Early math (WM III NU: Applied Problems standard score)	66	77.2	13.5	80	78.8	13.2	26	!	!	22	!	!

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to Spanish-speaking children of the same age nationally unless otherwise noted.

These scores have a mean of 100 and a standard deviation of 15. See Table B.14 for possible response ranges.

! Too few cases for a reliable estimate.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bThe PPVT-4 standard scores reflect children's English vocabulary skills relative to English-speaking children of the same age nationally.

^cIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

^dThe EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish.

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SECTION C

CHILD SOCIAL-EMOTIONAL DEVELOPMENT

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Table C.1. Reliability of children's executive function, social skills, problem behaviors, and approaches to learning scores: Fall 2014

Constructs (measures)	Number of items administered	Cronbach's alpha
Direct child assessment		
Executive function (pencil tapping ^a)	16	0.94
Teacher child report		
Social skills ^b	12	0.89
Problem behaviors total score ^b	14	0.85
Aggressive behavior	4	0.77
Hyperactive behavior	3	0.75
Withdrawn behavior	6	0.86
Approaches to learning (ECLS-K)	6	0.92
Assessor rating during direct assessment		
Cognitive/social behavior (Leiter-R)		
Total score	4	0.91
Attention	10	0.98
Organization/impulse control	8	0.95
Activity level	4	0.94
Sociability	5	0.91
Total standard score ^c	4	0.91

Source: Fall 2014 FACES Direct Child Assessment, Teacher Child Report, and Assessor Rating.

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

^bSocial skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table C.2. Summary statistics for children's executive function, social skills, problem behaviors, and approaches to learning scores: Fall 2014

Constructs (measures)	n	Mean	SD	Reported score range	Possible score range
Direct child assessment					
Executive function (pencil tapping ^a)	1121	46.2	35.2	0 - 100	0 - 100
Teacher child report					
Social skills ^b	1877	15.7	5.0	0 - 24	0 - 24
Problem behaviors total score ^b	1883	4.3	4.6	0 - 27	0 - 28
Aggressive behavior	1883	1.4	2.0	0 - 8	0 - 8
Hyperactive behavior	1878	1.3	1.6	0 - 6	0 - 6
Withdrawn behavior	1883	1.2	1.7	0 - 12	0 - 12
Approaches to learning (ECLS-K)	1882	1.7	0.7	0 - 3	0 - 3
Assessor rating during direct assessment					
Cognitive/social behavior (Leiter-R)					
Total score	1790	61.5	18.9	0 - 81	0 - 81
Attention	1791	22.0	7.6	0 - 30	0 - 30
Organization/impulse control	1790	17.8	6.0	0 - 24	0 - 24
Activity level	1791	8.9	3.2	0 - 12	0 - 12
Sociability	1791	12.8	3.0	0 - 15	0 - 15
Total standard score ^c	1790	95.7	17.3	40 - 126	40 - 126

Source: Fall 2014 FACES Direct Child Assessment, Teacher Child Report, and Assessor Rating.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Raw scores are reported unless noted otherwise.

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

^bSocial skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table C.3. Summary statistics for children's executive function, social skills, problem behaviors, and approaches to learning scores, by gender: Fall 2014

Constructs (measures)	Girls				Boys			
	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range
Direct child assessment								
Executive function (pencil tapping ^a)	559	51.3	34.5	0 - 100	562	41.1	35.2	0 - 100
Teacher child report								
Social skills ^b	940	16.7	4.8	0 - 24	937	14.6	5.0	0 - 24
Problem behaviors total score ^b	941	3.2	3.9	0 - 22	942	5.3	5.1	0 - 27
Aggressive behavior	941	1.0	1.6	0 - 8	942	1.9	2.2	0 - 8
Hyperactive behavior	937	1.0	1.4	0 - 6	941	1.7	1.7	0 - 6
Withdrawn behavior	941	1.0	1.6	0 - 11	942	1.4	1.9	0 - 12
Approaches to learning (ECLS-K)	941	1.9	0.7	0 - 3	941	1.5	0.7	0 - 3
Assessor rating during direct assessment								
Cognitive/social behavior (Leiter-R)								
Total score	896	63.9	17.1	0 - 81	894	59.0	20.3	0 - 81
Attention	896	22.9	7.1	0 - 30	895	21.1	8.0	0 - 30
Organization/impulse control	896	18.5	5.5	0 - 24	894	17.1	6.4	0 - 24
Activity level	897	9.2	2.9	0 - 12	894	8.5	3.5	0 - 12
Sociability	897	13.2	2.6	0 - 15	894	12.4	3.3	0 - 15
Total standard score ^c	896	97.8	16.1	40 - 126	894	93.6	18.2	40 - 126

Source: Fall 2014 FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Raw scores are reported unless noted otherwise. See Table C.2 for possible response ranges.

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

^bSocial skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table C.4. Summary statistics for children's executive function, social skills, problem behaviors, and approaches to learning scores, by race/ethnicity: Fall 2014

Constructs (measures)	White, non-Hispanic				African American, non-Hispanic				Hispanic/Latino				Other, non-Hispanic			
	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range
Direct child assessment																
Executive function (pencil tapping ^a)	318	54.1	34.6	0 - 100	257	42.1	34.2	0 - 100	440	42.2	35.0	0 - 100	104	47.6	35.8	0 - 100
Teacher child report																
Social skills ^b	469	16.3	5.2	0 - 24	476	15.1	4.8	3 - 24	762	15.6	4.8	0 - 24	168	15.3	5.2	0 - 24
Problem behaviors total score ^b	472	4.7	4.9	0 - 22	476	4.4	4.6	0 - 22	765	3.9	4.4	0 - 27	168	4.3	4.9	0 - 20
Aggressive behavior	472	1.4	2.0	0 - 8	476	1.6	2.1	0 - 8	765	1.4	1.9	0 - 8	168	1.6	2.1	0 - 8
Hyperactive behavior	470	1.5	1.7	0 - 6	474	1.4	1.5	0 - 6	764	1.2	1.6	0 - 6	168	1.2	1.7	0 - 6
Withdrawn behavior	472	1.4	2.0	0 - 10	476	1.2	1.6	0 - 10	765	1.0	1.6	0 - 12	168	1.1	1.6	0 - 6
Approaches to learning (ECLS-K)	472	1.8	0.7	0 - 3	475	1.5	0.7	0 - 3	765	1.8	0.7	0 - 3	168	1.7	0.8	0 - 3
Assessor rating during direct assessment																
Cognitive/social behavior (Leiter-R)																
Total score	455	62.8	18.1	0 - 81	462	57.5	20.0	0 - 81	712	62.8	18.5	0 - 81	159	61.1	19.0	2 - 81
Attention	455	22.6	7.3	0 - 30	462	20.8	8.0	0 - 30	713	22.4	7.6	0 - 30	159	22.0	7.5	0 - 30
Organization/impulse control	455	18.2	5.7	0 - 24	462	16.3	6.5	0 - 24	712	18.3	5.8	0 - 24	159	17.7	6.0	0 - 24
Activity level	455	9.0	3.1	0 - 12	462	8.1	3.4	0 - 12	713	9.2	3.1	0 - 12	159	8.7	3.3	0 - 12
Sociability	455	13.0	3.0	0 - 15	462	12.3	3.1	0 - 15	713	13.0	2.9	0 - 15	159	12.7	3.1	2 - 15
Total standard score ^c	455	96.1	16.7	40 - 124	462	92.4	17.8	40 - 124	712	97.3	17.2	40 - 126	159	95.0	17.1	44 - 124

Source: Fall 2014 FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Raw scores are reported unless noted otherwise. See Table C.2 for possible response ranges.

^aIn the Pencil Tapping task, children are asked to inhibit the natural response to imitate the adult assessor exactly (or to tap repeatedly) and instead to keep in mind that the rule is to do the opposite of what the assessor does. Reported scores reflect the percentage of times the child tapped correctly. They can take on any

Table C.4 (*continued*)

value from zero to 100, with higher scores indicating better skills on the task. The task is only administered to children age 4 and older at the time of the direct assessment.

^bSocial skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table C.5. Summary statistics for children's executive function, social skills, problem behaviors, and approaches to learning, by Head Start exposure: Fall 2014

Constructs (measures)	Newly entering children															
	3-year-olds ^a				4-year-olds ^a				All newly entering children				All returning children			
	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range
Direct child assessment																
Executive function (pencil tapping ^b)	105	31.9	29.3	0 - 100	419	49.0	35.2	0 - 100	524	45.5	34.7	0 - 100	597	46.9	35.7	0 - 100
Teacher child report																
Social skills ^c	770	14.1	4.9	0 - 24	441	16.8	4.5	0 - 24	1211	15.1	4.9	0 - 24	666	16.7	4.9	0 - 24
Problem behaviors total score ^c	772	5.1	4.9	0 - 25	444	3.4	4.1	0 - 27	1216	4.5	4.7	0 - 27	667	3.9	4.6	0 - 23
Aggressive behavior	772	1.7	2.1	0 - 8	444	1.0	1.7	0 - 8	1216	1.5	2.0	0 - 8	667	1.4	2.0	0 - 8
Hyperactive behavior	768	1.7	1.7	0 - 6	443	1.0	1.4	0 - 6	1211	1.4	1.7	0 - 6	667	1.1	1.5	0 - 6
Withdrawn behavior	772	1.2	1.8	0 - 11	444	1.1	1.7	0 - 12	1216	1.2	1.8	0 - 12	667	1.2	1.7	0 - 9
Approaches to learning (ECLS-K)	772	1.5	0.7	0 - 3	443	1.9	0.7	0 - 3	1215	1.6	0.7	0 - 3	667	1.9	0.7	0 - 3
Assessor rating during direct assessment																
Cognitive/social behavior (Leiter-R)																
Total score	731	56.7	20.2	0 - 81	422	65.8	16.9	0 - 81	1153	60.1	19.6	0 - 81	637	64.3	17.3	0 - 81
Attention	731	20.0	8.2	0 - 30	422	23.8	6.8	0 - 30	1153	21.4	7.9	0 - 30	638	23.3	6.9	0 - 30
Organization/impulse control	731	16.2	6.4	0 - 24	422	19.2	5.4	0 - 24	1153	17.3	6.2	0 - 24	637	18.7	5.5	0 - 24
Activity level	732	8.2	3.4	0 - 12	422	9.5	2.9	0 - 12	1154	8.7	3.3	0 - 12	637	9.2	3.0	0 - 12
Sociability	732	12.3	3.3	0 - 15	422	13.3	2.7	0 - 15	1154	12.6	3.1	0 - 15	637	13.2	2.8	0 - 15
Total standard score ^d	731	94.2	18.3	40 - 126	422	97.5	16.1	40 - 117	1153	95.4	17.6	40 - 126	637	96.3	16.6	40 - 124

Source: Fall 2014 FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Raw scores are reported unless noted otherwise. See Table C.2 for possible response ranges.

^aAge as of September 1, 2014.

^bIn the pencil tapping task, children are asked to inhibit the natural response to imitate the adult assessor exactly (or to tap repeatedly) and instead to keep in mind that the rule is to do the opposite of what the assessor does. Reported scores reflect the percentage of times the child tapped correctly. They can take on any

Table C.5 (*continued*)

value from zero to 100, with higher scores indicating better skills on the task. The task is only administered to children age 4 and older at the time of the direct assessment. Estimates for 3-year-olds in the table are among those who had turned 4 by the time of the direct assessment.

^cSocial skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table C.6. Summary statistics for children's executive function, social skills, problem behaviors, and approaches to learning scores, by income as a percentage of federal poverty threshold^a: Fall 2014

Constructs (measures)	Percentage of federal poverty threshold															
	Below 50 percent				50 to 100 percent				101 to 130 percent				131 percent or above			
	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range
Direct child assessment																
Executive function (pencil tapping ^b)	339	43.4	34.6	0 - 100	406	46.1	35.3	0 - 100	150	49.0	34.2	0 - 100	226	48.7	36.3	0 - 100
Teacher child report																
Social skills ^c	590	15.3	4.9	0 - 24	686	15.6	4.8	0 - 24	234	15.9	5.3	1 - 24	367	16.1	5.2	0 - 24
Problem behaviors total score ^c	594	4.5	5.0	0 - 23	688	4.2	4.4	0 - 22	234	4.1	4.7	0 - 27	367	4.1	4.4	0 - 22
Aggressive behavior	594	1.6	2.1	0 - 8	688	1.4	1.9	0 - 8	234	1.3	1.9	0 - 8	367	1.4	1.9	0 - 8
Hyperactive behavior	592	1.4	1.6	0 - 6	685	1.3	1.6	0 - 6	234	1.3	1.6	0 - 6	367	1.3	1.6	0 - 6
Withdrawn behavior	594	1.2	1.8	0 - 11	688	1.2	1.8	0 - 10	234	1.2	1.7	0 - 12	367	1.0	1.5	0 - 10
Approaches to learning (ECLS-K)	594	1.7	0.7	0 - 3	688	1.7	0.7	0 - 3	234	1.7	0.7	0 - 3	366	1.7	0.8	0 - 3
Assessor rating during direct assessment																
Cognitive/social behavior (Leiter-R)																
Total score	563	59.9	19.9	0 - 81	655	62.1	18.5	0 - 81	227	62.4	19.0	0 - 81	345	62.2	17.8	4 - 81
Attention	563	21.5	7.9	0 - 30	656	22.2	7.5	0 - 30	227	22.4	7.8	0 - 30	345	22.3	7.2	0 - 30
Organization/impulse control	563	17.3	6.3	0 - 24	655	18.0	6.0	0 - 24	227	18.0	5.9	0 - 24	345	18.0	5.6	0 - 24
Activity level	563	8.6	3.3	0 - 12	655	9.0	3.1	0 - 12	228	9.0	3.2	0 - 12	345	8.8	3.3	0 - 12
Sociability	563	12.5	3.3	0 - 15	655	12.9	2.9	0 - 15	228	13.0	2.9	0 - 15	345	13.0	2.7	3 - 15
Total standard score ^d	563	94.4	18.2	40 - 126	655	96.5	17.0	40 - 124	227	96.3	17.4	40 - 124	345	96.0	16.2	48 - 124

Source: Fall 2014 FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Raw scores are reported unless noted otherwise. See Table C.2 for possible response ranges.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bIn the pencil tapping task, children are asked to inhibit the natural response to imitate the adult assessor exactly (or to tap repeatedly) and instead to keep in mind that the rule is to do the opposite of what the assessor does. Reported scores reflect the percentage of times the child tapped correctly. They can take on any

Table C.6 (*continued*)

value from zero to 100, with higher scores indicating better skills on the task. The task is only administered to children age 4 and older at the time of the direct assessment.

^cSocial skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table C.7. Summary statistics for children's executive function, social skills, problem behaviors, and approaches to learning scores, by child's primary home language^a: Fall 2014

Constructs (measures)	Child's primary home language is English				Child's primary home language is not English			
	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range
Direct child assessment								
Executive function (pencil tapping ^b)	832	49.5	34.9	0 - 100	289	36.2	34.2	0 - 100
Teacher child report								
Social skills ^c	1406	15.7	5.0	0 - 24	471	15.5	4.8	0 - 24
Problem behaviors total score ^c	1410	4.4	4.7	0 - 22	473	3.8	4.4	0 - 27
Aggressive behavior	1410	1.5	2.0	0 - 8	473	1.3	1.9	0 - 8
Hyperactive behavior	1405	1.4	1.6	0 - 6	473	1.2	1.5	0 - 6
Withdrawn behavior	1410	1.2	1.8	0 - 10	473	1.0	1.6	0 - 12
Approaches to learning (ECLS-K)	1409	1.7	0.7	0 - 3	473	1.8	0.7	0 - 3
Assessor rating during direct assessment								
Cognitive/social behavior (Leiter-R)								
Total score	1346	61.0	19.0	0 - 81	444	63.2	18.7	0 - 81
Attention	1346	21.9	7.6	0 - 30	445	22.6	7.6	0 - 30
Organization/impulse control	1346	17.6	6.1	0 - 24	444	18.3	5.9	0 - 24
Activity level	1347	8.7	3.3	0 - 12	444	9.4	2.9	0 - 12
Sociability	1347	12.8	3.0	0 - 15	444	12.9	3.1	0 - 15
Total standard score ^d	1346	95.2	17.2	40 - 124	444	97.3	17.5	40 - 126

Source: Fall 2014 FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Raw scores are reported unless noted otherwise. See Table C.2 for possible response ranges.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

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

^cSocial skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

SECTION D

CHILD HEALTH AND PHYSICAL DEVELOPMENT

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Table D.1. Teacher report of children's disability status, impairment type, and IEP or IFSP status: Fall 2014

Report of disability	n	Percentage
Children with disabilities	1878	13.6
Type of impairment among children with disabilities		
Speech or language impairment	246	78.8
Cognitive impairment ^a	246	25.9
Behavioral/emotional impairment ^b	246	13.4
Sensory impairment ^c	246	9.7
Physical impairment ^d	246	7.8
Children with disabilities that have multiple impairments	246	25.2
Children with disabilities that have IEP or IFSP	233	55.9

Source: Fall 2014 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs.

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

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

^aCognitive impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

^bBehavioral/emotional impairment includes: behavior problems, hyperactivity, and attention deficit.

^cSensory impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

^dPhysical impairment includes: motor impairment.

Table D.2. Teacher report of children's disability status, impairment type, and IEP or IFSP status, by race/ethnicity: Fall 2014

Report of disability	White, non-Hispanic		African American, non-Hispanic		Hispanic/Latino		Other, non-Hispanic	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Children with disabilities	472	22.1	473	9.4	76	10.0	168	13.7
Type of impairment among children with disabilities								
Speech or language impairment	97	74.8	43	77.2	82	85.0	23	!
Cognitive impairment ^a	97	28.1	43	28.0	82	20.0	23	!
Behavioral/emotional impairment ^b	97	10.0	43	25.8	82	12.0	23	!
Sensory impairment ^c	97	7.8	43	6.9	82	11.9	23	!
Physical impairment ^d	97	10.9	43	2.8	82	6.8	23	!
Children with disabilities that have multiple impairments	97	21.0	43	30.9	82	26.1	23	!
Children with disabilities that have IEP or IFSP	95	55.3	42	34.7	74	66.5	21	!

Source: Fall 2014 FACES Teacher Child Report and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs.

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

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

! Too few cases for a reliable estimate.

^aCognitive impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

^bBehavioral/emotional impairment includes: behavior problems, hyperactivity, and attention deficit.

^cSensory impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

^dPhysical impairment includes: motor impairment.

Table D.3. Teacher report of children's disability status, impairment type, and IEP or IFSP status, by Head Start exposure: Fall 2014

Report of disability	Newly entering children							
	3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Children with disabilities	768	14.8	444	12.4	1212	13.9	666	12.9
Type of impairment among children with disabilities								
Speech or language impairment	105	81.3	58	71.2	163	78.0	83	80.4
Cognitive impairment ^b	105	31.0	58	13.7	163	25.4	83	27.1
Behavioral/emotional impairment ^c	105	14.0	58	5.7	163	11.3	83	18.0
Sensory impairment ^d	105	7.1	58	23.7	163	12.5	83	3.8
Physical impairment ^e	105	12.0	58	5.3	163	9.8	83	3.3
Children with disabilities that have multiple impairments	105	30.6	58	16.7	163	26.1	83	23.4
Children with disabilities that have IEP or IFSP	99	43.1	52	53.8	151	46.3	82	74.7

Source: Fall 2014 FACES Teacher Child Report, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

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

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

^aAge as of September 1, 2014.

^bCognitive impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

^cBehavioral/emotional impairment includes: behavior problems, hyperactivity, and attention deficit.

^dSensory impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

^ePhysical impairment includes: motor impairment.

Table D.4. Teacher report of children's disability status, impairment type, and IEP or IFSP status, by income as a percentage of federal poverty threshold^a: Fall 2014

Report of disability	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Children with disabilities	591	13.1	687	12.1	233	17.1	367	14.8
Type of impairment among children with disabilities								
Speech or language impairment	78	76.8	80	75.8	36	83.6	52	82.3
Cognitive impairment ^b	78	33.3	80	26.6	36	22.5	52	17.1
Behavioral/emotional impairment ^c	78	19.4	80	13.6	36	9.8	52	7.6
Sensory impairment ^d	78	9.6	80	12.3	36	6.8	52	8.2
Physical impairment ^e	78	5.2	80	11.5	36	2.7	52	9.6
Children with disabilities that have multiple impairments	78	34.3	80	24.3	36	22.2	52	16.0
Children with disabilities that have IEP or IFSP	73	59.7	76	52.7	34	38.8	50	67.8

Source: Fall 2014 FACES Teacher Child Report and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

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

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

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bCognitive impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

^cBehavioral/emotional impairment includes: behavior problems, hyperactivity, and attention deficit.

^dSensory impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

^ePhysical impairment includes: motor impairment.

Table D.5. Parent-reported child health status, overall and by child and family characteristics: Fall 2014

Child and family characteristics	n	Excellent/very good	Good	Fair/poor
		Percentage	Percentage	Percentage
All children	1893	81.3	14.4	4.3
Race/ethnicity				
White, non-Hispanic	475	87.9	8.9	3.2
African American, non-Hispanic	475	84.7	11.9	3.3
Hispanic/Latino	772	74.1	19.6	6.3
Other, non-Hispanic	169	87.3	12.3	0.4
Head Start exposure				
All newly entering children	1218	82.0	13.5	4.6
3-year-olds ^a	773	80.4	14.1	5.6
4-year-olds ^a	445	84.7	12.5	2.9
All returning children	675	80.2	16.1	3.8
Percentage of federal poverty threshold^b				
Below 50 percent	600	79.7	17.2	3.2
50 to 100 percent	694	77.9	15.3	6.7
101 to 130 percent	235	85.7	12.2	2.1
131 percent or above	364	87.7	9.4	2.9

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Estimates in each row sum to 100 except where due to rounding.

^aAge as of September 1, 2014.

^bThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

Table D.6. Children's height and weight: Fall 2014

Height and weight measures	n	Mean
Height (in inches)	1730	40.8
Weight (in pounds)	1730	39.1
Body Mass Index (BMI)	1729	16.5
Height and weight measures	n	Percentage
BMI categories^a	1729	
Child is underweight		2.6
Child is normal weight		64.4
Child is overweight		18.6
Child is obese		14.4

Source: Fall 2014 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAccording to the Centers for Disease Control and Prevention (CDC), a child is considered to be underweight when his/her BMI score is below the 5th percentile for his/her age and gender, normal weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender, overweight when his/her BMI score is at or above the 85th percentile and below the 95th percentile for his/her age and gender, and obese if his/her BMI is at or above the 95th percentile for his/her age and gender.

Table D.7. Children's height and weight, by race/ethnicity: Fall 2014

Height and weight measures	White, non-Hispanic		African American, non-Hispanic		Hispanic/Latino		Other, non-Hispanic	
	n	Mean	n	Mean	n	Mean	n	Mean
Height (in inches)	448	40.8	441	41.0	682	40.4	157	41.3
Weight (in pounds)	448	39.1	440	39.5	683	38.7	157	40.4
Body Mass Index (BMI)	448	16.4	440	16.4	682	16.5	157	16.6
Height and weight measures	n	Percentage	n	Percentage	n	Percentage	n	Percentage
BMI categories^a	448		440		682		157	
Child is underweight		1.7		2.2		3.3		3.4
Child is normal weight		65.6		65.7		63.6		60.1
Child is overweight		20.5		17.8		17.0		21.1
Child is obese		12.2		14.2		15.9		15.4

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAccording to the Centers for Disease Control and Prevention (CDC), a child is considered to be underweight when his/her BMI score is below the 5th percentile for his/her age and gender, normal weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender, overweight when his/her BMI score is at or above the 85th percentile and below the 95th percentile for his/her age and gender, and obese if his/her BMI is at or above the 95th percentile for his/her age and gender.

Table D.8. Children's height and weight, by Head Start exposure: Fall 2014

	Newly entering children							
	3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
Height and weight measures	n	Mean	n	Mean	n	Mean	n	Mean
Height (in inches)	709	39.2	405	41.7	1114	40.1	616	42.0
Weight (in pounds)	709	36.2	405	40.8	1114	37.9	616	41.5
Body Mass Index (BMI)	708	16.5	405	16.4	1113	16.5	616	16.5
Height and weight measures	n	Percentage	n	Percentage	n	Percentage	n	Percentage
BMI categories^b	708		405		1113		616	
Child is underweight		3.3		1.8		2.8		2.2
Child is normal weight		64.8		64.5		64.7		63.9
Child is overweight		18.3		19.2		18.6		18.5
Child is obese		13.6		14.5		13.9		15.4

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

^bAccording to the Centers for Disease Control and Prevention (CDC), a child is considered to be underweight when his/her BMI score is below the 5th percentile for his/her age and gender, normal weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender, overweight when his/her BMI score is at or above the 85th percentile and below the 95th percentile for his/her age and gender, and obese if his/her BMI is at or above the 95th percentile for his/her age and gender.

Table D.9. Children's height and weight, by income as a percentage of federal poverty threshold^a: Fall 2014

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
Height and weight measures	n	Mean	n	Mean	n	Mean	n	Mean
Height (in inches)	544	40.7	637	40.7	222	40.9	327	40.9
Weight (in pounds)	544	38.9	637	39.2	222	39.3	327	39.2
Body Mass Index (BMI)	544	16.4	637	16.6	222	16.4	326	16.4
Height and weight measures	n	Percentage	n	Percentage	n	Percentage	n	Percentage
BMI categories^b	544		637		222		326	
Child is underweight		1.8		2.2		1.4		5.3
Child is normal weight		65.8		62.4		69.0		62.8
Child is overweight		17.0		20.5		14.1		20.7
Child is obese		15.4		14.9		15.5		11.3

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bAccording to the Centers for Disease Control and Prevention (CDC), a child is considered to be underweight when his/her BMI score is below the 5th percentile for his/her age and gender, normal weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender, overweight when his/her BMI score is at or above the 85th percentile and below the 95th percentile for his/her age and gender, and obese if his/her BMI is at or above the 95th percentile for his/her age and gender.

Table D.10. Children's height and weight, by child's primary home language^a: Fall 2014

Height and weight measures	Child's primary home language is English		Child's primary home language is not English	
	n	Mean	n	Mean
Height (in inches)	1305	40.7	425	40.8
Weight (in pounds)	1306	39.1	424	39.3
Body Mass Index (BMI)	1305	16.5	424	16.5
Height and weight measures	n	Percentage	n	Percentage
BMI categories^b	1305		424	
Child is underweight		2.6		2.6
Child is normal weight		65.2		61.9
Child is overweight		18.0		20.5
Child is obese		14.3		15.0

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

^bAccording to the Centers for Disease Control and Prevention (CDC), a child is considered to be underweight when his/her BMI score is below the 5th percentile for his/her age and gender, normal weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender, overweight when his/her BMI score is at or above the 85th percentile and below the 95th percentile for his/her age and gender, and obese if his/her BMI is at or above the 95th percentile for his/her age and gender.

SECTION AA

STANDARD ERRORS FOR CHILD CHARACTERISTICS AND FAMILY
ENVIRONMENTS DATA

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Table AA.1. Standard errors for demographic characteristics of children in Head Start, overall and by Head Start exposure: Fall 2014

Demographic characteristics	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE	n	SE
Head Start exposure										
Newly entering children	1908	2.23	782	0.00	449	0.00	1231	0.00	677	0.00
Returning children	1908	2.23	782	0.00	449	0.00	1231	0.00	677	0.00
Age as of September 1, 2014										
3 years old or younger	1893	2.60	782	0.00	449	0.00	1231	3.45	662	1.75
4 years old or older	1893	2.60	782	0.00	449	0.00	1231	3.45	662	1.75
Race/ethnicity										
White, non-Hispanic	1906	3.28	782	4.01	449	4.41	1231	3.58	675	3.44
African American, non-Hispanic	1906	3.48	782	4.88	449	3.92	1231	3.60	675	5.49
Hispanic/Latino	1906	4.35	782	5.44	449	4.32	1231	4.33	675	5.87
American Indian or Alaska Native, non-Hispanic	1906	1.22	782	0.88	449	1.50	1231	1.03	675	1.63
Asian or Pacific Islander, non-Hispanic	1906	0.18	782	0.40	449	0.26	1231	0.26	675	0.22
Multi-racial/bi-racial, non-Hispanic	1906	0.64	782	0.79	449	1.19	1231	0.68	675	1.03
Other, non-Hispanic	1906	0.25	782	0.27	449	0.54	1231	0.30	675	0.40
Gender										
Female	1908	1.22	782	2.12	449	2.49	1231	1.58	677	1.94
Male	1908	1.22	782	2.12	449	2.49	1231	1.58	677	1.94
Participated in Early Head Start										
Yes	1883	1.93	774	2.76	446	2.61	1220	2.13	663	2.57
No	1883	1.93	774	2.76	446	2.61	1220	2.13	663	2.57

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

Table AA.2. Standard errors for home language environment, overall and by Head Start exposure: Fall 2014

	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE	n	SE
Home language environment										
Languages spoken in the home										
English only	1908	3.89	782	5.06	449	4.38	1231	4.18	677	4.42
Spanish	1908	3.82	782	5.10	449	3.91	1231	4.10	677	4.34
Other (non-Spanish) language	1908	1.44	782	1.52	449	2.03	1231	1.48	677	1.72
Primary home language^b										
English	1908	2.74	782	4.04	449	3.65	1231	3.13	677	3.14
Spanish	1908	2.61	782	4.05	449	3.13	1231	3.00	677	3.07
Other (non-Spanish) language	1908	0.83	782	1.00	449	1.17	1231	0.92	677	1.04

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

^bThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table AA.3. Standard errors for household composition, overall and by Head Start exposure: Fall 2014

	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE	n	SE
Household composition										
Household members										
Biological/adoptive mother and biological/adoptive father	1908	1.94	782	2.48	449	2.54	1231	1.98	677	3.58
Married	1908	1.72	782	2.21	449	3.24	1231	1.87	677	3.46
Registered domestic partnership or civil union	1908	0.34	782	0.66	449	0.66	1231	0.45	677	0.65
Unmarried	1908	1.09	782	1.53	449	1.86	1231	1.20	677	2.08
Marital status not reported	1908	0.40	782	0.92	449	0.18	1231	0.59	677	0.25
Biological/adoptive mother only	1908	2.04	782	2.58	449	2.50	1231	1.95	677	3.81
Biological/adoptive father only	1908	0.68	782	1.50	449	0.84	1231	0.99	677	0.74
Neither biological/adoptive mother nor biological/adoptive father	1908	0.51	782	0.94	449	1.16	1231	0.74	677	0.79
Household composition	n	SE	n	SE	n	SE	n	SE	n	SE
Mean number in household	1908	0.06	782	0.08	449	0.08	1231	0.06	677	0.10

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

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/adoptive mother only" category does not mean that the biological/adoptive mother is the only adult in the household, but that she is the only biological/adoptive parent in the household.

^aAge as of September 1, 2014.

Table AA.4. Standard errors for parent education, overall and by Head Start exposure: Fall 2014

	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE	n	SE
Highest level of education completed by mothers in household										
Less than high school diploma	1750	1.85	722	2.85	406	3.39	1128	2.33	622	2.78
High school diploma or GED	1750	1.22	722	1.93	406	2.72	1128	1.52	622	2.68
Some college/vocational/technical	1750	1.45	722	1.98	406	3.34	1128	1.91	622	2.13
Bachelor's degree or higher	1750	0.81	722	1.32	406	1.33	1128	1.07	622	1.44
Highest level of education completed by fathers in household										
Less than high school diploma	890	3.30	378	4.56	214	4.93	592	4.04	298	3.06
High school diploma or GED	890	2.36	378	2.94	214	5.08	592	3.04	298	3.04
Some college/vocational/technical	890	1.83	378	2.80	214	2.73	592	2.12	298	2.23
Bachelor's degree or higher	890	1.25	378	1.25	214	2.21	592	1.22	298	2.04
Highest level of education completed by any parent in household										
Less than high school diploma	1809	1.86	745	2.64	421	2.89	1166	2.28	643	2.34
High school diploma or GED	1809	1.37	745	2.07	421	2.61	1166	1.63	643	2.50
Some college/vocational/technical	1809	1.47	745	1.89	421	3.07	1166	1.88	643	1.98
Bachelor's degree or higher	1809	0.96	745	1.37	421	1.75	1166	1.14	643	1.66

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant standard error calculations for highest level of education.

Households with a mother include those with a mother only and those with both a mother and father. Households with a father include those with a father only and those with both a mother and father. Any parent in the household includes children with one or two parents in the household (that is, mother only, father only, and mother and father) and the highest education level among them when there are two parents in the household. If there is only one parent (mother only or father only), it reflects that parent.

^aAge as of September 1, 2014.

Table AA.5. Standard errors for parent education, by child's primary home language^a: Fall 2014

Parent education	Child's primary home language is English		Child's primary home language is not English	
	n	SE	n	SE
Highest level of education completed by mothers in household				
Less than high school diploma	1291	1.27	459	3.73
High school diploma or GED	1291	1.34	459	2.39
Some college/vocational/technical	1291	1.34	459	1.80
Bachelor's degree or higher	1291	0.95	459	1.34
Highest level of education completed by fathers in household				
Less than high school diploma	569	1.90	321	4.25
High school diploma or GED	569	2.80	321	2.86
Some college/vocational/technical	569	2.42	321	1.66
Bachelor's degree or higher	569	1.73	321	1.13
Highest level of education completed by any parent in household				
Less than high school diploma	1341	1.09	468	3.86
High school diploma or GED	1341	1.48	468	2.35
Some college/vocational/technical	1341	1.34	468	2.13
Bachelor's degree or higher	1341	1.14	468	1.49

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant standard error calculations for highest level of education.

Households with a mother include those with a mother only and those with both a mother and father. Households with a father include those with a father only and those with both a mother and father. Any parent in the household includes children with one or two parents in the household (that is, mother only, father only, and mother and father) and the highest education level among them when there are two parents in the household. If there is only one parent (mother only or father only), it reflects that parent.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table AA.6. Standard errors for parent employment status, overall and by Head Start exposure: Fall 2014

Parent employment status	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE	n	SE
Employment status of mothers in household										
Working full-time	1747	1.87	723	2.57	405	2.69	1128	2.13	619	2.19
Working part-time	1747	1.47	723	1.87	405	2.58	1128	1.77	619	1.95
Looking for work	1747	1.12	723	1.83	405	1.61	1128	1.40	619	1.70
Not in labor force	1747	1.90	723	3.11	405	2.83	1128	2.48	619	2.92
Employment status of fathers in household										
Working full-time	888	2.01	375	3.00	215	3.55	590	2.40	298	3.30
Working part-time	888	1.39	375	2.62	215	2.87	590	1.84	298	2.76
Looking for work	888	1.16	375	1.48	215	2.50	590	1.47	298	1.52
Not in labor force	888	1.40	375	1.79	215	2.57	590	1.66	298	2.07
Employment status of the most employed of any parent in household										
Working full-time	1801	2.01	741	2.38	420	3.15	1161	2.10	640	2.72
Working part-time	1801	1.41	741	1.77	420	2.49	1161	1.72	640	1.80
Looking for work	1801	0.84	741	1.38	420	1.58	1161	1.01	640	1.46
Not in labor force	1801	1.54	741	2.12	420	2.51	1161	2.06	640	2.05

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant standard error calculations for employment status.

Households with a mother include those with a mother only and those with both a mother and father. Households with a father include those with a father only and those with both a mother and father. Any parent in the household includes children with one or two parents in the household (that is, mother only, father only, and mother and father) and the highest employment level among them when there are two parents in the household. If there is only one parent (mother only or father only), it reflects that parent.

^aAge as of September 1, 2014.

Table AA.7. Standard errors for parent employment status, by child's primary home language^a: Fall 2014

Parent employment status	Child's primary home language is English		Child's primary home language is not English	
	n	SE	n	SE
Employment status of mothers in household				
Working full-time	1282	2.06	465	2.08
Working part-time	1282	1.73	465	2.33
Looking for work	1282	1.33	465	1.24
Not in labor force	1282	2.17	465	2.07
Employment status of fathers in household				
Working full-time	567	2.56	321	2.71
Working part-time	567	1.67	321	2.40
Looking for work	567	1.48	321	1.44
Not in labor force	567	1.78	321	1.48
Employment status of the most employed of any parent in household				
Working full-time	1330	2.49	471	3.14
Working part-time	1330	1.79	471	2.74
Looking for work	1330	0.97	471	1.21
Not in labor force	1330	1.89	471	2.35

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant standard error calculations for employment status.

Households with a mother include those with a mother only and those with both a mother and father. Households with a father include those with a father only and those with both a mother and father. Any parent in the household includes children with one or two parents in the household (that is, mother only, father only, and mother and father) and the highest employment level among them when there are two parents in the household. If there is only one parent (mother only or father only), it reflects that parent.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table AA.8. Standard errors for household income as a percentage of the federal poverty threshold, overall and by Head Start exposure: Fall 2014

Household income	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE	n	SE
Percentage of the federal poverty threshold										
Below 50 percent	1908	1.48	782	2.57	449	2.45	1231	1.86	677	2.22
50 to 100 percent	1908	1.42	782	2.15	449	2.92	1231	1.90	677	2.70
101 to 130 percent	1908	1.08	782	1.92	449	1.85	1231	1.34	677	1.70
131 to 185 percent	1908	0.63	782	0.90	449	1.76	1231	0.87	677	1.06
186 to 200 percent	1908	0.33	782	0.72	449	0.63	1231	0.50	677	0.18
201 percent or above	1908	1.38	782	1.28	449	2.84	1231	1.41	677	2.07

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

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.

The federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^aAge as of September 1, 2014.

Table AA.9. Standard errors for household income as a percentage of the federal poverty threshold, by child's primary home language^a: Fall 2014

Household income	Child's primary home language is English		Child's primary home language is not English	
	n	SE	n	SE
Percentage of the federal poverty threshold				
Below 50 percent	1427	1.72	481	2.83
50 to 100 percent	1427	1.51	481	2.32
101 to 130 percent	1427	1.25	481	1.57
131 to 185 percent	1427	0.87	481	1.19
186 to 200 percent	1427	0.43	481	0.27
201 percent or above	1427	1.59	481	0.93

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

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.

The federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table AA.10. Standard errors for parental depressive symptoms, overall and by Head Start exposure: Fall 2014

	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE	n	SE
Parental depressive symptoms (categorical)										
Level of depressive symptoms^b										
Not depressed	1864	1.38	765	1.75	439	2.89	1204	1.66	660	2.00
Mildly depressed	1864	0.96	765	1.45	439	2.62	1204	1.26	660	1.50
Moderately depressed	1864	0.95	765	1.26	439	1.85	1204	1.16	660	1.41
Severely depressed	1864	0.86	765	1.69	439	1.56	1204	1.19	660	1.24
Parental depressive symptoms (continuous)										
Mean level of depressive symptoms^b	1864	0.23	765	0.36	439	0.31	1204	0.28	660	0.29

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

In fall 2014, 84 percent of respondents were biological/adoptive mothers, 8 percent were biological/adoptive fathers, and the remainder were other household members.

^aAge as of September 1, 2014.

^bLevel of depressive symptoms is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed. The CES-D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

Table AA.11. Standard errors for parental depressive symptoms, by race/ethnicity: Fall 2014

	White, non-Hispanic		African American, non-Hispanic		Hispanic/Latino		Other, non-Hispanic	
	n	SE	n	SE	n	SE	n	SE
Parental depressive symptoms (categorical)								
Level of depressive symptoms^a								
Not depressed	472	2.27	470	2.65	757	2.02	163	4.48
Mildly depressed	472	1.98	470	1.85	757	1.22	163	3.72
Moderately depressed	472	1.90	470	1.16	757	1.52	163	3.28
Severely depressed	472	1.60	470	0.99	757	1.45	163	2.14
Parental depressive symptoms (continuous)								
Mean level of depressive symptoms^a	472	0.36	470	0.39	757	0.29	163	0.46

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

In fall 2014, 84 percent of respondents were biological/adoptive mothers, 8 percent were biological/adoptive fathers, and the remainder were other household members.

^aLevel of depressive symptoms is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed. The CES-D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

Table AA.12. Standard errors for parental depressive symptoms, by child's primary home language^a: Fall 2014

Parental depressive symptoms (categorical)	Child's primary home language is English		Child's primary home language is not English	
	n	SE	n	SE
Level of depressive symptoms^b				
Not depressed	1399	1.46	465	2.59
Mildly depressed	1399	1.27	465	1.83
Moderately depressed	1399	0.94	465	1.43
Severely depressed	1399	0.98	465	1.15
Parental depressive symptoms (continuous)	n	SE	n	SE
Mean level of depressive symptoms^b	1399	0.26	465	0.21

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

In fall 2014, 84 percent of respondents were biological/adoptive mothers, 8 percent were biological/adoptive fathers, and the remainder were other household members.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

^bLevel of depressive symptoms is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed. The CES-D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

Table AA.13. Standard errors parental depressive symptoms, by income as a percentage of federal poverty threshold^a: Fall 2014

Parental depressive symptoms (categorical)	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Level of depressive symptoms^b								
Not depressed	593	2.40	684	2.34	229	3.92	358	2.65
Mildly depressed	593	1.95	684	1.39	229	3.03	358	2.15
Moderately depressed	593	1.72	684	1.43	229	3.01	358	1.91
Severely depressed	593	1.39	684	1.62	229	2.55	358	1.59
Parental depressive symptoms (continuous)								
Mean level of depressive symptoms^b	593	0.33	684	0.35	229	0.53	358	0.36

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

In fall 2014, 84 percent of respondents were biological/adoptive mothers, 8 percent were biological/adoptive fathers, and the remainder were other household members.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bLevel of depressive symptoms is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed. The CES-D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

Table AA.14. Standard errors for household financial strain, overall and by Head Start exposure: Fall 2014

Household financial strain	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE	n	SE
Reported a financial strain in past 12 months^b	1897	1.47	778	2.20	446	2.75	1224	1.80	673	1.98
Financial strain(s) reported^c										
Unable to afford the home they need	1885	1.33	774	1.99	444	3.02	1218	1.62	667	2.12
Unable to afford the clothing they need	1886	1.09	773	2.14	443	2.21	1216	1.40	670	1.47
Unable to afford the food they need	1887	1.03	775	1.89	444	1.96	1219	1.35	668	1.39
Unable to afford the medical care they need	1889	1.42	774	2.11	445	2.15	1219	1.75	670	1.82
Count of financial strains reported in past 12 months										
None	1897	1.47	778	2.20	446	2.75	1224	1.80	673	1.98
One	1897	0.88	778	1.63	446	2.10	1224	1.09	673	1.70
Two	1897	0.80	778	1.00	446	1.73	1224	0.82	673	1.44
Three	1897	0.78	778	1.27	446	1.30	1224	0.95	673	0.99
Four	1897	0.67	778	1.23	446	1.21	1224	0.85	673	0.96
Household financial strain	n	SE	n	SE	n	SE	n	SE	n	SE
Mean number of financial strains reported	1897	0.04	778	0.06	446	0.07	1224	0.05	673	0.05

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

^bThe financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. A family "reported a financial strain" if they disagree or strongly disagree that they have enough money to afford a home, clothing, food, or medical care.

^cEstimates are reported among all children, not just among those whose parent reported a financial strain.

Table AA.15. Standard errors for household financial strain, by race/ethnicity: Fall 2014

	White, non-Hispanic		African American, non-Hispanic		Hispanic/Latino		Other, non-Hispanic	
	n	SE	n	SE	n	SE	n	SE
Household financial strain								
Reported a financial strain in past 12 months^a	477	2.16	476	2.56	773	2.42	169	3.43
Financial strain(s) reported^b								
Unable to afford the home they need	477	2.62	475	2.85	763	2.27	168	3.32
Unable to afford the clothing they need	476	1.25	474	2.10	767	2.00	167	3.02
Unable to afford the food they need	476	1.50	476	1.38	765	1.54	168	3.90
Unable to afford the medical care they need	475	2.08	475	2.13	769	2.53	168	3.52
Count of financial strains reported in past 12 months								
None	477	2.16	476	2.56	773	2.42	169	3.43
One	477	1.43	476	1.38	773	1.37	169	3.02
Two	477	1.13	476	1.49	773	1.50	169	2.71
Three	477	1.22	476	1.55	773	1.34	169	2.76
Four	477	0.88	476	1.42	773	1.25	169	1.66
Household financial strain	n	SE	n	SE	n	SE	n	SE
Mean number of financial strains reported	477	0.05	476	0.07	773	0.07	169	0.10

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThe financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. A family "reported a financial strain" if they disagree or strongly disagree that they have enough money to afford a home, clothing, food, or medical care.

^bEstimates are reported among all children, not just among those whose parent reported a financial strain.

Table AA.16. Standard errors for household financial strain, by child's primary home language^a: Fall 2014

Household financial strain	Child's primary home language is English		Child's primary home language is not English	
	n	SE	n	SE
Reported a financial strain in past 12 months^b	1421	1.59	476	3.03
Financial strain(s) reported^c				
Unable to afford the home they need	1418	1.70	467	2.58
Unable to afford the clothing they need	1416	1.00	470	2.67
Unable to afford the food they need	1418	1.17	469	1.95
Unable to afford the medical care they need	1415	1.28	474	2.87
Count of financial strains reported in past 12 months				
None	1421	1.59	476	3.03
One	1421	0.92	476	1.93
Two	1421	1.00	476	1.80
Three	1421	0.90	476	1.53
Four	1421	0.57	476	1.76
Household financial strain	n	SE	n	SE
Mean number of financial strains reported	1421	0.04	476	0.08

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

^bThe financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. A family "reported a financial strain" if they disagree or strongly disagree that they have enough money to afford a home, clothing, food, or medical care.

^cEstimates are reported among all children, not just among those whose parent reported a financial strain.

Table AA.17. Standard errors for household financial strain, by income as a percentage of federal poverty threshold^a: Fall 2014

Household financial strain	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Reported a financial strain in past 12 months^b	598	2.54	698	1.90	236	3.34	365	2.96
Financial strain(s) reported^c								
Unable to afford the home they need	592	2.46	695	2.02	235	2.84	363	2.87
Unable to afford the clothing they need	595	2.16	691	1.55	235	2.40	365	1.74
Unable to afford the food they need	594	1.40	695	1.69	236	2.85	362	1.72
Unable to afford the medical care they need	596	2.13	695	2.03	235	3.93	363	2.27
Count of financial strains reported in past 12 months								
None	598	2.54	698	1.90	236	3.34	365	2.96
One	598	1.85	698	1.36	236	2.37	365	1.96
Two	598	1.27	698	1.42	236	2.61	365	1.76
Three	598	1.26	698	1.39	236	1.45	365	1.09
Four	598	1.16	698	1.01	236	1.66	365	0.78
Household financial strain	n	SE	n	SE	n	SE	n	SE
Mean number of financial strains reported	598	0.07	698	0.05	236	0.08	365	0.07

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bThe financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. A family "reported a financial strain" if they disagree or strongly disagree that they have enough money to afford a home, clothing, food, or medical care.

^cEstimates are reported among all children, not just among those whose parent reported a financial strain.

Table AA.18. Standard errors for household financial strain, by parent employment status^a: Fall 2014

Household financial strain	Parent working full-time		Parent working part-time		Parent looking for work		Parent not in labor force	
	n	SE	n	SE	n	SE	n	SE
Reported a financial strain in past 12 months^b	943	1.81	398	2.84	203	3.67	246	4.35
Financial strain(s) reported^c								
Unable to afford the home they need	938	1.82	397	2.57	203	3.16	243	3.43
Unable to afford the clothing they need	941	1.48	397	2.36	201	3.37	243	2.98
Unable to afford the food they need	941	1.29	396	2.19	203	3.08	243	2.44
Unable to afford the medical care they need	939	1.79	397	2.76	202	2.79	245	3.58
Count of financial strains reported in past 12 months								
None	943	1.81	398	2.84	203	3.67	246	4.35
One	943	1.54	398	2.05	203	2.39	246	3.52
Two	943	1.08	398	1.88	203	2.68	246	2.28
Three	943	0.98	398	1.60	203	2.67	246	1.67
Four	943	0.88	398	1.83	203	2.05	246	1.92
Household financial strain	n	SE	n	SE	n	SE	n	SE
Mean number of financial strains reported	943	0.05	398	0.08	203	0.10	246	0.10

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

In this table, we report financial strain by the employment status of the most employed of the child's parents.

^aIncludes both biological and adoptive parents.

^bThe financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. A family "reported a financial strain" if they disagree or strongly disagree that they have enough money to afford a home, clothing, food, or medical care.

^cEstimates are reported among all children, not just among those whose parent reported a financial strain.

Table AA.19. Standard errors for household food security, overall and by Head Start exposure: Fall 2014

Household food security	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE	n	SE
Food security in past 12 months^b										
High/marginal food security	1902	1.55	782	2.19	448	3.12	1230	2.02	672	2.05
Low food security	1902	1.39	782	1.64	448	3.09	1230	1.80	672	1.81
Very low food security	1902	0.88	782	1.50	448	1.71	1230	1.15	672	1.12
Purchased food did not last and there was no money to get more										
Often true	1896	0.65	780	1.21	446	1.43	1226	0.85	670	0.93
Sometimes true	1896	1.28	780	2.39	446	2.74	1226	1.88	670	2.26
Never true	1896	1.58	780	2.41	446	2.99	1226	2.13	670	2.31
Could not afford to eat balanced meals										
Often true	1885	0.59	774	1.29	443	1.39	1217	0.89	668	0.75
Sometimes true	1885	1.29	774	2.68	443	1.94	1217	1.78	668	1.89
Never true	1885	1.50	774	2.61	443	2.20	1217	2.10	668	2.09
Adult cut size of or skipped meals because not enough money for food	1907	1.19	782	2.06	449	2.32	1231	1.69	676	1.58
If cut or skipped meals, frequency										
Almost every month	384	2.55	148	5.09	99	3.45	247	3.66	137	3.52
Some months, but not every month	384	2.94	148	4.39	99	5.34	247	3.59	137	4.70
In only 1 or 2 months	384	2.57	148	4.41	99	4.88	247	3.53	137	5.00
Parent ate less than should have because not enough money for food	1906	1.13	781	2.13	449	2.62	1230	1.44	676	1.46
Parent was hungry but did not eat because could not afford enough food	1903	1.05	781	1.74	448	1.89	1229	1.43	674	1.09

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

^bThe food security scale is derived from the United States Department of Agriculture's (USDA) Guide to Measuring Household Food Security, Revised 2000 and the USDA's 2006 updates to the security labels. High/marginal food security is defined as no or minimal indications of food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food in the house with little or no indication of changes in diets or food intake. Low food security is defined as reports of reduced quality, variety, or desirability of diet, but little or no indication of reduced food intake. Very low food security is defined as reports of multiple indications of disrupted eating patterns and reduced food intake.

Table AA.20. Standard errors for household food security, by race/ethnicity: Fall 2014

	White, non-Hispanic		African American, non-Hispanic		Hispanic/Latino		Other, non-Hispanic	
	n	SE	n	SE	n	SE	n	SE
Household food security								
Food security in past 12 months^a								
High/marginal food security	478	1.79	478	1.89	775	2.54	169	5.11
Low food security	478	2.11	478	1.71	775	2.02	169	4.29
Very low food security	478	1.83	478	1.15	775	1.26	169	3.06
Purchased food did not last and there was no money to get more								
Often true	478	1.44	478	1.31	773	1.10	165	1.52
Sometimes true	478	1.76	478	1.77	773	2.44	165	4.04
Never true	478	2.13	478	2.44	773	2.51	165	4.14
Could not afford to eat balanced meals								
Often true	475	0.95	474	1.07	767	0.88	167	1.77
Sometimes true	475	2.28	474	1.54	767	2.46	167	3.22
Never true	475	1.92	474	2.00	767	2.58	167	3.58
Adult cut size of or skipped meals because not enough money for food	478	2.64	479	1.42	778	1.64	170	3.93
If cut or skipped meals, frequency								
Almost every month	129	4.35	81	4.08	135	2.69	39	4.32
Some months, but not every month	129	3.98	81	5.63	135	4.88	39	5.69
In only 1 or 2 months	129	3.85	81	6.83	135	3.96	39	5.61
Parent ate less than should have because not enough money for food	478	1.92	479	1.76	778	1.45	169	4.21
Parent was hungry but did not eat because could not afford enough food	477	1.32	478	1.10	777	1.74	169	3.92

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThe food security scale is derived from the United States Department of Agriculture's (USDA) Guide to Measuring Household Food Security, Revised 2000 and the USDA's 2006 updates to the security labels. High/marginal food security is defined as no or minimal indications of food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food in the house with little or no indication of changes in diets or food intake. Low food security is defined as reports of reduced quality, variety, or desirability of diet, but little or no indication of reduced food intake. Very low food security is defined as reports of multiple indications of disrupted eating patterns and reduced food intake.

Table AA.21. Standard errors for household food security, by child's primary home language^a: Fall 2014

	Child's primary home language is English		Child's primary home language is not English	
	n	SE	n	SE
Household food security				
Food security in past 12 months^b				
High/marginal food security	1425	1.72	477	2.56
Low food security	1425	1.56	477	2.07
Very low food security	1425	1.02	477	1.32
Purchased food did not last and there was no money to get more				
Often true	1421	0.84	475	0.92
Sometimes true	1421	1.33	475	2.21
Never true	1421	1.77	475	2.47
Could not afford to eat balanced meals				
Often true	1417	0.80	468	1.06
Sometimes true	1417	1.03	468	2.61
Never true	1417	1.31	468	2.65
Adult cut size of or skipped meals because not enough money for food	1426	1.35	481	1.62
If cut or skipped meals, frequency				
Almost every month	301	3.38	83	5.26
Some months, but not every month	301	3.47	83	6.32
In only 1 or 2 months	301	3.22	83	5.66
Parent ate less than should have because not enough money for food	1425	1.37	481	2.03
Parent was hungry but did not eat because could not afford enough food	1423	1.34	480	1.22

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

^bThe food security scale is derived from the United States Department of Agriculture's (USDA) Guide to Measuring Household Food Security, Revised 2000 and the USDA's 2006 updates to the security labels. High/marginal food security is defined as no or minimal indications of food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food in the house with little or no indication of changes in diets or food intake. Low food security is defined as reports of reduced quality, variety, or desirability of diet, but little or no indication of reduced food intake. Very low food security is defined as reports of multiple indications of disrupted eating patterns and reduced food intake.

Table AA.22. Standard errors for household food security, by income as a percentage of federal poverty threshold^a: Fall 2014

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Household food security								
Food security in past 12 months^b								
High/marginal food security	599	2.32	700	2.14	237	2.95	366	3.04
Low food security	599	2.33	700	1.85	237	2.57	366	2.78
Very low food security	599	1.30	700	1.67	237	2.50	366	1.51
Purchased food did not last and there was no money to get more								
Often true	597	1.34	699	1.30	236	1.90	364	1.07
Sometimes true	597	2.21	699	2.07	236	2.77	364	2.44
Never true	597	2.18	699	2.08	236	2.84	364	2.80
Could not afford to eat balanced meals								
Often true	593	0.97	693	1.16	235	2.04	364	1.02
Sometimes true	593	2.09	693	2.23	235	2.81	364	2.21
Never true	593	1.98	693	2.45	235	2.77	364	2.67
Adult cut size of or skipped meals because not enough money for food	602	1.80	700	2.02	238	3.29	367	1.93
If cut or skipped meals, frequency								
Almost every month	117	5.10	151	3.44	55	4.53	61	6.14
Some months, but not every month	117	5.15	151	4.38	55	7.26	61	5.66
In only 1 or 2 months	117	4.66	151	4.30	55	7.73	61	5.91
Parent ate less than should have because not enough money for food	602	1.73	700	1.79	237	2.77	367	2.54
Parent was hungry but did not eat because could not afford enough food	601	1.36	698	1.77	238	2.63	366	1.66

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bThe food security scale is derived from the United States Department of Agriculture's (USDA) Guide to Measuring Household Food Security, Revised 2000 and the USDA's 2006 updates to the security labels. High/marginal food security is defined as no or minimal indications of food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food in the house with little or no indication of changes in diets or food intake. Low food security is defined as reports of reduced quality, variety, or desirability of diet, but little or no indication of reduced food intake. Very low food security is defined as reports of multiple indications of disrupted eating patterns and reduced food intake.

Table AA.23. Standard errors for frequency of reading to child, overall and by Head Start exposure: Fall 2014

Frequency of reading to child	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE	n	SE
Number of times family member read to child in past week										
Not at all	1907	0.22	781	0.41	449	0.33	1230	0.29	677	0.39
Once or twice	1907	1.36	781	1.92	449	2.49	1230	1.70	677	1.75
Three or more times, but not everyday	1907	1.46	781	2.47	449	2.40	1230	1.81	677	2.12
Everyday	1907	1.75	781	2.54	449	3.13	1230	2.02	677	2.35

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

Table AA.24. Standard errors for frequency of reading to child, by child's primary home language^a: Fall 2014

Frequency of reading to child	Child's primary home language is English		Child's primary home language is not English	
	n	SE	n	SE
Number of times family member read to child in past week				
Not at all	1426	0.23	481	0.57
Once or twice	1426	1.43	481	2.79
Three or more times, but not everyday	1426	1.41	481	3.08
Everyday	1426	1.78	481	3.49

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table AA.25. Standard errors for family members' activities with child in past week, overall and by Head Start exposure: Fall 2014

Activities with child	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering		All returning children	
	n	SE	n	SE	n	SE	n	SE	n	SE
Told child a story	1906	0.75	782	1.38	449	1.45	1231	1.02	675	1.27
Taught child letters, words, or numbers	1908	0.52	782	1.05	449	1.19	1231	0.78	677	1.07
Taught child songs or music	1908	0.81	782	1.26	449	1.93	1231	1.04	677	1.36
Worked with child on arts and crafts	1906	1.57	780	2.12	449	2.75	1229	1.89	677	2.84
Played with toys or games indoors	1907	0.42	781	0.68	449	0.43	1230	0.46	677	0.72
Played a game, sport, or exercised together	1908	1.06	782	1.35	449	1.53	1231	1.10	677	2.07
Took child along on errands	1908	0.64	782	0.81	449	1.16	1231	0.74	677	0.86
Involved child in household chores	1908	0.78	782	1.25	449	1.31	1231	0.86	677	1.21
Talked about what happened in Head Start	1907	0.59	782	0.70	449	0.88	1231	0.63	676	0.81
Talked about TV programs or videos	1907	1.04	781	1.82	449	1.85	1230	1.41	677	1.86
Played counting games	1908	0.79	782	1.08	449	1.54	1231	0.97	677	1.57
Played a board game or a card game	1907	1.39	781	2.37	449	2.79	1230	1.86	677	2.40
Played with blocks	1903	1.36	782	1.86	449	3.60	1231	1.73	672	2.63
Counted different things	1906	0.96	781	1.13	449	1.63	1230	0.99	676	1.55
Activities with child	n	SE	n	SE	n	SE	n	SE	n	SE
Mean number of activities	1908	0.06	782	0.10	449	0.09	1231	0.07	677	0.11

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

Table AA.26. Standard errors for family members' activities with child in past week, by child's primary home language^a: Fall 2014

Activities with child	Child's primary home language is English		Child's primary home language is not English	
	n	SE	n	SE
Told child a story	1426	0.87	480	1.96
Taught child letters, words, or numbers	1427	0.53	481	1.15
Taught child songs or music	1427	0.82	481	1.97
Worked with child on arts and crafts	1426	1.44	480	3.59
Played with toys or games indoors	1427	0.38	480	0.90
Played a game, sport, or exercised together	1427	1.26	481	1.66
Took child along on errands	1427	0.49	481	1.40
Involved child in household chores	1427	0.82	481	1.88
Talked about what happened in Head Start	1427	0.36	480	1.73
Talked about TV programs or videos	1426	1.31	481	2.69
Played counting games	1427	0.90	481	1.77
Played a board game or a card game	1426	1.67	481	2.56
Played with blocks	1426	1.64	477	2.39
Counted different things	1427	0.78	479	2.03
Activities with child	n	SE	n	SE
Mean number of activities	1427	0.06	481	0.14

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table AA.27. Standard errors for household routines, overall and by Head Start exposure: Fall 2014

Household routines	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE	n	SE
Child has regular bedtime	1850	1.00	762	1.06	432	2.41	1194	1.05	656	1.56
Number of days per week family eats dinner together										
0-2	1901	0.68	780	1.24	445	1.09	1225	0.86	676	1.14
3-4	1901	1.17	780	2.28	445	1.74	1225	1.49	676	2.21
5-6	1901	1.33	780	1.62	445	2.55	1225	1.51	676	1.77
7	1901	1.72	780	2.71	445	2.95	1225	1.95	676	2.44
Household routines	n	SE	n	SE	n	SE	n	SE	n	SE
Mean number of days per week family eats dinner together	1901	0.05	780	0.08	445	0.08	1225	0.05	676	0.09

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Parents reported the total number of days per week the family eats dinner together. From these responses, we created a variable that categorizes the number of days into four categories, as presented in the table. This table presents mean number of days (from the continuous data).

^aAge as of September 1, 2014.

Table AA.28. Standard errors for household routines, by child's primary home language^a: Fall 2014

Household routines	Child's primary home language is English		Child's primary home language is not English	
	n	SE	n	SE
Child has regular bedtime	1386	1.25	464	1.93
Number of days per week family eats dinner together				
0-2	1423	0.67	478	1.62
3-4	1423	1.26	478	2.33
5-6	1423	1.57	478	2.58
7	1423	2.03	478	2.18
Household routines	n	SE	n	SE
Mean number of days per week family eats dinner together	1423	0.05	478	0.09

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

Parents reported the total number of days per week the family eats dinner together. From these responses, we created a variable that categorizes the number of days into four categories, as presented in the table. This table presents mean number of days (from the continuous data).

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table AA.29. Standard errors for child's health care home use, overall and by Head Start exposure: Fall 2014

Child's health care home use	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE	n	SE
Have a regular health care provider^b	1879	0.21	768	0.28	439	0.50	1207	0.27	672	0.32
Where child usually goes if sick										
A private doctor, private clinic, or HMO	1876	2.41	768	3.13	440	3.56	1208	2.85	668	2.49
An outpatient clinic run by a hospital	1876	1.90	768	2.41	440	3.29	1208	2.29	668	1.83
The emergency room at a hospital	1876	0.82	768	1.16	440	1.01	1208	0.85	668	1.46
Public health department or community health center	1876	0.95	768	1.35	440	1.31	1208	0.94	668	1.70
A migrant health clinic	1876	0.09	768	0.07	440	0.20	1208	0.09	668	0.19
The Indian Health Service	1876	0.46	768	0.65	440	0.23	1208	0.48	668	0.48
Someplace else	1876	0.26	768	0.46	440	0.28	1208	0.32	668	0.43
Where child usually goes for routine medical care										
No regular place	1867	0.15	768	0.23	435	0.27	1203	0.20	664	0.25
A private doctor, private clinic, or HMO	1867	2.44	768	3.13	435	3.76	1203	2.87	664	2.71
An outpatient clinic run by a hospital	1867	2.07	768	2.67	435	3.33	1203	2.42	664	2.28
The emergency room at a hospital	1867	0.13	768	0.17	435	0.17	1203	0.14	664	0.26
Public health department or community health center	1867	1.04	768	1.48	435	1.35	1203	1.11	664	1.79
A migrant health clinic	1867	0.10	768	0.07	435	0.31	1203	0.12	664	0.15
The Indian Health Service	1867	0.50	768	0.72	435	0.23	1203	0.53	664	0.48
Someplace else	1867	0.24	768	0.45	435	0.55	1203	0.35	664	0.25
Use dentist or dental clinic	1888	1.48	772	2.48	445	2.04	1217	1.92	671	2.15

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

^bA child has a regular health care provider if the parent reports taking the child to one of the following locations for routine medical care: a private doctor, private clinic, or HMO; an outpatient clinic run by a hospital; a public health department or community health center; a migrant health clinic; The Indian Health Service; or "someplace else" (in select cases where the parent describes a similar location). A child does not have a regular health care provider if the parent reports taking the child to the emergency room at a hospital for routine medical care, taking the child "someplace else" (in select cases where the parent describes a location similar to the emergency room), that the child does not have a regular place for care.

Table AA.30. Standard errors for child's health care home use, by race/ethnicity: Fall 2014

	White, non-Hispanic		African American, non-Hispanic		Hispanic/Latino		Other, non-Hispanic	
	n	SE	n	SE	n	SE	n	SE
Child's health care home use								
Have a regular health care provider^a	473	0.30	473	0.19	765	0.41	166	0.54
Where child usually goes if sick								
A private doctor, private clinic, or HMO	473	3.71	474	2.50	759	3.68	168	6.01
An outpatient clinic run by a hospital	473	3.11	474	2.47	759	3.14	168	2.59
The emergency room at a hospital	473	0.61	474	2.08	759	1.05	168	1.39
Public health department or community health center	473	1.23	474	1.87	759	1.41	168	1.86
A migrant health clinic	473	0.00	474	0.13	759	0.00	168	0.88
The Indian Health Service	473	0.00	474	0.00	759	0.22	168	4.85
Someplace else	473	0.35	474	0.31	759	0.42	168	1.45
Where child usually goes for routine medical care								
No regular place	471	0.23	472	0.33	756	0.28	166	0.00
A private doctor, private clinic, or HMO	471	4.10	472	3.18	756	3.43	166	6.63
An outpatient clinic run by a hospital	471	3.39	472	2.42	756	3.57	166	2.72
The emergency room at a hospital	471	0.22	472	0.19	756	0.26	166	0.00
Public health department or community health center	471	1.40	472	2.18	756	1.63	166	1.96
A migrant health clinic	471	0.00	472	0.13	756	0.13	166	0.58
The Indian Health Service	471	0.00	472	0.00	756	0.19	166	5.37
Someplace else	471	0.20	472	0.28	756	0.46	166	0.80
Use dentist or dental clinic	475	2.85	474	3.52	769	0.98	168	2.75

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aA child has a regular health care provider if the parent reports taking the child to one of the following locations for routine medical care: a private doctor, private clinic, or HMO; an outpatient clinic run by a hospital; a public health department or community health center; a migrant health clinic; The Indian Health Service; or "someplace else" (in select cases where the parent describes a similar location). A child does not have a regular health care provider if the parent reports taking the child to the emergency room at a hospital for routine medical care, taking the child "someplace else" (in select cases where the parent describes a location similar to the emergency room), that the child does not have a regular place for care.

Table AA.31. Standard errors for child's health care home use, by income as a percentage of federal poverty threshold^a: Fall 2014

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Child's health care home use								
Have a regular health care provider^b	597	0.34	686	0.23	235	0.80	361	0.53
Where child usually goes if sick								
A private doctor, private clinic, or HMO	595	2.93	683	3.08	235	4.92	363	2.67
An outpatient clinic run by a hospital	595	2.19	683	2.40	235	5.13	363	2.08
The emergency room at a hospital	595	1.38	683	1.51	235	1.68	363	1.23
Public health department or community health center	595	1.51	683	1.55	235	1.90	363	1.32
A migrant health clinic	595	0.10	683	0.16	235	0.44	363	0.00
The Indian Health Service	595	0.29	683	0.32	235	1.65	363	0.79
Someplace else	595	0.52	683	0.40	235	0.42	363	0.56
Where child usually goes for routine medical care								
No regular place	593	0.26	680	0.27	234	0.29	360	0.31
A private doctor, private clinic, or HMO	593	2.89	680	3.05	234	4.64	360	2.85
An outpatient clinic run by a hospital	593	2.28	680	2.77	234	4.14	360	2.43
The emergency room at a hospital	593	0.27	680	0.07	234	0.75	360	0.00
Public health department or community health center	593	2.05	680	1.56	234	1.65	360	1.03
A migrant health clinic	593	0.00	680	0.27	234	0.00	360	0.00
The Indian Health Service	593	0.19	680	0.25	234	1.66	360	1.19
Someplace else	593	0.27	680	0.38	234	0.11	360	0.86
Use dentist or dental clinic	599	2.20	691	1.70	235	3.96	363	2.40

Source: Fall 2014 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bA child has a regular health care provider if the parent reports taking the child to one of the following locations for routine medical care: a private doctor, private clinic, or HMO; an outpatient clinic run by a hospital; a public health department or community health center; a migrant health clinic; The Indian Health Service; or "someplace else" (in select cases where the parent describes a similar location). A child does not have a regular health care provider if the parent reports taking the child to the emergency room at a hospital for routine medical care, taking the child "someplace else" (in select cases where the parent describes a location similar to the emergency room), that the child does not have a regular place for care.

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SECTION BB

STANDARD ERRORS FOR CHILD COGNITIVE DEVELOPMENT DATA

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Table BB.2. Standard errors for children's language of direct assessment, overall and by Head Start exposure: Fall 2014

Language of direct assessment	Newly entering children									
	All children		3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE	n	SE
Direct assessment language^b										
Assessed in English	1815	2.74	742	4.16	429	3.60	1171	3.15	644	2.93
Primarily assessed in English	1815	1.39	742	1.34	429	1.93	1171	1.11	644	2.62
Primarily assessed in Spanish	1815	1.87	742	3.11	429	2.31	1171	2.36	644	1.92
Assessed in English, shortened assessment battery	1815	0.18	742	0.34	429	0.34	1171	0.25	644	0.14

Source: Fall 2014 FACES Direct Child Assessment and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

^bLanguage of direct assessment is based on parent report of the language the child uses most often at home and the child's performance on the screener.

Table BB.3. Standard errors for children's English receptive vocabulary standard scores, overall and by child and family characteristics^a: Fall 2014

Child and family characteristics	English receptive vocabulary (PPVT-4 standard score)	
	n	SE
All children	1692	0.85
Age as of September 1, 2014		
3 years old or younger	685	1.13
4 years old or older	992	0.89
Gender		
Girls	846	1.03
Boys	846	0.84
Race/ethnicity		
White, non-Hispanic	449	0.82
African American, non-Hispanic	454	0.87
Hispanic/Latino	631	1.50
Other, non-Hispanic	156	1.90
Head Start exposure		
All newly entering children	1059	1.03
3-year-olds ^b	651	1.21
4-year-olds ^b	408	1.27
All returning children	633	0.96
Percentage of federal poverty threshold^c		
Below 50 percent	526	0.93
50 to 100 percent	617	1.15
101 to 130 percent	214	1.34
131 percent or above	335	1.18
Primary home language other than English^d		
Yes	377	0.89
No	1315	0.75

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores reflect an individual's performance relative to English-speaking children of the same age nationally. These scores have a mean of 100 and a standard deviation of 15.

^aData in this table reflect the performance of all children on the PPVT-4 assessment, regardless of language of direct assessment.

Table BB.3 (*continued*)

^bAge as of September 1, 2014.

^cThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^dThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table BB.4. Standard errors for children’s English expressive vocabulary standard scores, overall and by child and family characteristics for children who most often use an English or Other (non-Spanish) language at home^a: Fall 2014

Child and family characteristics	English expressive vocabulary (EOWPVT-4 standard score)	
	n	SE
All children	1403	0.92
Age as of September 1, 2014		
3 years old or younger	603	1.24
4 years old or older	790	1.02
Gender		
Girls	694	1.00
Boys	709	1.09
Race/ethnicity		
White, non-Hispanic	457	1.11
African American, non-Hispanic	468	0.88
Hispanic/Latino	316	1.28
Other, non-Hispanic	160	2.39
Head Start exposure		
All newly entering children	923	1.00
3-year-olds ^b	572	1.26
4-year-olds ^b	351	1.27
All returning children	480	1.14
Percentage of federal poverty threshold^c		
Below 50 percent	443	1.16
50 to 100 percent	475	1.25
101 to 130 percent	181	1.78
131 percent or above	304	1.24
Primary home language other than English^d		
Yes	91	2.45
No	1312	0.86

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores.

Table BB.4 (continued)

Standard scores reflect of an individual's performance relative to English-speaking children of the same age nationally. These scores have a mean of 100 and a standard deviation of 15.

^aData in this table reflect the EOWPVT-4 performance of all children who most often use an English or Other (non-Spanish) language at home (based on parent report), regardless of language of direct assessment.

^bAge as of September 1, 2014.

^cThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^dThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table BB.5. Standard errors for children's Spanish receptive vocabulary standard scores, overall and by child and family characteristics for children who most often use Spanish at home^a: Fall 2014^b

Child and family characteristics	Spanish receptive vocabulary (ROWPVT-4: SBE standard score)	
	n	SE
All children	393	0.99
Age as of September 1, 2014		
3 years old or younger	166	1.83
4 years old or older	223	0.90
Gender		
Girls	202	1.12
Boys	191	1.23
Head Start exposure		
All newly entering children	239	1.36
3-year-olds ^c	161	1.92
4-year-olds ^c	78	1.25
All returning children	154	1.17
Percentage of federal poverty threshold^d		
Below 50 percent	120	1.59
50 to 100 percent	184	1.45
101 to 130 percent	49	2.14
131 percent or above	40	1.97

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Standard scores reflect an individual's performance relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English. These scores have a mean of 100 and a standard deviation of 15.

^aData in this table reflect the ROWPVT-4: SBE performance of all children who most often use Spanish at home (based on parent report), regardless of language of direct assessment.

^bIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only.

^cAge as of September 1, 2014.

^dThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

Table BB.6. Standard errors for children's conceptual expressive vocabulary standard scores, overall and by child and family characteristics for children who most often use Spanish at home^a: Fall 2014^b

Child and family characteristics	Conceptual expressive vocabulary (EOWPVT-4: SBE standard score)	
	n	SE
All children	395	0.82
Age as of September 1, 2014		
3 years old or younger	167	1.29
4 years old or older	224	1.43
Gender		
Girls	203	1.20
Boys	192	1.56
Head Start exposure		
All newly entering children	240	0.98
3-year-olds ^c	162	1.34
4-year-olds ^c	78	0.73
All returning children	155	1.72
Percentage of federal poverty threshold^d		
Below 50 percent	120	1.87
50 to 100 percent	185	1.15
101 to 130 percent	49	2.20
131 percent or above	41	3.84

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores reflect of an individual's performance relative to Spanish-speaking children of the same age nationally. These scores have a mean of 100 and a standard deviation of 15.

^aData in this table reflect the EOWPVT-4: SBE performance of all children who most often use Spanish at home (based on parent report), regardless of language of direct assessment.

^bThe EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish.

^cAge as of September 1, 2014.

^dThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

Table BB.7. Standard errors for children's language, literacy, and math standard and IRT scores for children assessed in English or primarily in English: Fall 2014

Constructs (measures)	n	SE
Constructs assessed for all children		
Receptive vocabulary (PPVT-4 standard score)	1557	0.73
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	1576	0.47
Early writing (WJ III NU: Spelling standard score)	1584	0.67
Early math (WJ III NU: Applied Problems standard score)	1580	0.52
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	465	0.08
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	465	0.19
Early math (ECLS-B math IRT score)	1570	0.12
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score ^a)	1570	0.01
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	1570	0.29
Constructs assessed for all children who most often use an English or Other (non-Spanish) at home^b		
Expressive vocabulary (EOWPVT-4 standard score ^c)	1395	0.89
Constructs assessed for all children who most often use Spanish at home^b		
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^d)	185	0.88
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^c)	186	1.13

Source: Fall 2014 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted.

These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time.

^aProficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, $0.40 \times 100 = 40$ percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

^bWe use parent-reported data to identify the language the child uses most often at home.

^cThe EOWPVT-4 standard scores provide a measure of children's English expressive vocabulary relative English-speaking children of the same age nationally. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The EOWPVT-4: SBE standard scores reflect children's expressive vocabulary skills relative to Spanish-speaking children of the same age nationally. The publisher provides a range of <55 to >145, but in FACES 2014 we assign scores outside this range as 45 or 155, respectively.

^dIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English. The publisher provides a range of <55 to >145, but in FACES 2014 we assign scores outside this range as 45 or 155, respectively.

Table BB.8. Standard errors for children's language, literacy, and math standard and IRT scores, by age for children assessed in English or primarily in English: Fall 2014

Constructs (measures)	3-year-olds ^a		4-year-olds ^a	
	n	SE	n	SE
Constructs assessed for all children				
Receptive vocabulary (PPVT-4 standard score)	617	1.02	927	0.80
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	638	0.52	925	0.69
Early writing (WJ III NU: Spelling standard score)	643	0.87	928	0.87
Early math (WJ III NU: Applied Problems standard score)	643	0.79	924	0.71
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	83	0.16	378	0.10
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	83	0.42	378	0.22
Early math (ECLS-B math IRT score)	633	0.10	925	0.18
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score ^b)	633	0.01	925	0.02
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	633	0.26	925	0.42
Constructs assessed for all children who most often use an English or Other (non-Spanish) language at home^c				
Expressive vocabulary (EOWPVT-4 standard score ^d)	598	1.19	787	1.01
Constructs only assessed for all children who most often use Spanish at home^c				
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^e)	48	1.65	135	0.98
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	48	2.72	136	1.12

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted.

These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time.

^aAge as of September 1, 2014.

^bProficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, $0.40 \times 100 = 40$ percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

^cWe use parent-reported data to identify the language the child uses most often at home.

^dThe EOWPVT-4 standard scores provide a measure of children's English expressive vocabulary relative to English-speaking children of the same age nationally. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The EOWPVT-4: SBE standard scores reflect children's expressive vocabulary skills relative to Spanish-speaking children of the same age nationally.

^eIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

Table BB.9. Standard errors for children's language, literacy, and math standard and IRT scores, by gender for children assessed in English or primarily in English: Fall 2014

Constructs (measures)	Girls		Boys	
	n	SE	n	SE
Constructs assessed for all children				
Receptive vocabulary (PPVT-4 standard score)	782	0.88	775	0.77
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	790	0.53	786	0.64
Early writing (WJ III NU: Spelling standard score)	795	0.72	789	0.83
Early math (WJ III NU: Applied Problems standard score)	797	0.65	783	0.60
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	252	0.11	213	0.11
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	252	0.27	213	0.27
Early math (ECLS-B math IRT score)	790	0.14	780	0.15
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score ^a)	790	0.01	780	0.02
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	790	0.35	780	0.39
Constructs assessed for all children who most often use an English or Other (non-Spanish) language at home^b				
Expressive vocabulary (EOWPVT-4 standard score ^c)	691	0.99	704	1.07
Constructs only assessed for all children who most often use Spanish at home^b				
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^d)	101	1.20	84	0.86
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^c)	101	1.19	85	1.80

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time.

^aProficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, $0.40 \times 100 = 40$ percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

^bWe use parent-reported data to identify the language the child uses most often at home.

^cThe EOWPVT-4 standard scores provide a measure of children's English expressive vocabulary relative to English-speaking children of the same age nationally. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The EOWPVT-4: SBE standard scores reflect children's expressive vocabulary skills relative to Spanish-speaking children of the same age nationally.

^dIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

Table BB.10. Standard errors for children's language, literacy, and math standard and IRT scores, by race/ethnicity for children assessed in English or primarily in English: Fall 2014

Constructs (measures)	White, non-Hispanic		African American, non-Hispanic		Hispanic/ Latino		Other, non-Hispanic	
	n	SE	n	SE	n	SE	n	SE
Constructs assessed for all children								
Receptive vocabulary (PPVT-4 standard score)	448	0.81	453	0.87	499	1.17	155	1.82
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	452	0.66	463	0.83	504	1.00	155	1.14
Early writing (WJ III NU: Spelling standard score)	454	1.06	463	1.13	507	1.23	158	1.27
Early math (WJ III NU: Applied Problems standard score)	452	0.73	463	0.63	506	0.61	157	1.37
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	116	0.13	155	0.10	145	0.12	47	0.41
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	116	0.34	155	0.25	145	0.27	47	0.92
Early math (ECLS-B math IRT score)	448	0.18	459	0.23	505	0.18	156	0.29
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score ^a)	448	0.02	459	0.02	505	0.02	156	0.03
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	448	0.42	459	0.58	505	0.44	156	0.69
Constructs assessed for all children who most often use an English or Other (non-Spanish) language at home^b								
Expressive vocabulary (EOWPVT-4 standard score ^c)	455	1.08	466	0.88	316	1.27	157	2.15
Constructs assessed for all children who most often use Spanish at home^b								
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^d)	1	!	0	NA	184	0.86	0	NA
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^c)	1	!	0	NA	185	1.14	0	NA

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time.

! Too few cases for a reliable estimate.

NA = not available

^aProficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, $0.40 \times 100 = 40$ percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

^bWe use parent-reported data to identify the language the child uses most often at home.

Table BB.10 (*continued*)

^cThe EOWPVT-4 standard scores provide a measure of children's English expressive vocabulary relative to English-speaking children of the same age nationally. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The EOWPVT-4: SBE standard scores reflect children's expressive vocabulary skills relative to Spanish-speaking children of the same age nationally.

^dIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

Table BB.11. Standard errors for children's language, literacy, and math standard and IRT scores, by Head Start exposure for children assessed in English or primarily in English: Fall 2014

Constructs (measures)	Newly entering children							
	3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE
Constructs assessed for all children								
Receptive vocabulary (PPVT-4 standard score)	585	1.05	387	1.09	972	0.85	585	0.89
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	608	0.51	387	0.86	995	0.39	581	0.86
Early writing (WJ III NU: Spelling standard score)	611	0.90	389	1.37	1000	0.79	584	0.85
Early math (WJ III NU: Applied Problems standard score)	611	0.78	389	1.08	1000	0.63	580	0.80
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	72	0.17	125	0.17	197	0.13	268	0.13
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	72	0.47	125	0.40	197	0.31	268	0.28
Early math (ECLS-B math IRT score)	601	0.10	386	0.27	987	0.14	583	0.17
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score ^b)	601	0.01	386	0.03	987	0.02	583	0.02
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	601	0.25	386	0.64	987	0.36	583	0.40
Constructs assessed for all children who most often use an English or Other (non-Spanish) language at home^c								
Expressive vocabulary (EOWPVT-4 standard score ^d)	567	1.21	349	1.22	916	0.96	479	1.14
Constructs assessed for all children who most often use Spanish at home^c								
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^e)	47	1.71	40	2.21	87	1.33	98	0.90
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	47	2.78	40	1.50	87	1.69	99	1.52

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time.

^aAge as of September 1, 2014.

^bProficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, $0.40 \times 100 = 40$ percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

Table BB.11 (*continued*)

^cWe use parent-reported data to identify the language the child uses most often at home.

^dThe EOWPVT-4 standard scores provide a measure of children's English expressive vocabulary relative to English-speaking children of the same age nationally. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The EOWPVT-4: SBE standard scores reflect children's expressive vocabulary skills relative to Spanish-speaking children of the same age nationally.

^eIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

Table BB.12. Standard errors for children's language, literacy, and math standard and IRT scores, by income as a percentage of federal poverty threshold^a for children assessed in English or primarily in English: Fall 2014

Constructs (measures)	Percentage of Federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Constructs assessed for all children								
Receptive vocabulary (PPVT-4 standard score)	480	0.85	561	1.06	201	1.31	315	1.18
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	490	0.64	567	0.72	202	1.21	317	0.83
Early writing (WJ III NU: Spelling standard score)	492	0.98	569	1.16	203	1.74	350	1.11
Early math (WJ III NU: Applied Problems standard score)	490	0.85	572	0.72	201	0.98	317	0.99
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	127	0.12	172	0.12	59	0.17	107	0.16
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	127	0.31	172	0.27	59	0.46	107	0.39
Early math (ECLS-B math IRT score)	487	0.19	564	0.15	201	0.24	318	0.22
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score ^b)	487	0.02	564	0.01	201	0.03	318	0.02
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	487	0.48	564	0.36	201	0.59	318	0.54
Constructs assessed for all children who most often use an English or Other (non-Spanish) language at home^c								
Expressive vocabulary (EOWPVT-4 standard score ^d)	442	1.16	471	1.24	180	1.75	302	1.17
Constructs only assessed for all children who most often use Spanish at home^c								
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^e)	49	1.80	98	1.19	22	!	16	!
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	49	1.83	99	0.96	22	!	16	!

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time.

! Too few cases for a reliable estimate.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bProficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, $0.40 \times 100 = 40$ percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

Table BB.12 (*continued*)

^cWe use parent-reported data to identify the language the child uses most often at home.

^dThe EOWPVT-4 standard scores provide a measure of children's English expressive vocabulary relative to English-speaking children of the same age nationally. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The EOWPVT-4: SBE standard scores reflect children's expressive vocabulary skills relative to Spanish-speaking children of the same age nationally.

^eIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

Table BB.13. Standard errors for children's language, literacy, and math standard and IRT scores, by child's primary home language^a for children assessed in English or primarily in English: Fall 2014

Constructs (measures)	Child's primary home language is English		Child's primary home language is not English	
	n	SE	n	SE
Constructs assessed for all children				
Receptive vocabulary (PPVT-4 standard score)	1307	0.74	250	0.83
Letter-word knowledge (WJ III NU: Letter-Word Identification standard score)	1327	0.49	249	1.08
Early writing (WJ III NU: Spelling standard score)	1335	0.71	249	1.26
Early math (WJ III NU: Applied Problems standard score)	1331	0.60	249	0.97
Letter-sounds knowledge (ECLS-B letter-sounds IRT score)	380	0.10	85	0.20
Letter-sounds and letter-word knowledge (Combined ECLS-B letter-sounds/WJ III Letter-Word Identification IRT score)	380	0.22	85	0.49
Early math (ECLS-B math IRT score)	1320	0.13	250	0.22
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score ^b)	1320	0.01	250	0.02
Early math (Combined ECLS-B/WJ III Applied Problems IRT score)	1320	0.32	250	0.56
Constructs assessed for all children who most often use an English or Other (non-Spanish) language at home^c				
Expressive vocabulary (EOWPVT-4 standard score ^d)	1312	0.86	83	2.49
Constructs only assessed for all children who most often use Spanish at home^c				
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^e)	n.a.	n.a.	162	0.93
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	n.a.	n.a.	163	1.18

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time.

n.a. = not applicable. Measure only administered to children who most often use Spanish at home.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

^bProficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, $0.40 \times 100 = 40$ percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

^cWe use parent-reported data to identify the language the child uses most often at home.

Table BB.13 (*continued*)

^dThe EOWPVT-4 standard scores provide a measure of children's English expressive vocabulary relative to English-speaking children of the same age nationally. The EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The EOWPVT-4: SBE standard scores reflect children's expressive vocabulary skills relative to Spanish-speaking children of the same age nationally.

^eIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

Table BB.14. Standard errors for children’s language, literacy, and math standard scores for children primarily assessed in Spanish: Fall 2014

Constructs (measures)	n	SE
Receptive vocabulary (PPVT-4 standard score ^a)	131	1.09
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^b)	208	1.28
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^c)	209	1.17
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	124	1.67
Early writing (WM III NU: Spelling standard score)	207	1.34
Early math (WM III NU: Applied Problems standard score)	194	1.36

Source: Fall 2014 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014. The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to Spanish-speaking children of the same age nationally unless otherwise noted. Scores have a mean of 100 and a standard deviation of 15.

^aThe PPVT-4 standard scores reflect children’s English vocabulary skills relative to English-speaking children of the same age nationally.

^bIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English. The publisher provides a range of <55 to >145, but in FACES 2014 we assign scores outside this range as 45 or 155, respectively.

^cThe EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish. The publisher provides a range of <55 to >145, but in FACES 2014 we assign scores outside this range as 45 or 155, respectively.

Table BB.15. Standard errors for children's language, literacy, and math standard scores, by age for children primarily assessed in Spanish: Fall 2014

Constructs (measures)	3-year-olds ^a		4-year-olds ^a	
	n	SE	n	SE
Receptive vocabulary (PPVT-4 standard score ^b)	66	1.46	63	1.61
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^c)	118	1.99	88	1.64
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	119	1.55	88	2.37
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	37	1.36	86	1.74
Early writing (WM III NU: Spelling standard score)	118	2.09	87	2.06
Early math (WM III NU: Applied Problems standard score)	111	1.80	81	2.65

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to Spanish-speaking children of the same age nationally unless otherwise noted.

These scores have a mean of 100 and a standard deviation of 15.

^aAge as of September 1, 2014.

^bThe PPVT-4 standard scores reflect children's English vocabulary skills relative to English-speaking children of the same age nationally.

^cIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

^dThe EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish.

Table BB.16. Standard errors for children’s language, literacy, and math standard scores, by gender for children primarily assessed in Spanish: Fall 2014

Constructs (measures)	Girls		Boys	
	n	SE	n	SE
Receptive vocabulary (PPVT-4 standard score ^a)	62	1.61	69	1.72
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^b)	101	1.55	107	1.79
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^c)	102	1.79	107	2.06
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	64	2.61	60	1.87
Early writing (WM III NU: Spelling standard score)	102	2.57	105	1.25
Early math (WM III NU: Applied Problems standard score)	96	1.51	98	2.11

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to Spanish-speaking children of the same age nationally unless otherwise noted.

These scores have a mean of 100 and a standard deviation of 15.

^aThe PPVT-4 standard scores reflect children's English vocabulary skills relative to English-speaking children of the same age nationally.

^bIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

^cThe EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish.

Table BB.17. Standard errors for children's language, literacy, and math standard scores, by Head Start exposure for children primarily assessed in Spanish: Fall 2014

Constructs (measures)	Newly entering children							
	3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE
Receptive vocabulary (PPVT-4 standard score ^b)	64	1.55	20	!	84	1.15	47	1.93
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^c)	114	2.07	38	1.96	152	1.63	56	2.20
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	115	1.60	38	1.30	153	1.31	56	2.15
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	34	1.34	37	2.15	71	1.98	53	2.32
Early writing (WM III NU: Spelling standard score)	114	1.94	38	2.61	152	1.60	55	2.28
Early math (WM III NU: Applied Problems standard score)	107	1.77	35	2.75	142	1.61	52	2.16

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to Spanish-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15.

! Too few cases for a reliable estimate.

^aAge as of September 1, 2014.

^bThe PPVT-4 standard scores reflect children's English vocabulary skills relative to English-speaking children of the same age nationally.

^cIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

^dThe EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish.

Table BB.18. Standard errors for children's language, literacy, and math standard scores, by income as a percentage of federal poverty threshold^a for children primarily assessed in Spanish: Fall 2014

Constructs (measures)	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Receptive vocabulary (PPVT-4 standard score ^b)	45	1.39	53	1.38	13	!	20	!
Spanish receptive vocabulary (ROWPVT-4: SBE standard score ^c)	71	2.37	86	1.83	27	!	24	!
Conceptual expressive vocabulary (EOWPVT-4: SBE standard score ^d)	71	2.65	86	1.79	27	!	25	!
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	42	3.04	52	1.62	15	!	15	!
Early writing (WM III NU: Spelling standard score)	70	3.05	85	1.73	27	!	25	!
Early math (WM III NU: Applied Problems standard score)	66	2.20	80	2.09	26	!	22	!

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the scores.

Standard scores in this table reflect an individual's performance relative to Spanish-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15.

! Too few cases for a reliable estimate.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bThe PPVT-4 standard scores reflect children's English vocabulary skills relative to English-speaking children of the same age nationally.

^cIn FACES, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only. The ROWPVT-4: SBE standard scores reflect children's receptive vocabulary skills relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English.

^dThe EOWPVT-4: SBE is administered conceptually, allowing responses and prompts in both English and Spanish.

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SECTION CC

STANDARD ERRORS FOR CHILD SOCIAL-EMOTIONAL DEVELOPMENT DATA

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Table CC.2 Standard errors for children's executive function, social skills, problem behaviors, and approaches to learning scores: Fall 2014

Constructs (measures)	n	SE
Direct child assessment		
Executive function (pencil tapping ^a)	1121	1.58
Teacher child report		
Social skills ^b	1877	0.21
Problem behaviors total score ^b	1883	0.17
Aggressive behavior	1883	0.07
Hyperactive behavior	1878	0.05
Withdrawn behavior	1883	0.07
Approaches to learning (ECLS-K)	1882	0.03
Assessor rating during direct assessment		
Cognitive/social behavior (Leiter-R)		
Total score	1790	1.03
Attention	1791	0.43
Organization/impulse control	1790	0.32
Activity level	1791	0.19
Sociability	1791	0.13
Total standard score ^c	1790	1.06

Source: Fall 2014 FACES Direct Child Assessment, Teacher Child Report, and Assessor Rating.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Raw scores are reported unless noted otherwise.

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

^bSocial skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table CC.3. Standard errors for children's executive function, social skills, problem behaviors, and approaches to learning scores, by gender: Fall 2014

Constructs (measures)	Girls		Boys	
	n	SE	n	SE
Direct child assessment				
Executive function (pencil tapping ^a)	559	2.20	562	1.81
Teacher child report				
Social skills ^b	940	0.19	937	0.28
Problem behaviors total score ^b	941	0.15	942	0.24
Aggressive behavior	941	0.08	942	0.10
Hyperactive behavior	937	0.06	941	0.07
Withdrawn behavior	941	0.05	942	0.11
Approaches to learning (ECLS-K)	941	0.04	941	0.04
Assessor rating during direct assessment				
Cognitive/social behavior (Leiter-R)				
Total score	896	0.99	894	1.33
Attention	896	0.41	895	0.55
Organization/impulse control	896	0.32	894	0.41
Activity level	897	0.19	894	0.23
Sociability	897	0.13	894	0.18
Total standard score ^c	896	1.06	894	1.26

Source: Fall 2014 FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Raw scores are reported unless noted otherwise.

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

^bSocial skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table CC.4. Standard errors for children's executive function, social skills, problem behaviors, and approaches to learning scores, by race/ethnicity: Fall 2014

Constructs (measures)	White, non-Hispanic		African American, non-Hispanic		Hispanic/Latino		Other, non-Hispanic	
	n	SE	n	SE	n	SE	n	SE
Direct child assessment								
Executive function (pencil tapping ^a)	318	2.77	257	2.56	440	1.90	104	4.08
Teacher child report								
Social skills ^b	469	0.27	476	0.34	762	0.27	168	0.51
Problem behaviors total score ^b	472	0.30	476	0.26	765	0.24	168	0.40
Aggressive behavior	472	0.10	476	0.12	765	0.11	168	0.18
Hyperactive behavior	470	0.11	474	0.09	764	0.08	168	0.14
Withdrawn behavior	472	0.21	476	0.07	765	0.09	168	0.14
Approaches to learning (ECLS-K)	472	0.05	475	0.05	765	0.05	168	0.07
Assessor rating during direct assessment								
Cognitive/social behavior (Leiter-R)								
Total score	455	1.51	462	2.32	712	1.17	159	1.59
Attention	455	0.61	462	0.95	713	0.53	159	0.66
Organization/impulse control	455	0.51	462	0.70	712	0.35	159	0.51
Activity level	455	0.25	462	0.42	713	0.23	159	0.27
Sociability	455	0.19	462	0.28	713	0.13	159	0.25
Total standard score ^c	455	1.61	462	2.40	712	1.14	159	1.59

Source: Fall 2014 FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Raw scores are reported unless noted otherwise.

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

^bSocial skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table CC.5. Standard errors for children's executive function, social skills, problem behaviors, and approaches to learning scores, by Head Start exposure: Fall 2014

Constructs (measures)	Newly entering children							
	3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE
Direct child assessment								
Executive function (pencil tapping ^b)	105	4.30	419	3.05	524	2.50	597	1.61
Teacher child report								
Social skills ^c	770	0.25	441	0.33	1211	0.23	666	0.31
Problem behaviors total score ^c	772	0.26	444	0.27	1216	0.21	667	0.29
Aggressive behavior	772	0.10	444	0.11	1216	0.08	667	0.12
Hyperactive behavior	768	0.08	443	0.09	1211	0.07	667	0.08
Withdrawn behavior	772	0.11	444	0.12	1216	0.10	667	0.12
Approaches to learning (ECLS-K)	772	0.04	443	0.06	1215	0.04	667	0.05
Assessor rating during direct assessment								
Cognitive/social behavior (Leiter-R)								
Total score	731	1.12	422	1.67	1153	1.10	637	1.34
Attention	731	0.46	422	0.68	1153	0.45	638	0.57
Organization/impulse control	731	0.38	422	0.51	1153	0.36	637	0.41
Activity level	732	0.21	422	0.30	1154	0.20	637	0.22
Sociability	732	0.16	422	0.21	1154	0.14	637	0.17
Total standard score ^d	731	1.14	422	1.72	1153	1.14	637	1.36

Source: Fall 2014 FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Raw scores are reported unless noted otherwise.

^aAge as of September 1, 2014.

^bIn the pencil tapping task, children are asked to inhibit the natural response to imitate the adult assessor exactly (or to tap repeatedly) and instead to keep in mind that the rule is to do the opposite of what the assessor does. Reported scores reflect the percentage of times the child tapped correctly. They can take on any value from zero to 100, with higher scores indicating better skills on the task. The task is only administered to children age 4 and older at the time of the direct assessment. Estimates for 3-year-olds in the table are among those who had turned 4 by the time of the direct assessment.

^cSocial skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table CC.6. Standard errors for children's executive function, social skills, problem behaviors, and approaches to learning scores, by income as a percentage of federal poverty threshold^a: Fall 2014

Constructs (measures)	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Direct child assessment								
Executive function (pencil tapping ^b)	339	2.23	406	2.25	150	2.60	226	3.19
Teacher child report								
Social skills ^c	590	0.25	686	0.27	234	0.47	367	0.34
Problem behaviors total score ^c	594	0.24	688	0.30	234	0.38	367	0.30
Aggressive behavior	594	0.11	688	0.12	234	0.18	367	0.11
Hyperactive behavior	592	0.08	685	0.11	234	0.14	367	0.10
Withdrawn behavior	594	0.09	688	0.10	234	0.12	367	0.12
Approaches to learning (ECLS-K)	594	0.04	688	0.04	234	0.06	366	0.06
Assessor rating during direct assessment								
Cognitive/social behavior (Leiter-R)								
Total score	563	1.17	655	1.18	227	2.31	345	1.36
Attention	563	0.48	656	0.50	227	0.96	345	0.59
Organization/impulse control	563	0.35	655	0.38	227	0.69	345	0.42
Activity level	563	0.21	655	0.18	228	0.42	345	0.27
Sociability	563	0.18	655	0.18	228	0.29	345	0.17
Total standard score ^d	563	1.22	655	1.12	227	2.13	345	1.39

Source: Fall 2014 FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include des unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Raw scores are reported unless noted otherwise.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

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

^cSocial skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table CC.7. Standard errors for children's executive function, social skills, problem behaviors, and approaches to learning scores, by child's primary home language^a: Fall 2014

Constructs (measures)	Child's primary home language is English		Child's primary home language is not English	
	n	SE	n	SE
Direct child assessment				
Executive function (pencil tapping ^b)	832	1.95	289	2.28
Teacher child report				
Social skills ^c	1406	0.23	471	0.29
Problem behaviors total score ^c	1410	0.19	473	0.25
Aggressive behavior	1410	0.08	473	0.10
Hyperactive behavior	1405	0.06	473	0.08
Withdrawn behavior	1410	0.09	473	0.11
Approaches to learning (ECLS-K)	1409	0.04	473	0.06
Assessor rating during direct assessment				
Cognitive/social behavior (Leiter-R)				
Total score	1346	1.22	444	1.22
Attention	1346	0.51	445	0.52
Organization/impulse control	1346	0.38	444	0.43
Activity level	1347	0.22	444	0.16
Sociability	1347	0.15	444	0.18
Total standard score ^d	1346	1.26	444	1.18

Source: Fall 2014 FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

Raw scores are reported unless noted otherwise.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

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

^cSocial skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

SECTION DD

STANDARD ERRORS FOR CHILD HEALTH AND PHYSICAL DEVELOPMENT
DATA

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Table DD.1. Standard errors for teacher report of children's disability status, impairment type, and IEP or IFSP status: Fall 2014

Report of disability	n	SE
Children with disabilities	1878	1.35
Type of impairment among children with disabilities		
Speech or language impairment	246	3.87
Cognitive impairment ^a	246	4.31
Behavioral/emotional impairment ^b	246	3.13
Sensory impairment ^c	246	2.18
Physical impairment ^d	246	2.86
Children with disabilities that have multiple impairments	246	4.13
Children with disabilities that have IEP or IFSP	233	3.85

Source: Fall 2014 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs.

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

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

^aCognitive impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

^bBehavioral/emotional Impairment includes: behavior problems, hyperactivity, and attention deficit.

^cSensory impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

^dPhysical impairment includes: motor impairment.

Table DD.2. Standard errors for teacher report of children's disability status, impairment type, and IEP or IFSP status, by race/ethnicity: Fall 2014

Report of disability	White, non-Hispanic		African American, non-Hispanic		Hispanic/Latino		Other, non-Hispanic	
	n	SE	n	SE	n	SE	n	SE
Children with disabilities	472	2.02	473	1.74	76	1.16	168	3.01
Type of impairment among children with disabilities								
Speech or language impairment	97	4.78	43	13.11	82	4.00	23	!
Cognitive impairment ^a	97	4.83	43	7.25	82	6.15	23	!
Behavioral/emotional impairment ^b	97	4.31	43	10.45	82	4.18	23	!
Sensory impairment ^c	97	2.68	43	3.90	82	3.87	23	!
Physical impairment ^d	97	3.01	43	1.93	82	5.07	23	!
Children with disabilities that have multiple impairments	97	4.76	43	7.27	82	6.24	23	!
Children with disabilities that have IEP or IFSP	95	3.44	42	5.51	74	7.88	21	!

Source: Fall 2014 FACES Teacher Child Report and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

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

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

! Too few cases for a reliable estimate.

^aCognitive impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

^bBehavioral/emotional impairment includes: behavior problems, hyperactivity, and attention deficit.

^cSensory impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

^dPhysical impairment includes: motor impairment.

Table DD.3. Standard errors for teacher report of children's disability status, impairment type, and IEP or IFSP status, by Head Start exposure: Fall 2014

Report of disability	Newly entering children							
	3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE
Children with disabilities	768	2.18	444	2.52	1212	1.68	666	1.46
Type of impairment among children with disabilities								
Speech or language impairment	105	6.20	58	7.83	163	5.28	83	5.75
Cognitive impairment ^b	105	6.47	58	4.24	163	5.24	83	5.92
Behavioral/emotional impairment ^c	105	5.11	58	4.31	163	3.60	83	4.49
Sensory impairment ^d	105	2.54	58	5.95	163	2.79	83	2.00
Physical impairment ^e	105	5.88	58	1.98	163	4.21	83	2.00
Children with disabilities that have multiple impairments	105	7.76	58	5.80	163	6.19	83	4.99
Children with disabilities that have IEP or IFSP	99	7.20	52	6.7	151	5.84	82	4.83

Source: Fall 2014 FACES Teacher Child Report, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

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

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

^aAge as of September 1, 2014.

^bCognitive impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

^cBehavioral/emotional impairment includes: behavior problems, hyperactivity, and attention deficit.

^dSensory impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

^ePhysical impairment includes: motor impairment.

Table DD.4. Standard errors for teacher report of children's disability status, impairment type, and IEP or IFSP status, by income as a percentage of federal poverty threshold^a: Fall 2014

Report of disability	Percentage of poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Children with disabilities	591	1.93	687	1.61	233	3.34	367	2.90
Type of impairment among children with disabilities								
Speech or language impairment	78	4.63	80	6.42	36	7.45	52	4.75
Cognitive impairment ^b	78	7.57	80	4.10	36	4.28	52	4.25
Behavioral/emotional impairment ^c	78	5.01	80	5.08	36	5.97	52	3.52
Sensory impairment ^d	78	3.60	80	4.17	36	4.41	52	4.71
Physical impairment ^e	78	3.03	80	1.70	36	2.56	52	3.86
Children with disabilities that have multiple impairments	78	5.69	80	4.06	36	5.99	52	5.19
Children with disabilities that have IEP or IFSP	73	6.83	76	6.76	34	8.70	50	9.28

Source: Fall 2014 FACES Teacher Child Report and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

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

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

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bCognitive impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

^cBehavioral/emotional impairment includes: behavior problems, hyperactivity, and attention deficit.

^dSensory impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

^ePhysical impairment includes: motor impairment.

Table DD.5. Standard errors for parent-reported child health status, overall and by child and family characteristics: Fall 2014

Child and family characteristics	Excellent/very good		Good	Fair/poor
	n	SE	SE	SE
All children	1893	1.16	1.19	0.57
Race/ethnicity				
White, non-Hispanic	475	1.25	1.27	1.24
African American, non-Hispanic	475	1.28	1.21	0.99
Hispanic/Latino	772	2.71	2.38	1.08
Other, non-Hispanic	169	1.71	1.69	0.04
Head Start exposure				
All newly entering children	1218	1.29	1.30	0.74
3-year-olds ^a	773	1.56	1.69	0.98
4-year-olds ^a	445	1.79	1.54	0.79
All returning children	675	1.80	1.71	0.67
Percentage of federal poverty threshold^b				
Below 50 percent	600	2.04	1.92	0.80
50 to 100 percent	694	1.99	1.83	1.21
101 to 130 percent	235	2.53	2.29	1.00
131 percent or above	364	2.23	1.91	0.86

Source: Fall 2014 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

^bThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

Table DD.6. Standard errors for children's height and weight: Fall 2014

Height and weight measures	n	SE
Mean height (in inches)	1730	0.12
Mean weight (in pounds)	1730	0.27
Mean Body Mass Index (BMI)	1729	0.06
Height and weight measures	n	SE
BMI categories^a		
Child is underweight	1729	0.56
Child is normal weight	1729	1.20
Child is overweight	1729	0.96
Child is obese	1729	1.10

Source: Fall 2014 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAccording to the Centers for Disease Control and Prevention (CDC), a child is considered to be underweight when his/her BMI score is below the 5th percentile for his/her age and gender, normal weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender, overweight when his/her BMI score is at or above the 85th percentile and below the 95th percentile for his/her age and gender, and obese if his/her BMI is at or above the 95th percentile for his/her age and gender.

Table DD.7. Standard errors for children's height and weight, by race/ethnicity: Fall 2014

Height and weight measures	White, non-Hispanic		African American, non-Hispanic		Hispanic/Latino		Other, non-Hispanic	
	n	SE	n	SE	n	SE	n	SE
Mean height (in inches)	448	0.14	441	0.29	682	0.18	157	0.18
Mean weight (in pounds)	448	0.34	440	0.67	683	0.36	157	0.53
Mean Body Mass Index (BMI)	448	0.08	440	0.10	682	0.09	157	0.16
Height and weight measures	n	SE	n	SE	n	SE	n	SE
BMI categories^a								
Child is underweight	448	0.80	440	0.52	682	0.90	157	1.49
Child is normal weight	448	1.91	440	2.97	682	1.49	157	4.38
Child is overweight	448	1.63	440	1.94	682	1.65	157	3.55
Child is obese	448	1.39	440	2.21	682	1.43	157	2.98

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores.

^aAccording to the Centers for Disease Control and Prevention (CDC), a child is considered to be underweight when his/her BMI score is below the 5th percentile for his/her age and gender, normal weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender, overweight when his/her BMI score is at or above the 85th percentile and below the 95th percentile for their age and gender, and obese if his/her BMI is at or above the 95th percentile for their age and gender.

Table DD.8. Standard errors for children's height and weight, by Head Start exposure: Fall 2014

Height and weight measures	Newly entering children							
	3-year-olds ^a		4-year-olds ^a		All newly entering children		All returning children	
	n	SE	n	SE	n	SE	n	SE
Mean height (in inches)	709	0.12	405	0.10	1114	0.15	616	0.11
Mean weight (in pounds)	709	0.35	405	0.27	1114	0.33	616	0.33
Mean Body Mass Index (BMI)	708	0.09	405	0.07	1113	0.06	616	0.12
Height and weight measures	n	SE	n	SE	n	SE	n	SE
BMI categories^b								
Child is underweight	708	1.30	405	0.64	1113	0.88	616	0.72
Child is normal weight	708	1.78	405	2.62	1113	1.50	616	2.63
Child is overweight	708	1.37	405	2.40	1113	1.17	616	1.93
Child is obese	708	1.76	405	1.62	1113	1.21	616	1.91

Source: Fall 2014 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aAge as of September 1, 2014.

^bAccording to the Centers for Disease Control and Prevention (CDC), a child is considered to be underweight when his/her BMI score is below the 5th percentile for his/her age and gender, normal weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender, overweight when his/her BMI score is at or above the 85th percentile and below the 95th percentile for their age and gender, and obese if his/her BMI is at or above the 95th percentile for their age and gender.

Table DD.9. Standard errors for children's height and weight, by income as a percentage of federal poverty threshold^a: Fall 2014

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Height and weight measures								
Mean height (in inches)	544	0.18	637	0.15	222	0.19	327	0.14
Mean weight (in pounds)	544	0.37	637	0.31	222	0.59	327	0.44
Mean Body Mass Index (BMI)	544	0.11	637	0.07	222	0.17	326	0.11
Height and weight measures	n	SE	n	SE	n	SE	n	SE
BMI categories^b								
Child is underweight	544	0.73	637	0.72	222	0.79	326	1.29
Child is normal weight	544	2.42	637	2.14	222	3.49	326	2.54
Child is overweight	544	1.74	637	1.76	222	2.61	326	1.81
Child is obese	544	2.00	637	1.52	222	3.75	326	1.73

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThe federal poverty threshold is based on 2013 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2013 was \$23,834.

^bAccording to the Centers for Disease Control and Prevention (CDC), a child is considered to be underweight when his/her BMI score is below the 5th percentile for his/her age and gender, normal weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender, overweight when his/her BMI score is at or above the 85th percentile and below the 95th percentile for their age and gender, and obese if his/her BMI is at or above the 95th percentile for their age and gender.

Table DD.10. Standard errors for children's height and weight measures, by child's primary home language^a: Fall 2014

Height and weight measures	Child's primary home language is English		Child's primary home language is not English	
	n	SE	n	SE
Mean height (in inches)	1305	0.13	425	0.23
Mean weight (in pounds)	1306	0.32	424	0.41
Mean Body Mass Index (BMI)	1305	0.06	424	0.12
Height and weight measures	n	SE	n	SE
BMI categories^b				
Child is underweight	1305	0.72	424	0.99
Child is normal weight	1305	1.38	424	2.03
Child is overweight	1305	1.06	424	1.56
Child is obese	1305	1.14	424	2.39

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2014.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

^aThis characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

^bAccording to the Centers for Disease Control and Prevention (CDC), a child is considered to be underweight when his/her BMI score is below the 5th percentile for his/her age and gender, normal weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender, overweight when his/her BMI score is at or above the 85th percentile and below the 95th percentile for their age and gender, and obese if his/her BMI is at or above the 95th percentile for their age and gender.

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