

Head Start Family and Child Experiences Survey

FACES 2014

SELF-GUIDED TRAINING

Module 2.1

FACES 2014 Core Study Instruments

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**With support from the Office of Planning, Research and Evaluation,
Administration for Children and Families,
U.S. Department of Health and Human Services**

The development of these training materials benefited greatly from comments and suggestions provided by the staff of the Office of Planning, Research and Evaluation. Thanks is also extended to students at the graduate program of the College of Education, University of Maryland at College Park for their feedback and to participants in the summer data training program at the Inter-university Consortium for Political and Social Research, University of Michigan, who pilot tested the training. Any errors remain the responsibility of the Research Connections project.

Module Objectives

- **Introduce the FACES 2014 Core Study Instruments**
 - **Describe the FACES child assessment battery and how decisions are made about which language to use when assessing children who are dual language learners**
 - **Highlight changes made to the FACES 2014 instruments**
 - Revisions and additions to the child assessment battery
 - Topics that are new to FACES 2014 and topics that are receiving less attention as compared to past rounds of FACES
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This module introduces the FACES 2014 Core study instruments. It identifies the respondent for each and its content. The FACES child assessment battery that includes both direct and indirect (teacher reports) measures is described. Children follow different paths through the direct assessment depending on their home language, which is based on parent reports of the language spoken to the child in the home. The approach to deciding which path children follow is outlined. A more detailed description of the FACES child assessment battery can be found in the User's Manual (See Chapter III, Section B, starting at pg.63).

Many of the items and measures used in FACES 2014 have been used in prior rounds of FACES. However, there were some revisions and additions to the child assessment battery. Also, the survey instruments include a few new topics and some topics that have been included in the past are receiving less attention this time. These changes and revisions are highlighted here.

FACES 2014 Core Data Collection Instruments

- **Direct child assessment**
 - **Teacher Child Report (TCR)**
 - **Parent survey**
 - **Teacher survey**
 - **Program and center director surveys**
 - **Classroom observation**
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The same six instruments listed here were also administered in previous rounds of FACES, although some of the questions and measures may differ from round to round.

The following sections highlight the topics covered by each of the Core study instruments. For each instrument, we identify the types of broad research questions that can be answered using the data that are collected by each instrument alone and in combination with data from other instruments.

The research questions, topics and types of data that are listed on the slides are not exhaustive. For a complete listing of the content of the different FACES 2014 instruments, review Appendix C (Instrument Content Matrices) of the User's Manual. The survey instruments can be found in Appendix D (Instruments) of the User's. The child assessments and classroom observation measures are not included in the User's Manual per agreements with instrument publishers and developers.

Summary of Data Sources by Wave: Core Studies

Data Source	Fall 2014	Spring 2015
Direct Child Assessment	X	X
Teacher Child Report	X	X
Parent Survey	X	X
Teacher Survey		X
Classroom Observation		X
Program Director Survey		X
Center Director Survey		X

As described in Module 1, Topic 1.4, the direct child assessment, Teacher Child Report and parent survey were administered only in the 60 programs that were a part of the Classroom + Child Outcomes Core with data collected in fall 2014 and spring 2015. Assessments were conducted with all sampled children during visits to the 60 programs. Teachers completed a TCR for each FACES child in their class. Parents, whose children are participating in FACES were surveyed. The survey was completed by the parent who was most familiar with the child's education and development. In a majority of the cases, this was the child's biological mother. In some cases an adult household member such as the child's grandparent completed the parent survey.

Lead classroom teachers, program directors and center directors in all 176 sampled and participating programs (programs with and without child-level data) completed a survey once, in the spring of the program year (spring 2015).

All sampled classrooms in the 176 programs were observed only in spring 2015. This includes classrooms that had FACES children enrolled and classrooms with no FACES children.

Topic 2.1.1
Child Assessment Battery

Children's School Readiness Skills Are Assessed in Multiple Domains

- **Assessment was designed to answer questions about the school readiness skills of Head Start children such as:**
 - What skills do they have when they first enter the program?
 - What gains in these skills do children make while enrolled in Head Start?
 - How do Head Start children's skills and gains compare to their same age peers in the general population?
 - **Children are assessed in multiple domains**
 - **Battery includes both direct and indirect assessments**
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One of the primary questions that drives the design of FACES centers on the school readiness skills of Head Start children when they first enter Head Start. And, what gains in these skills do they make while enrolled in Head Start? Because many of the measures chosen for FACES have population or developer norms, it is also possible to compare Head Start children's skills and their growth in these skills to their peers of the same age.

FACES 2014, like earlier rounds of FACES, assesses children's development in multiple domains, including language and literacy, mathematics, executive functions, socioemotional and physical. It uses a combination of direct and indirect assessments to measure children's performance in these domains. Direct assessments measure children's knowledge and skills based on their responses to questions (for example, pointing to a picture that matches a word spoken to them) and performance on specific tasks (for tapping a pencil/peg in response to the tapping of the person administering the assessment). Indirect assessments rely on others to describe and rate children's skills. For example, teachers reporting on the social skills that they observe in a child during the program day.

Direct Child Assessment: Domains and Measures

- **Language and literacy**
 - Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4)
 - Receptive One-Word Picture Vocabulary Test-Fourth Edition, Spanish-Bilingual Edition (ROWPVT-4: SBE)
 - Expressive One-Word Picture Vocabulary Test-Fourth Edition (EOWPVT-4) and its Spanish-Bilingual Edition (EOWPVT-4:SBE)
 - Woodcock-Johnson Tests of Achievement – Third Edition (WJ III) and Bateria III, Woodcock Munoz: Spelling and Letter-Word Identification
 - Early Childhood Longitudinal Study—Birth Cohort (ECLS-B) Letter-Sounds
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Let's first take a closer look at the direct child assessment used in FACES 2014.

Listed here is the full set of language and literacy assessments that are included in the assessment battery. They are used to assess children's receptive (PPVT-4 and ROWPVT-4) and expressive (EOWPVT-4 and EOWPVT-4:SBE) vocabulary and early literacy (WJ III and Bateria III, Woodcock Munoz).

Items from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) preschool wave that assess children's knowledge of beginning and ending sounds, which were first included in the 2009 FACES assessment, are administered as a supplement to the WJ III Letter-Word Identification subtest. The items tap the skills of children who have progressed beyond letter knowledge but who have not yet acquired sight words. These items are only administered to a subset of children who respond correctly to 11 or more of the first 14 WJ III Letter-Word Identification items.

Detailed information about how children's skills in each of these domains are measure and the psychometric properties of the measures used can be found in the User's Manual (See Chapter III, Section B).

Direct Child Assessment: Domains and Measures (Continued)

- **Math**
 - WJ III and Bateria III: Applied Problems
 - ECLS-B Math Assessment
 - **Executive functioning (Pencil Tapping Task)**
 - **Physical measurements (height and weight)**
 - **Assessor ratings**
 - **Subscales from the Leiter International Performance Scale Revised (Leiter-R), Examiner Rating Scale**
 - Attention
 - Organization/Impulse control
 - Activity level
 - Sociability
-

Children’s ability to analyze and solve practical problems in mathematics is assessed using either the Woodcock-Johnson III or the Bateria III, Woodcock Munoz: Applied Problems. Items from the preschool math assessment used in the ECLS-B are administered to capture math skills that are not tapped in the WJ III and Bateria III (for example, items that assess children’s understanding of relative size and ordinal numbers and their ability to recognize shapes).

FACES 2014 includes the pencil tapping task that was first introduced in FACES 2009. This measure of self-regulation, and in particular inhibitory control, is only administered to children who are age 4 or older at the time of the fall and spring assessments. Children who are 3 years old in the fall, but are 4 years old in the spring are administered pencil tapping in the spring only. The task requires the child do the opposite of what the assessor says (that is, tap one time when the assessor taps two times and tap two times when the assessor taps one time).

All children in the study are weighed and their height measured in both the fall and spring. These measures are used to calculate children’s height, weight and body mass index (BMI).

Detailed information about how children’s skills in each of these domains are measure and the psychometric properties of the measures used can be found in the User’s Manual (See Chapter III, Section B).

At the end of the one-on-one testing session, the assessor completes a set of rating scales from the Leiter-R to evaluate the child’s behavior in the test situation. FACES 2014 uses four of the eight subscales that make up the Leiter-R Cognitive/Social scale. The four subscales are listed on the slide.

Determining the Language of Assessment

- **Each child's assessment begins with a language screener**
 - Simon Says and Art Show from the PreLAS 2000
 - Used to determine whether child has sufficient English skills to be administered the assessments in English
 - **Children are routed to one of three different paths through the assessment**
 - Based on child's home language
 - Performance of the screener
 - **The approach used in the spring differs from that used in the fall**
-

The assessment begins with a language screener. The screener together with parent-reports of children's home language is used to determine the pathway through the assessment that will give children the best opportunity to demonstrate their knowledge and skills. As in previous FACES, the language screener includes two subtests from the PreLAS 2000 (Simon Says and Art Show).

Children follow one of three paths through the direct child assessment (English, Spanish, non-English/non-Spanish). All children from a home where English is the primary language are routed to the English path. Children from a home where Spanish is the primary language are routed to the English path or to the Spanish path based on the number of errors that they make on the screener. Children who make more than 12 total errors across Simon Says and Art Show are routed to the Spanish Path, otherwise they are routed to the English path. Children from a home where a language other than English or Spanish is the primary language (for example, Chinese, Vietnamese, Croatian) are routed either to the English path or to a non-English/non-Spanish path if they make more than 12 total errors on the two screener subtests.

In the fall, both subtests are used for routing children to either an English, Spanish or Non-English/Non-Spanish path following the rules just described. In spring 2015, the full screener or both subtests are only used for children who did not pass the screener in the fall. In other words, children who previously demonstrated enough English proficiency to follow the English path through the assessment are not administered the full language screener in the spring. However, all children are administered Simon Says.

Direct Child Assessment Paths

Assessment Instruments	Home Language				
	English	Spanish		Other	
	Language Path				
	English	English	Spanish	English	Non-English
Language Screener	X	X	X	X	X
PPVT-4	X	X	X	X	X
ROWPVT-4:SBE	--	X	X	--	--
EOWPVT-4 (A) or EOWPVT-4: SBE (B)	A	B	B	A	A
WJ III (C) or Bateria-III (D)	C	C	D	C	--
ECLS-B Letter Sounds	X	X		X	--
ECLS-B Math	X	X	X	X	--
Pencil Tapping	X	X	X	X	--
Height and Weight	X	X	X	X	X

This table shows the assessment instruments that children receive based on their home language and their performance on the screener (i.e., the instruments that are administered to children who follow each of the three pathways through the assessment).

The PPVT is administered to all children, regardless of home language or performance on the screener. For children from Spanish-speaking households, the ROWPVT-4: SBE, a measure of their Spanish receptive vocabulary, is also administered, regardless of their performance on the language screener. After these two measures, the screener determines what language the child is assessed in. The language, literacy, math, and executive functioning measures all have a Spanish version or translation. ECLS-B Letter Sounds items are only administered to children on the English path and as noted earlier it is given based on performance on the WJ III Letter-Word Identification subtest.

Children on the other home language, non-English path (or non-English/non-Spanish path) receive an abbreviated assessment that only includes the two English language assessments (PPVT-4, EOWPVT-4) and height and weight measurements.

Height and weight are measured for all children.

Spanish Children’s Pathway Through the Assessment

English Path	Spanish Path
PPVT-4	PPVT-4
ROWPVT-4:SBE	ROWPVT-4:SBE
EOWPVT-4: SBE	EOWPVT-4: SBE
WJ III	Bateria-III
ECLS-B Letter Sounds	
ECLS-B Math	ECLS-B Math
Pencil Tapping	Pencil Tapping
Height and Weight	Height and Weight

This table shows the instruments that children from primarily Spanish-speaking homes are administered depending on whether they are routed to the English or Spanish path. Children who make more than 12 total errors across Simon Says and Art Show follow the Spanish path. Otherwise, they follow the English path. Both groups of children are administered the same three language measures (PPVT-4, ROWPVT-4:SBE, and EOWPVT-4: SBE). Both groups are administered the ECLS-B Math items and Pencil Tapping, and both have their height and weight measured. Children following the English path are administered the WJ III Letter Word, Spelling, and Applied Problems subtests and children following the Spanish path are administered the Spanish versions of these same subtests. The ECLS-B Letter Sounds items, which are available only in English, are only administered to the group of Spanish-speaking children who made fewer than 12 total errors on the screener and are following the English path.

The EOWPVT-4:SBE (test of expressive language) is conceptually scored which means children can provide responses in both English and their home language. Assessors can also provide prompts to children in both languages. If a child responds incorrectly in one language, they can be prompted for the correct response in their other language. Children with a Spanish home language may provide responses in both English and Spanish when administered the Bateria-III Problemas Aplicados and the ECLS-B math items. They may respond verbally or with fingers. Table III.4 in the User’s Manual provides more information about the language administration and scoring approach used for each instrument in the FACES 2014 battery. See User’s Manual (Chapter III, Table III.4, pg. 70).

Language Routing Results

Data Collection Wave	Home Language				
	English	Spanish		Other	
	Language Path				
	English	English	Spanish	English	Non-English
Fall 2014	1,806	241	248	24	14
Spring 2015	1,593	338	134	26	2

Most children in FACES are from homes in which English is the home language. However, a sizable number of children are from Spanish speaking households, and small number are from homes where a language other than English or Spanish is spoken.

Many of the children from homes where a language other than English is spoken pass the English language screener and follow the English assessment path. The number of these children increases from fall to spring of the program year as children grow older and gain greater proficiency in English. For example, in fall 2014, about half of children from homes where a language other than English is spoken pass the language screener and are routed into the English version of the direct assessment. By the spring of 2015, far fewer are unable to be assessed in English (about 73 percent of these children are assessed in English in the spring).

This table shows the number of children who followed the three language pathways in fall 2014 and spring 2015. You should consider these results when analyzing the child assessment data and when interpreting the findings from your analyses. Children who pass the language screener and are routed into the English assessment path may differ from those who are not included in the English assessment.

Indirect Assessments

- **Social skills (cooperative behavior)**
 - **Problem behaviors**
 - **Approaches to learning**
 - **Children's Accomplishments**
 - **Language and literacy**
 - **Early mathematics**
 - **Early writing**
 - **Science and social studies (K only)**
 - **Speech**
 - **Fine and gross motor**
 - **Executive functioning**
-

FACES also includes indirect assessments of children's social and emotional development and approaches to learning via individual Teacher Child Reports (TCRs) as well as questions about children's accomplishments in the TCR. These items, which have been adapted from several existing measures (for example, the Social Skills Rating Scale, Personal Maturity Scale, Behavior Problems Index, and the Approaches to Learning Scale from the Early Childhood Longitudinal Study, Kindergarten Cohort), have been used in prior rounds of FACES.

The ratings of children's accomplishments were adapted from items in the U.S. Department of Education, National Center for Education Statistics, National Household Education Survey. Detailed information about how children's skills in each of these domains are measured and the psychometric properties of the measures are used can be found in the User's Manual (See Chapter III, Section B, pg.80).

Changes and Additions to FACES Child Assessment Battery

- **Most measures and procedures used in FACES 2009 were used again**
 - **Some measures were replaced and others updated**
 - **Receptive One-Word Picture Vocabulary Test-4, Spanish-Bilingual Edition (ROWPVT-4:SBE) replaced the Test de Vocabulario en Imagenes Peabody (TVIP)**
 - **Fourth editions of the Expressive One-Word Picture Vocabulary Test and the Spanish-Bilingual EOWPVT were used**
 - **Word Attack is no longer administered**
 - **Parents are no longer asked to rate children's social skills, problem behaviors and accomplishments**
 - **New rule for determining whether children should complete the assessment in English**
-

A goal of FACES is to provide accurate information about the population of children and families served by Head Start and how the population and its need for services may change. Maintaining consistency in the measures used to capture information about the Head Start population and its services, is key to achieving this goal. Thus, FACES 2014 uses many of the measures and follows many of the procedures that have been used in prior rounds of FACES.

However, several changes were made to the child assessment battery, which are listed on this slide. These changes were made to improve the accuracy of the data on children's school readiness skills and in response to changes in the overall design of FACES. The Receptive One-Word Picture Vocabulary Test-4, Spanish-Bilingual Edition (ROWPVT-4: SBE) replaced the TVIP that had been used in FACES for many years; thus, providing a better picture of children's Spanish receptive vocabulary with more contemporary norms. The fourth edition of the Expressive One-Word Picture Vocabulary Test is used, again providing more contemporary norms.

Word Attack was dropped from the FACES battery. This measure was only used in the past when children left Head Start and entered kindergarten. Given the new design with all data collected during the Head Start year, the measure was no longer needed.

Parents no longer rate their child's social skills, problem behaviors and accomplishments. FACES 2014 relies only on the ratings of children's classroom teachers.

Finally, following an intensive study, the rule for determining whether children should follow an English, Spanish, or non-English/non-Spanish path through the assessment was changed.

Chapter III of the User's Manual provides additional information on these changes and the rationale for each.

Topic 2.1.2 Core Parent Survey

Introducing the Core Parent Survey

- **Primary source of data on characteristics of children and families served by Head Start**
 - **Parent respondent who is typically the child's mother reports on herself, other family members and the child's home life**
 - **Parents also answer questions about their children, questions that children are too young to answer for themselves**
 - **Parent survey data are used to answer a wide range of questions of interest to FACES and to the early childhood community in general**
-

The Core parent survey is the primary source of data on the demographic characteristics of children and their parents and children's home learning environment. Parent respondents report on themselves and are proxy respondents for other members of the household, including the sampled child. Parents answer questions about their children that cannot be asked directly to the children because of their age. For example, their age, gender, and race/ethnicity.

Parent survey data alone and in combination with data from other sources are used to answer a wide range of questions that are of interest to the Administration for Children and Families and the Office of Head Start and to the early childhood community in general. The following slides include some of these questions and identify the types of data that can be found in the parent survey to answer them.

What are the characteristics of the children and families served by Head Start?

- **Demographic characteristics**
 - Child
 - Mother
 - Father
 - Parent who is not birth or adoptive parent
 - **Household structure and marital/relationship status**
 - **Home language**
 - **Early Head Start participation**
 - **Use of child care outside of the Head Start day**
-

A key purpose of FACES is to describe the population of children and families who are served by Head Start, and if and how that is changing over time. The Core parent survey is the main source for information about the characteristics of Head Start children and their families.

Demographics of FACES children and their family members collected in the parent survey include race/ethnicity, nationality/country of origin, gender, and age. Parents are asked to complete a roster of all individuals living in the household, providing the number of adults and children in the home as well as their ages and relationships of adult household member to the sampled child. Parents are asked questions about the use of languages other than English in the home and what language is most often used when speaking and reading to the child. The parent survey also asks whether the children in the household attended Head Start or Early Head Start. Use of child care outside the Head Start day is gathered for center- and home-based (both non-relative and relative) care.

What is the status of children's and families' physical well-being?

- **Child health and health care**
 - **General health status**
 - **Who attends to child when sick and for routine medical and dental care**
 - Regular health care provider
 - Health care and dental care providers
 - Where does child receive well-child care
 - **Parent mental health**
-

In addition to measuring children's height and weight as a part of the direct child assessment, and to further understand children's physical well-being, parents are asked about the overall health status of their child as well as their own mental health (using a short version of the Center for Epidemiologic Studies–Depression Scale).

In what ways do Head Start parents support their children's development?

- **Reading to the child in past week: frequency and length**
 - **Number of children's books in the home**
 - **Shared activities with the child in the home and community**
 - **Household routines**
-

The parent survey includes a number of questions that are designed to measure the different ways that parents support their children's development. It includes items asking about the frequency with which parents and other family members read to their children and children's access to books in the home.

The survey is also the source for information on a range of activities family members engage in with their children both in the home (for example, singing songs or making music and counting together) and outside of the home (for example, family outings, recreational and religious activities and shopping). Parents report on routines for certain activities such as meals and children's bedtime and sleep quantity and quality.

What resources are available to families and what challenges do they face?

- **Household Income**
 - **Education**
 - **Employment**
 - **Household food sufficiency**
 - **Financial strain**
-

The Core parent survey asks about total household income using a combination of open-ended and closed-ended questions. And, for the first time, FACES 2014 has included a measure of financial strain using items from the Economic Strain Questionnaire.

The survey also includes questions about the education and employment of the child's mother and resident father. Questions are not asked about fathers who are not residing with the sampled child. Information is obtained on a family's food security.

Topic 2.1.3 Teacher and Staff Surveys

In spring 2015, Head Start teachers, center and program directors are asked about the classrooms they teach or the centers and programs they manage. Each of these groups is also asked questions about their background, education and training and work experience. The following slides summarizes the types of questions and topics that are included in the Core teacher, center director, and program director surveys.

In a number of instances the same or similar questions or topics are included on both the center and program director surveys. This was done in order to get different perspectives on program policies and practices. For example, both program and center directors are asked about the length of time they spend on different responsibilities and on the ways that data are used in decision-making. However, the overall strategy was to ask the person who was most knowledgeable about a particular area. For example, center directors were asked questions that dealt with the ways teachers assess children and share results with parents and others. Program directors were asked about the curriculum and assessment tools used and the factors that were considered when selecting these. In addition, questions on a few high priority topics such as professional development are asked on all three staff surveys.

What are the characteristics and qualifications of Head Start Staff?

	Teacher	Center Director	Program Director
Demographics (gender, age, race-ethnicity, languages spoken)	X	X	X
Employment and educational background	X	X	X
Years of experience	X	X	X
Salary and benefits	X	X	X
Job satisfaction	X		
Beliefs about teaching practice	X		
Depressive symptoms (CES-D short form)	X		

Children’s Head Start experiences likely are shaped by program staff, so it is important to understand the characteristics and qualifications of Head Start teachers and program and center directors. FACES obtains information on each through the teacher, program director, and center director surveys. Each survey contains questions about staff’s basic demographics, employment and educational background, years of experience, salary and benefits, and job satisfaction.

Teachers are asked about their beliefs about teaching practices and they answer the same set of questions about their feelings and moods that parents are asked.

What is the relationship between program management and program size?

	Teacher	Center Director	Program Director
Staffing, recruitment, and turnover		X	
Management responsibilities		X	X
Professional development	X	X	X
Support and supervision offered to teachers		X	
Use and barriers to use of program data	X	X	X
Cumulative program enrollment			X

Data from teachers, center and program directors can be used to examine differences in program management for programs of varying size. Center directors report on staffing, recruitment and turnover of lead and assistant teachers. They also answer questions about the staffing of bilingual teachers. Both center and program directors report on their responsibilities and the time required to carry these out.

Questions about participation in professional development are found in each survey as are questions about staff's use of program data for decision making. Program directors provide information on the size of their program, including the total number of children who enrolled in the program and attended at least one class or participated in one home visit (cumulative program enrollment).

What curricula and assessments are used in Head Start classrooms?

	Teacher	Center Director	Program Director
Name of curricula	X		X
Main child assessment tool	X		X
Methods used to assess & frequency of assessment	X	X	X
Assessment used in planning	X		

The teacher and director surveys ask questions about the main curriculum used and how children are assessed. Program directors are asked how the assessment tool was selected and teachers report on how the information from the assessment is used for planning classroom activities for Head Start children.

What types of professional development are available to Head Start staff?

	Teacher	Center Director	Program Director
Training and technical assistance for staff	X	X	X
Training on curriculum	X	X	
Training on assessment	X	X	X
Training on curriculum	X	X	
Training on serving DLLs	X	X	

The successful implementation of curricula and assessment depends on teachers having the necessary knowledge and support. Training on curriculum is one item that is asked of Head Start teachers.

Professional development is captured from several sources and can be examined in isolation or across reporters. Professional development could also be examined to help explain variations in classroom quality.

Teachers and center directors are also asked whether they have received training pertaining to serving DLL children, which is a growing population in Head Start.

Topic 2.1.1
Classroom Observation

What is the quality of Head Start classrooms?

- **Early Childhood Environment Rating Scale-Revised (ECERS-R), Short Version**
 - Provisions for learning
 - Teaching and Interactions
 - **Classroom Assessment Scoring System (PreK CLASS)**
 - **Classroom environment**
 - Counts of children and adults
 - Literacy activities
 - Math activities
 - Instructional organization
-

FACES 2014 provides a national picture of the quality of Head Start classrooms. FACES classroom observation data may also be used to examine the relationship between classroom quality and children's school readiness skills. Key to improving child outcomes is the quality of the classrooms in which they are served.

FACES 2014 used the main tools for observing quality in Head Start classrooms that were used in FACES 2009. It used a subset of 21 items from the ECERS–R, which is referred to as the ECERS–R, Short Version. These items form two factor scores: (1) provisions for learning, and (2) teaching and interactions. Chapter VII of the User's Manual provides more information about these two scores and the items that were used to develop them. (See Chapter VII, Table VII.3, pgs. 232-234).

As in FACES 2009, FACES 2014 also used the CLASS, which taps three quality domains and six dimensions (in parentheses) of quality: (1) Instructional Support (concept development, language modeling), (2) Emotional Support (positive climate, teacher sensitivity) and (3) Organization (behavior management, instructional learning formats).

Observers counted the number of children and adults in the classroom at various times during their visit. The literacy and math activities in which teachers and children were engaged and the type of instruction that was being used (for example, whole or small group instruction, one-on-one instruction) was recorded.

FACES 2014 also has teacher reports on the time spent on specific literacy and math activities as part of the Core Teacher Survey.

Shorter and More Streamlined Surveys

- **The FACES 2014 design with its focus on key indicators and greater use of online data collection translated to shorter and more streamlined Core surveys than in the past.**
 - **As a consequence,**
 - **Some topics which had been included in the past are no longer included in the Core instruments.**
 - **The depth of questioning around for some topics in the Core instruments has been reduced compared to earlier rounds of FACES.**
 - **Some of these topics are included in the Family Engagement Plus study**
-

FACES 2014 uses shorter and more streamlined surveys. As a consequence, some topics which had been included in past rounds of FACES are no longer included in the Core instruments and the depth of questioning around some topics has been reduced compared to the past. For example, questions about the services that programs provide families and the partnerships they form with other community organizations to supply these services are no longer included in the program director survey.

The parent survey still asks about household routines, but questions about child-rearing practices, parenting behaviors, and their involvement with the Head Start program are no longer asked. Some of these topics are now covered in the Family Engagement Plus study. For example, a subsample of parents answer questions about their families' receipt of community services and sources of parent support. Questions about parents' involvement with their child's Head Start program and their satisfaction with Head Start are included in the Family Engagement parent interview.

Topics Receiving Greater Attention in FACES 2014

- **Program management**
 - **Program resources and funding**
 - **Use of program data and information**
 - **Training on and support for child assessments**
-

While a number of topics that had been asked about in the past were not included in the Core surveys, some topics received greater attention than in the past. During the FACES Redesign, many stakeholder groups asked for more information about how programs were managed and funded and wanted to know more about program's use of data in planning and decision making. As a result, items were added to the program and center director surveys on these topics. Stakeholders also asked for more information about teachers use of child assessments and the support they received in order to use these tools effectively.

Questions were added to the teacher survey about how child assessments were used and about the training and support teachers received on the child assessments that they administer to the children in their classrooms.

Module 2.1 Review

- To review some of the key themes and take-away-messages from Module 2.1, please answer the questions in the **Module 2.1 Review Quiz**. *Reference slides at the end of this module.*
 - Once you have answered all the questions, check your answers using the **Module 2.1 Review Quiz Answers**. *Reference slides at the end of this module.*
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Resources

- **FACES 2014 User's Manual**
 - Chapter III – Data collection instruments
 - Appendix C – Instrument content matrices
 - Appendix D – Instruments
 - **Instrument content matrices in the FACES 2006 and FACES 2009 user's manuals**
 - *Research Connections Resources*
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Each of the Core study instruments is described in more detail in Chapter III of the User's Manual, starting at pg. 61. The content of each of the instruments is summarized in a set of matrices that you will find in Appendix C. The instruments themselves can be found in Appendix D. One way to identify the topics and questions found in prior rounds of FACES, but not in FACES 2014, is to compare the content matrices from FACES 2014 with those from FACES 2006 and 2009.

MODULE 2.1
REVIEW QUIZ & ANSWERS

Module 2.1 Review Quiz

1. Several changes were made to the assessment battery for FACES 2014. Which of the following changes were made? (Check all that apply)
 - a. The Receptive One-Word Picture Vocabulary Test-4, Spanish Bilingual Edition (ROWPVT-4, SBE) replaced the Test de Vocabulario en Imagenes Peabody (TVIP) as the measure of children's Spanish receptive vocabulary
 - b. Word Attack is no longer a part of the battery
 - c. Teachers are no longer a source for information on children's social skills and problem behaviors. FACES now relies on parent reports
 - d. Only children who pass the language screener are routed to the Peabody Picture Vocabulary Test-4

 2. Children who follow one path through the assessment in the fall (based on their home language and performance on the language screener) will follow the same path in the spring.
 - a. True
 - b. False

 3. The designs of the Core studies with their emphasis on key indicator data and greater use of web surveys have led to longer parent, director and teacher surveys than in past rounds of FACES.
 - a. True
 - b. False
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Module 2.1 Review Quiz, Cont'd

4. Which of the following are sources of information on professional development?
 - a. Head Start teacher survey
 - b. Parent survey
 - c. Center director survey
 - d. All of the above

 5. If I am interested in the amount of time children spend on different reading and math activities in their Head Start classrooms, I should focus my attention on the Head Start teacher survey. It is the best source for such information.
 - a. True
 - b. False
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Module 2.1 Review Quiz Answers

- 1 *ANSWER: Only response options a and b describe actual changes that were made to the assessment battery. The ROWPVT-4 replaced the TVIP in order to get a more accurate picture of children's Spanish language skills and more contemporary norms (a). Word Attack which was administered to children during the kindergarten round in the past is no longer needed now that there is no kindergarten follow up (b). Teachers in FACES 2014 are the sole reporter on children's social skills and problem behaviors, not parents (c). All children regardless of their home language and score on the language screener are administered the PPVT-4 (d).*

 - 2 *ANSWER: False. Children who follow the English path in the fall will follow the same path in the spring; however, children who did not follow this path in the fall will be evaluated again in the spring to determine whether they have the English language skills necessary to be administered the full battery in English.*

 - 3 *ANSWER: False. The greater use of more streamlined, web surveys has meant that some topics that were included in the past have been dropped and the depth of questioning on other topics has been reduced. Some of these topics and questions are now covered in the Family Engagement Plus study.*
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Module 2.1 Review Quiz Answers Cont'd

- 4 *ANSWER: Response options a and c identify sources for information on professional development. Questions on professional development activities are included in the Head Start teacher and center director surveys. These types of questions are not asked of parents. Another source is the program director survey.*
- 5 *ANSWER: True. While there are limited data on classroom activities collected as a part of the classroom observations (general reading and math activities children and teachers are engaged in during the observation period), teachers are asked about a wider range of activities related to reading, language and mathematics. They also report on whether the activities are scheduled and estimate the amount of time children spend on each.*
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