



Data Tables for FACES 2009 Report: Head Start Family and Classroom Supports for Kindergarten Achievement

OPRE Report 2017-70
September 2017

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September 2017

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ABSTRACT

This set of tables describes the demographic backgrounds and developmental outcomes of children who entered Head Start for the first time in fall 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or 2012. It also details their family life and their Head Start and kindergarten classrooms, drawing on data from the 2009 cohort of the Head Start Family and Child Experiences Survey (FACES 2009). It is designed to accompany the research report “Head Start Family and Classroom Supports for Kindergarten Achievement” (Malone et al. 2017) and the brief “Head Start Children’s Developmental Progress and Kindergarten Experiences” (Aikens et al. 2017). Other FACES 2009 reports and data tables address the characteristics of Head Start children, their families, classrooms, and programs as children entered Head Start in fall 2009 (Hulsey et al. 2011) and during their first year in the program (Moiduddin et al. 2012) and child outcomes from program entry through program exit (Aikens et al. 2013). Another report takes a closer look at Head Start programs (Moiduddin et al. 2017). The current table set extends the portrait of children, their family lives, and their classroom experiences to the spring of kindergarten. We include a set of tables focusing on household/family characteristics as children entered the program in fall 2009 and a separate set focusing on family and home supports for children’s development from entry to the spring of kindergarten. The table set also includes information on the Head Start classroom environment and the overlap between home and classroom learning environments during Head Start and on kindergarten school and classroom characteristics, teacher demographics, and classroom experiences. The table set also provides information about child cognitive, social-emotional, and health outcomes between Head Start entry and the spring of kindergarten. The final set of tables examines the associations among parent and family engagement, the Head Start classroom environment, and child outcomes at the spring of kindergarten.

FACES 2009 is the fifth in a series of nationally representative cohort studies of Head Start children, their families, and the programs they attend (previous cohorts were initiated in 1997, 2000, 2003, and 2006). The FACES 2009 child sample was selected to represent 3- and 4-year-old children as they entered their first year of the program, drawing on participants from 60 selected programs from across the country. FACES includes a battery of child assessments across many developmental domains; interviews with children’s parents, teachers, and program managers; and observations of classroom quality. 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.

INTRODUCTION

This set of tables describes the demographic backgrounds and developmental outcomes of children who entered Head Start for the first time in fall 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or 2012. It also details their family life and their Head Start and kindergarten classrooms. It is designed to accompany the research report “Head Start Family and Classroom Supports for Kindergarten Achievement” (Malone et al. 2017) and the brief “Head Start Children’s Developmental Progress and Kindergarten Experiences” (Aikens et al. 2017). Data are drawn from the 2009 cohort of the Head Start Family and Child Experiences Survey (FACES). FACES 2009 is the fifth in a series of national cohort studies—previous cohorts were initiated in 1997, 2000, 2003, and 2006. The FACES 2009 child sample was selected to represent 3- and 4-year-old children as they entered their first year of the program, drawing on participants from 60 selected programs from across the country.¹ Other reports and table sets address the characteristics of this group of children, their families, classrooms, and programs at program entry (Hulseley et al. 2011) and during their first year in the program (Moiduddin et al. 2012) and child outcomes from program entry through program exit (Aikens et al. 2013). Another report takes a closer look at Head Start programs (Moiduddin et al. 2017). The current table set extends the portrait of children, their family life, and their classroom experiences from program entry to the spring of kindergarten.

The first set of tables (Section A) provides information on the children’s characteristics and family demographics. In the next sets of tables, we provide information about family and home supports for children’s development and how these vary by child race/ethnicity, number of family risks, and family structure (Section B);² Head Start classroom environment and the overlap between home and classroom learning environments during Head Start (Section C); and kindergarten school and classroom characteristics, teacher demographics, and

classroom experiences (Section D). The next sets of tables detail child cognitive development (Section E), social-emotional development (Section F), and child health (Section G), overall and by child age, gender, race/ethnicity, and number of family risks. Tables focus on characteristics at Head Start entry through the spring of kindergarten (note: section D by design focuses on the spring of kindergarten only). Sections B, C, E, F, and G also focus on change from Head Start entry to Head Start exit (fall 2009 to spring 2010 or spring 2011) and/or from Head Start exit to the spring of kindergarten (spring 2010 to spring 2011 or spring 2011 to spring 2012), where appropriate.³ Finally, the tables in Section H present the associations of home and classroom learning activities and classroom quality with child outcomes in the spring of kindergarten. Findings describing children’s home and classroom learning environments and associations with kindergarten developmental outcomes (Sections A, B, C, H) are found in the report “Head Start Family and Classroom Supports for Kindergarten Achievement” (Malone et al. 2017). Findings describing children’s kindergarten experiences and outcomes in more depth (Sections D – G) are found in the brief “Head Start Children’s Developmental Progress and Kindergarten Experiences” (Aikens et al. 2017).

CONCEPTUAL MODEL AND FRAMEWORK

The conceptual framework for FACES 2009 illustrates the complex interrelationships that help shape the developmental trajectories of Head Start children (Figure 1). The child’s place is primary and constitutes the central core of the relationships depicted in the figure; broadly construed, Head Start’s ultimate goal is to foster the child’s progress toward school readiness. The family context—encompassing health, economic, and educational resources as well as cultural factors—forms the first ring of influences surrounding the child. Membership in the Head Start community is reflected in the rings representing the child’s classroom and teachers and the wider Head Start program, all of which influence the quality of the early childhood

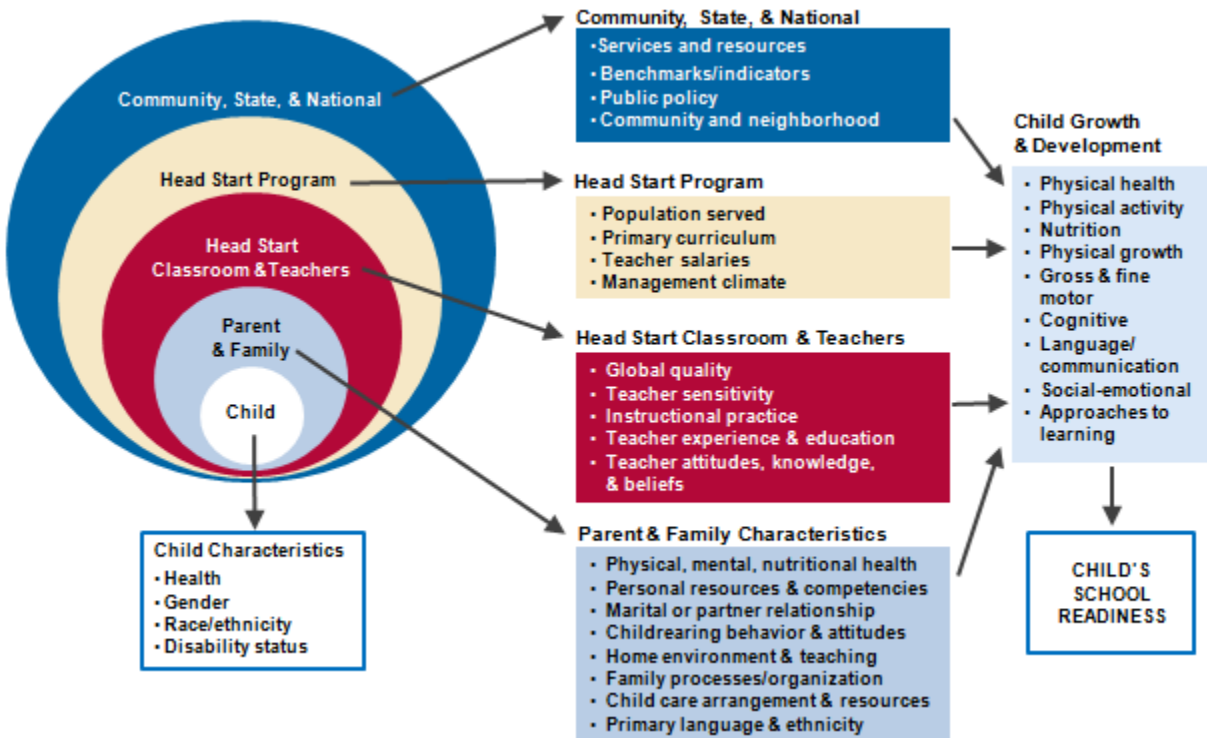
learning experience. Factors affecting the child's development and well-being also include teacher credentials, classroom quality, and program management. Finally, community, state, and national policy decisions, depicted in the outer ring, also affect the life of a Head Start child. These multidimensional contexts guide all aspects of the FACES study, from the selection of measures to the multilevel analyses needed to fully address the program and policy issues in today's Head Start program.

The Head Start experience is designed to promote 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 and chances to participate in the classroom. The

program strives to encourage parents' active involvement in the education and development of their children. In addition, Head Start seeks to promote adult literacy and further parent education, where needed and appropriate, and to provide opportunities for career opportunities and training in early childhood education. The program also seeks to promote family self-sufficiency through provision of case management, assessment, referral, and crisis intervention services. Head Start acts as an advocate for necessary family-focused social services through interagency coordination and agreements.

Measurement of these child and family outcomes, both during the program years and through follow-up at the end of kindergarten, allows fuller understanding of Head Start's efforts to prepare children and their parents for the school experience.

Figure 1. Conceptual Model for FACES 2009



METHODS

The FACES 2009 sample provides information at the national level about Head Start programs, centers, classrooms, and the children and families they serve. A sample of 65 Head Start programs was selected from the 2007–2008 Head Start Program Information Report (PIR),⁴ with approximately two centers per program and three classrooms per center selected for participation. Within each classroom, an average of eight newly enrolled 3- and 4-year-old children were randomly selected for the study. Sixty programs, 129 centers, 486 classrooms, 439 teachers, and 3,349 children participated in the study in fall 2009.⁵

Beginning in fall 2009, data were collected from entrance into the Head Start program through one or two years of program participation, with follow-up in the spring of kindergarten. At each round of data collection, children in the study were administered a battery of direct child assessments, their parents and teachers were surveyed, and children's teachers were asked to complete a set of ratings about the children in their class using either a web-based or a paper instrument.⁶ Additionally, in fall 2009, interviews were conducted with the directors of the programs and centers in the sample and with education coordinators. In spring 2010 and spring 2011, children's Head Start classrooms were observed. More details on the study design and its implementation can be found in the FACES 2009 data file user's manual (Malone et al. 2013).

FACES 2009 draws samples of 3- and 4-year-old children who are entering Head Start for the first time in fall 2009 and are expected to attend Head Start for one or two years before moving to kindergarten. As a result, in this report, Head Start exit refers to data collected in either spring 2010 (for most children sampled as 4-year-olds) or spring 2011 (for most children sampled as 3-year-olds), and the spring of kindergarten refers to data collected in either spring 2011 (for most children sampled as 4-year-olds) or spring 2012 (for most children sampled as 3-year-olds). FACES 2009 data were collected over a four-month period in fall 2009 (September–December) and over five-month periods in spring 2010, spring 2011, and spring 2012 (February–June).⁷

The tables use data from the direct child assessments, parent interviews, Head Start and kindergarten teacher surveys and teacher child ratings, Head Start classroom observations, and assessor ratings. We supplement the data from these sources with data from two national school universe surveys.

Parent interviews were completed for 80 percent of the 2,324 children who were enrolled in kindergarten in spring 2011 or spring 2012.^{8,9} Kindergarten teachers completed teacher child reports for 74 percent of the children in spring 2011 or 2012.¹⁰ Direct child assessments were completed for 86 percent of children.¹¹

We use parent interview data to describe children's backgrounds, home life, family involvement with Head Start, parenting, and parent demographics. Head Start and kindergarten teacher survey data are used to describe children's Head Start and kindergarten classroom experiences and kindergarten teacher demographics. School universe data are used to describe the characteristics of the schools that Head Start children are attending during their kindergarten year. Classroom observation data is used to produce a set of scores that capture the quality of Head Start classrooms as well as indicators of classroom resources and teacher-child interactions. Data from the direct child assessments are used to report on children's cognitive and physical outcomes from Head Start entry through the spring of kindergarten. In addition, teacher ratings provide information about children's social skills, approaches to learning, and problem behaviors during Head Start and kindergarten, and parents and teachers provide information on children's health and developmental conditions in the spring of kindergarten.

Parent Interviews. FACES 2009 used computer-assisted interviewing (CAI) to collect information from Head Start parents in a variety of areas, including characteristics of households (such as income, food security, and languages spoken in the home) and household members (including age, race/ethnicity, health, employment status, education level, exposure to crime, child-rearing attitudes, and relationship to study child).¹² Parents reported information regarding aspects of

the child's home life, such as routines, resources, screen time, physical activity, and home learning activities. Parents also rated their children's social skills, problem behaviors, and language, literacy, and math accomplishments. Parents also reported their participation in Head Start and kindergarten, access to and use of community services¹³ and sources of social support, and household members' use of alcohol, tobacco, and drugs.

Teacher Surveys and Teacher Child Reports.

Using computer-assisted personal interviewing (CAPI), FACES 2009 conducted surveys with Head Start children's lead teachers about their backgrounds, professional experience, and credentials. Teachers reported on scheduled learning activities in their classrooms and estimated the amount of time spent on both teacher-directed and child-selected activities in a typical day, as well as frequency of various language, literacy development, and math activities.

Using a web-based Teacher Child Report (TCR) form, lead teachers were asked to rate each FACES child in their Head Start classroom on a set of items assessing the child's accomplishments, cooperative classroom behavior, behavior problems, and their approaches to learning. Teachers also provided reports of children's health and developmental conditions.

Children's kindergarten teachers were asked to complete a two-part web-based survey.¹⁴ Part 1 included questions about the school where they taught and where the FACES child was enrolled. It also asked teachers a number of questions about their kindergarten classroom (such as languages used for instruction) and frequency of various language, literacy, and math activities. Teachers were also asked about their backgrounds, credentials, and teaching experience. Part 2 featured a TCR similar to that used in Head Start that the kindergarten teachers used to rate each FACES child in their classrooms on their skills and behaviors, including approaches to learning.

Classroom Observations. In FACES 2009, measures of the Head Start classroom environment were obtained from a four-hour

observation conducted in spring 2010 and spring 2011. The protocols included an abbreviated form of the Early Childhood Environment Rating Scale–Revised (ECERS–R; Harms et al. 1998), composed of 21 items, and the full Classroom Assessment Scoring System (CLASS; Pianta et al. 2008). Classroom observations provided information on classroom quality, child-adult ratios, and group sizes.

School Universe Data. The data we used to describe schools where children attend kindergarten come from school administrative records. Using information that parents provided during interviews, we identified the schools attended by the children in the study and retrieved data about these schools from school administrative records collected and disseminated by the U.S. Department of Education's National Center for Education Statistics (NCES). Information about the public schools attended by FACES children comes from the 2010-2011 Common Core of Data (CCD); information on private schools comes from the 2009-2010 Private School Universe Survey (PSS).¹⁵

Direct Child Assessments. The battery of direct child assessments included a set of standardized assessments designed to measure children's cognitive (language, literacy, and math) and physical (height and weight) outcomes in an untimed, one-on-one assessment of each child. The actual measures used are described in the next section.

Except for a few differences, the procedures used to administer the direct child assessments were the same in each round. It began with a language screening to determine whether children from households where English was not the primary spoken language should be assessed in English, Spanish, or administered an abbreviated battery that included the Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4, Dunn and Dunn 2006), the Expressive One-Word Picture Vocabulary Test (EOWPVT, EOWPVT-SBE, Brownell 2000), and the measurement of height and weight. However, if a child had been assessed in English in the prior round, he or she was assessed in English in the current round regardless of his or her current score on the language screener.¹⁶ The screening process and

cognitive assessment measures are described in the next section, the overview of measures used in FACES 2009. The assessments themselves used standard materials such as stimulus and response pages from the PPVT-4, the EOWPVT, and Woodcock-Johnson Tests of Achievement, third edition (WJ III, Woodcock et al. 2001) measures. CAPI was used when administering the assessments to facilitate the movement from one measure to the next and to calculate stopping or starting points (that is, basals and ceilings). Each assessor read the questions and instructions from a computer screen, and the child responded verbally or by pointing to the correct answers on the assessment easel. The assessor entered the responses into a laptop computer using software that ensured all basal and ceiling rules were followed.

Population Estimates. The statistics found in these tables are estimates of key characteristics of Head Start children who entered Head Start for the first time in fall 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012; of their parents and families; and of their Head Start and kindergarten teachers and classrooms. The population of Head Start children analyzed in this report differs from the populations of children analyzed in earlier FACES 2009 reports; the population described in this report requires participation in the study through kindergarten. Previous reports analyzed the population of Head Start children who were newly entering in fall 2009 (Hulsey et al. 2011), children who attended Head Start in fall 2009 and spring 2010 (Moiduddin et al. 2012), and children who completed Head Start after one or two years (Aikens et al. 2013).¹⁷ The data pertaining to child, family, school, and classroom/teacher characteristics and child outcomes are reported at the child level and are weighted to represent the population of children who participated in the study through kindergarten.¹⁸ Unless otherwise noted, all differences, correlations, and coefficients cited in the bullets accompanying the tables are statistically significant at the $p \leq .05$ level.¹⁹

OVERVIEW OF MEASURES

In this section, we provide an overview of the measures used to address aspects of parenting

and the home environment, child outcomes, and Head Start teachers and classrooms in FACES 2009. We provide detail for any scales that are based on multiple items summarized for the purpose of addressing a particular construct; note that this includes all of the child outcome measures in the FACES battery. We include information on the samples that are used to establish norms for certain measures and any limitations on who is administered the measures in the FACES sample. Unless otherwise noted, the measures are included in all waves of FACES 2009 (fall 2009, spring 2010, spring 2011, and spring 2012).

Head Start Children's Family and Home Supports for Children's Development into Kindergarten

We developed indicators of aspects of the family and home environment that may support children's kindergarten achievement based on FACES 2009 parent interview data. We use the Head Start Parent, Family, and Community Engagement (PFCE) Framework as an organizing framework to describe potential family and home supports for children's learning, including family well-being, parent-child relationships, families as educators and leaders, families as learners, and connections to peers and community.²⁰

We created composite measures for child and family characteristics based on fall 2009 data to look at group differences. Child race/ethnicity is defined as: White, non-Hispanic; African American, non-Hispanic; Hispanic/Latino; and Other, non-Hispanic based on parent interview items asking separately about race and ethnicity. Number of family risks range from 0 risks, to 1 risk, to 2 or more risks, and are based on three family characteristics: whether the child resides in a single parent household; whether the household income is below the poverty threshold; and whether the mother has less than a high school diploma. Family structure is based on the household matrix where each person's relationship to the child was gathered. Categories include: lives with mother and father; lives with mother only or father only; and lives with neither mother nor father. These categories focus on both biological and adoptive parents. However, the "Lives with mother only or father only" group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the

household, but that she or he is the only biological/adoptive parent in the household.

At Head Start entry only, FACES 2009 asked parents questions to assess their food security in the past 12 months, which provides important context for understanding Head Start children's home environments. We used U.S. Department of Agriculture (USDA) guidelines to create a food security scale with three categories: (1) high/marginal food security indicates no or minimal food access problems or limitations; (2) low food security indicates reduced quality, variety, or desirability of diet but little or no indication of reduced food intake; and (3) very low food security indicates disrupted eating patterns and reduced food intake (Bickel et al. 2000; USDA 2013). To address parenting approaches during Head Start, parents are asked to indicate to what extent each of 13 items from the "Child-Rearing Practices Report" (Block 1965) describes them. From these items, four subscales are created. The parental warmth scale reflects a warm, supportive parenting model in which the parent encourages curiosity. The parental energy scale indicates the parent's energy and consistency in enforcing rules. The authoritative scale reflects a less harsh parenting style with greater use of rationales for discipline. The authoritarian scale indicates a stricter, more directive, parenting style. Parents indicate the degree to which each item is "like" them on a scale ranging from 1 ("not at all") to 5 ("exactly"). A higher score indicates that the construct is more reflective of the respondents' parenting approach.

Parent mental health 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. Responses include "rarely or never," "some or a little," "occasionally or moderately," and "most or all" and range from 0 to 3. Scores for individual items are summed, and total 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. Total scores have a possible range of 0 to 36. The CES-D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

Home and Classroom Learning Environments

We examine the Head Start classroom experiences in terms of classroom learning activities and observed quality.²¹ FACES 2009 asked teachers about the types and frequency of early literacy and math learning activities commonly used in their classrooms. To measure the quality of Head Start classrooms, FACES 2009 used the full CLASS in conjunction with a shortened version of the ECERS-R in spring 2010 and 2011. The CLASS measures classroom quality in terms of both instructional and social-emotional aspects of the environment across three domains of interaction: Instructional Support, Emotional Support, and Classroom Organization. Instructional Support measures the quality of instructional practices used in the classroom. Emotional Support measures the social and emotional functioning in the classroom. Finally, Classroom Organization measures the teacher's ability to organize the classroom to make efficient use of class time. The ECERS-R is a global rating of classroom quality based on structural features of the classroom (Harms et al. 1998). It has been used historically in FACES. However, for the first time in FACES, FACES 2009 used a shortened form of the ECERS-R that includes an abbreviated set of items based on findings from other large-scale studies, resulting in two factor scores: Provisions for Learning and Teaching and Interactions. The Provisions for Learning factor focuses on materials available in the classroom and the arrangement of classroom space, whereas the Teaching and Interactions factor focuses on the quality of teacher-child interactions. The two factor scores reliably assess the areas of classroom quality most proximal to learning. Use of the two factors has grown, as reported in the Multi-State Study of Prekindergarten (Clifford et al. 2005) and the State-Wide Early Education Program (SWEEP; Early et al. 2005), among others.

Both the CLASS and ECERS-R scales are scored on a 7-point scale, with higher scores reflecting higher quality of care. Scores are based on the mean of ratings for relevant items completed over the course of the observation. Note that for the Emotional Support domain of the CLASS, items addressing negative climate are

reverse coded so that higher scores indicate a less negative climate. Trained and certified observers conducted the classroom observations, which lasted for four hours, on average, and were typically completed in the mornings.²²

The classroom quality data presented here represent child-level classroom quality at program exit (spring 2010 for 4-year-old children and spring 2011 for 3-year-old children) for children who entered Head Start for the first time in fall 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012. Moiduddin et al. (2012) present nationally representative classroom quality data measured at the end of the first Head Start year (spring 2010).²³

To compare home and classroom supports, we defined the learning environments based on observation scores for the ECERS-R Provisions for Learning factor (as an indicator of the resources available) and the CLASS Instructional Support domain (as an indicator of the quality of instruction and teacher feedback), along with the level of learning activities reported by parents (for the home) and teachers (for the classrooms). Home learning activities include those that took place within the home in the past week (for example, told a story) and outside the home in the past month (for example, visited a library). We constructed indices for the level of home learning activities by summing the number of home activities reported by the parent during the time a child attended Head Start.²⁴ Home activities fall into one of four indices: language and literacy, math, cognitive/cultural, and other supportive activities (Table 3). We categorized classroom learning activities (as reported by teachers during the child's time in Head Start) into a language and literacy index and a math index (Table 3). Given that the number of activities differs across domain indices, we collapsed each domain index into three categories, as follows:

- High—all activities reported
- Middle—one-half or more but not all activities reported
- Low—less than one-half of activities reported

It is important to note that the measures reflect the breadth rather than the intensity or quality of the learning activities. In addition, they capture participation in a set of learning activities in the home or classroom rather than the full range of home and classroom supports for children's learning.

Kindergarten Schools and Classrooms

Items from the kindergarten teacher survey are used to determine the mean hours per week children spend on reading and language arts, mathematics, social studies, science, and physical education. The mean hours are based on two survey items: (1) frequency of activity (never, less than once a week, 1 to 2 times a week, 3 to 4 times a week, and daily) and (2) how much time spent per day (for academic subjects, 1 to 30 minutes, 31 to 60 minutes, 61 to 90 minutes, and more than 90 minutes; for physical education, 1 to 15 minutes, 16 to 30 minutes, 31 to 60 minutes, and more than 60 minutes). Each response was recoded to a numeric value based on the midpoint of a range, exact response, or top response possible.²⁵ The mean hours were calculated by multiplying the two recoded values and dividing by 60.

Child Cognitive Development

To assess children's skills and knowledge, norm- and criterion-referenced measures of language, writing, and math development are directly administered to the children. Receptive and expressive vocabulary are measured using the PPVT-4 and both the English and the conceptually scored Spanish-Bilingual Edition of the EOWPVT. In addition, the Test de Vocabulario Imagenes Peabody (TVIP, Dunn et al. 1986) is used to measure children's receptive vocabulary in Spanish. The assessment battery also measures children's letter-word knowledge, skills in applied problems and writing, and phonic and structural analysis skills in English or Spanish, using the Letter-Word Identification, Applied Problems, Spelling, and Word Attack subtests from the WJ III and the Bateria III Woodcock-Muñoz Tests of Achievement (WM III, Woodcock et al. 2004), respectively. Word Attack is only administered to children in kindergarten (spring 2011 or 2012 only). A supplemental set of math items from the Early Childhood Longitudinal Study—Birth and Kindergarten cohort (ECLS-B

and ECLS–K) math assessments are used to assess a broader set of skills than are captured by Applied Problems. Similarly, a supplemental set of letter-sounds items from the ECLS–B are included to tap the skills of children who had progressed beyond letter knowledge on the WJ III Letter-Word Identification subtest but have not yet acquired sight words. Parents and teachers also report on children’s emergent literacy skills. We describe each of these measures in a subsequent section.

In fall 2009, the direct child assessment begins with a screening to determine whether children who primarily speak a language other than English at home should be assessed in English, Spanish, or administered a short assessment battery including vocabulary and height and weight measurements. Two subtests from the Preschool Language Assessment Survey 2000 (*preLAS* 2000, Duncan and DeAvila 1998), Simon Says and Art Show, are used as screening tools. All children are also administered the PPVT-4 to measure English receptive vocabulary and the EOWPVT or EOWPVT-SBE to measure expressive vocabulary. In addition, the TVIP is used with children whose primary home language is Spanish, regardless of performance on the *preLAS*. Thus, children whose parents speak Spanish to them at home receive the receptive vocabulary component of the battery in English (PPVT-4) as well as in Spanish (TVIP). They also receive the Spanish-bilingual version of the EOWPVT (EOWPVT-SBE).

Following administration of these vocabulary measures, children whose home language is Spanish and who make five consecutive errors on Simon Says and Art Show are routed to the Spanish-language cognitive assessment. Similarly, children who make five consecutive errors on both Simon Says and Art Show and primarily speak a language other than English or Spanish are routed out of the cognitive assessment following administration of the vocabulary measures and are weighed and measured for height. Children who pass the screener and whose primary home language is a language other than English receive the cognitive assessment battery in English. Children from homes in which English is primarily spoken are administered the cognitive assessment battery in

English, regardless of their scores on the language screener.

In the spring assessments, an adapted version of the screening procedure is used. All children are administered the Simon Says task of the *preLAS* 2000. Following this task (and the receptive and expressive vocabulary measures), those who primarily speak English at home and those who have passed the language screener in the previous assessment are routed to the English version of the assessment. All other children are administered both Simon Says and Art Show, and, as in the fall, performance on both tasks is used to determine whether these children should be assessed in English, assessed in Spanish, or administered a short assessment of vocabulary and height and weight measurements. Table 1 presents the routing procedures for the assessment based on a child’s home language and performance on the screener. Table 2 presents the number of children routed along each of the language paths in each round.

Direct child assessment scores in FACES include raw, standard, and item response theory (IRT)-based scores, or W-scores. Raw scores refer to counts, averages, or the like of the individual items that a child completed. They are indicators of absolute rather than relative performance. In contrast, standard scores allow for comparisons of an individual’s performance relative to others of the same age (or grade). 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 (or grade) in the general population, the child’s skills are more or less advanced, respectively. It is important to take note of the norming sample used for each test when considering how children compare.²⁶

IRT scale scores from the mathematics assessment 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) and are a measure of absolute performance. Additionally, direct assessment measures such as the PPVT-4, WJ III Tests of Achievement, and Bateria III include GSV (the PPVT-4 publishers refer to W scores as GSV scores) or W scores,

which allow for measurement of change or growth in performance on the same scale over time. Like raw scores, these indicate absolute rather than relative performance.

Each of these scores can be used to address different types of questions about children’s skills and development. Raw and W, GSV, or 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. In contrast, 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 grade) in the general population or that the gap between children and others of the same age is closing.

Table 1. FACES 2009 Language Routing Assessment Paths

English	Home Language			
	Spanish		Other	
	English Path	Spanish Path	English Path	Non-English Path
Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)	Language Screener (Simon Says and Art Show)
PPVT-4	PPVT-4	PPVT-4	PPVT-4	PPVT-4
EOWPVT	EOWPVT-SBE (conceptually scored)	EOWPVT-SBE (conceptually scored)	EOWPVT	EOWPVT
--	TVIP	TVIP	--	--
WJ III (Spelling, Letter-Word Identification, Applied Problems, Word Attack ^a)	WJ III (Spelling, Letter-Word Identification, Applied Problems, Word Attack ^a)	WM III (Spelling, Letter-Word Identification, Applied Problems, Word Attack ^a)	WJ III (Spelling, Letter-Word Identification, Applied Problems, Word Attack ^a)	--
ECLS-B Letter-Sounds Task ^b	ECLS-B Letter-Sounds Task ^b	--	ECLS-B Letter-Sounds Task ^b	--
ECLS Math	ECLS Math	ECLS-B Math (Spanish translation available)	ECLS Math	--
Executive Functioning Pencil Tapping Task ^c	Executive Functioning Pencil Tapping Task ^c	Executive Functioning Pencil Tapping Task ^c (Spanish translation available)	Executive Functioning Pencil Tapping Task ^c	--
Height and Weight	Height and Weight	Height and Weight	Height and Weight	Height and Weight

^a Word Attack is only administered to children in kindergarten.

^b This 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.

^c This task is administered only to children age 4 and older

Table 2. Number of Children by Language Routing Path, FACES 2009

FACES 2009 Wave	Home Language				
	English	Spanish		Other	
	English Path	English Path	Spanish Path	English Path	Non-English Path
Fall 2009	2,166	382	512	57	33
Spring 2010	1,933	613	251	70	12
Spring 2011	1,388	662	30	64	3
Spring 2012 ^a	621	286	3	38	0

^a Only children from the 3-year-old cohort who were in kindergarten were assessed in spring 2012.

The PPVT-4 measures children's receptive vocabulary knowledge relative to English-speaking children of the same age (or grade) in the U.S. Raw, standard, and GSV scores are derived and reported in FACES.

The EOWPVT/EOWPVT-SBE measures the expressive vocabulary of children from English- and Spanish-speaking households, respectively. The EOWPVT provides a measure of children's expressive vocabulary relative to English-speaking peers nationally, whereas the EOWPVT-SBE reflects these skills relative to Spanish-bilingual and Spanish-dominant children of the same age in the U.S. The EOWPVT-SBE allows for conceptual scoring (that is, it provides prompts for both English and Spanish and accepts responses in either language as well as various Spanish dialects). All children receive the same items, which are scored as correct when they accurately identify an object, whether they label it in English or Spanish. This provides a picture of children's bilingual expressive vocabulary. In FACES, the EOWPVT-SBE is used with children whose primary home language is Spanish, whereas the EOWPVT is used with all other children. Raw and standard scores are reported.

Standard scores for the EOWPVT-SBE are only available for children who are 4 and older. We only report scores on this latter measure for children who entered the program at age 4.

The TVIP measures children's receptive vocabulary in Spanish. Mean raw and standard scores are derived and reported in FACES. The TVIP was normed on a sample of individuals in Mexico and Puerto Rico in the early 1980s, so standard scores provide information on children's vocabulary relative to monolingual Spanish-

speaking age-group children born outside of the U.S.

Selected scales from the WJ III Psycho-Educational Battery for children assessed in English provide a picture of letter knowledge, early math, and early writing skills relative to English-speaking children or the same age in the U.S. Spanish versions of these measures are from the Bateria-III WM. 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. Raw, standard, and W scores are derived and reported in FACES.

A supplemental set of math items from ECLS-B and ECLS-K is used to assess a broader set of early math skills than is captured by Applied Problems. Raw counts of how high children can count, as well as IRT-based scores, are derived and reported in FACES.

A supplemental set of letter-sounds items from 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. IRT scale scores only are derived and reported in FACES from these data. Scores are only available for children assessed in English.

Emergent literacy skills are rated by parents and teachers, who are asked to indicate whether and the extent to which children demonstrate certain abilities that are associated with literacy, including their prereading and early writing skills. Parent- and teacher-reported composites reflecting the child's sum score on these items are created. Items are only asked of parents and teachers

when children are in Head Start (fall 2009, spring 2010, and spring 2011 only); similar composites are not available for children in kindergarten (spring 2011 or spring 2012).

Child Social-Emotional Development

FACES 2009 uses measures from a variety of sources—teacher, parent, and assessor—to provide multiple perspectives on children’s positive and challenging behaviors that may affect their ability to learn and interact with peers and adults. 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 report on children’s cooperative classroom behavior or social skills, as well as their problem behaviors in the classroom. Teachers also rate children’s approaches to learning, using the ECLS–K Approaches to Learning Scale (U.S. Department of Education 2002).

Parents report on children’s social skills and problem behaviors in the home environment (see below for details). Using the Leiter–R, assessors rate children’s behaviors during the assessment situation in such areas as attention, organization and impulse control, activity level, and sociability. Finally, a pencil-tapping task (Blair 2002; Diamond and Taylor 1996; Smith-Donald et al. 2007) captures 4-year-old children’s executive functioning.

Criterion or raw scores capturing children’s social skills, problem behaviors, and approaches to learning are derived from the parent interview and TCR. 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. Similarly, teachers and parents report on children’s emergent literacy skills with sum scores serving as a count of their skills in this area. Assessor-reported scores of children’s behavior during the direct assessment include raw and standard scores derived from Leiter–R. Like other standard scores, these have a mean of 100 and a standard deviation of 15 and indicate performance relative to others of the same age (or grade) in the general population.

The social skills/cooperative behavior scale is a summary index based on 12 items with 24 possible points related to children’s cooperative behavior and social skills, as reported by teachers. Parents report on 8 items, with 16 points possible on the summary score. Higher scores indicate more frequent cooperative behavior.

Approaches to learning, as reported by teachers, is based on the mean of six items that comprise the Approaches to Learning Scale from ECLS–K. Higher scores indicate more frequent positive approaches to learning behaviors.

Problem behaviors is a rating scale of 14 items reported by teachers that contains three subscales—aggressive behavior, withdrawn behavior, and hyperactive behavior. Parents also report on 12 items, which contribute to a summary behavior problems score. Higher scores represent more frequent negative behavior.

Using the Leiter-R, assessors evaluate the child’s behavior in the test situation, including approaches to learning and any problem behaviors. Raw and standard scores are derived and reported in FACES, with higher scores reflecting greater attention, organization/impulse control, activity level, and sociability. Four subscales from the Leiter-R are used for FACES 2009: (1) attention, (2) organization/impulse control, (3) activity level, and (4) sociability. The 27 items and four subscales comprise the cognitive/social scale.

Pencil tapping, a direct assessment of executive functioning, provides a measure of 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 and older at the time of the direct assessment. Normative data are not yet available for this measure. In this document, we only report scores on this measure for children who entered the program at age 4 or older.

Child Health and Physical Development

Parents and teachers report on several aspects of children’s health and physical development, including disability status and health and

developmental conditions or concerns. Each child's height and weight are also measured to support analyses of obesity or underweight status.

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. Calculation of BMI 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 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.

ASSOCIATIONS BETWEEN CHILDREN'S KINDERGARTEN DEVELOPMENTAL OUTCOMES AND HOME AND CLASSROOM LEARNING ACTIVITIES AND CLASSROOM QUALITY DURING HEAD START

We used multiple regression analysis to examine the associations between children's home and classroom learning environments and different child outcomes, controlling for a set of child, family, Head Start, and kindergarten characteristics that may account for differences in children's outcomes and learning environments. We also explored whether the quality of children's Head Start classrooms and the classroom learning environment moderates the relationship between home learning activities and later child outcomes.

As with the descriptive findings, we weighted the analyses to represent children who entered Head Start for the first time in fall 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or 2012. All analyses account for the multi-stage clustering of the sample (children within classrooms and classrooms within programs), because children in the same programs share a common set of preschool experiences, so their outcomes are not

independent. The analyses exclude children with missing data on any of the covariates.²⁷

We estimated six separate models of children's developmental status in the spring of kindergarten. Outcomes included children's receptive vocabulary (PPVT-4), letter-word knowledge (WJ III Letter-Word Identification), phonetic skills (WJ III Word Attack), math (WJ III Applied Problems), executive functioning (performance on the pencil tapping task), and social-emotional development (teachers' ratings of children's approaches to learning). The language, literacy, and math outcomes in the models used standard scores, which allow for comparisons of an individual's performance to that of children of the same age (or grade) in the general population. Executive functioning and social-emotional development were measured with raw scores, allowing for measurement of change or growth in performance over time. Raw scores are, however, an indicator of absolute, rather than relative, performance. For the cognitive outcomes, analyses focus on children assessed in English in spring of kindergarten, with one exception. Analysis of the PPVT-4, which is available for all children regardless of language of assessment, includes all children with a valid score on the spring kindergarten assessment.²⁸ All outcomes were z-scored, allowing the coefficients to be interpreted as the change in child outcome in standard deviation units for each one-point increase in the respective independent variable.

The child and family control variables included child age at assessment, gender, race/ethnicity, household language, household poverty ratio, maternal education, parental depressive symptoms, and children's fall standard score from the Expressive One-Word Picture Vocabulary Test (EOWPVT). The Head Start control variables included teacher education, program type (full-versus part-day), and exposure to Head Start (one versus two years). The kindergarten control variables included teacher education, program type (full- versus part-day), and classroom composition by percentage of classmates with limited English proficiency and eligible for free or reduced-price lunch.

Stepwise regressions were modeled. For each child outcome, we first examined variables measuring the home learning environment during

Head Start for three of four indices: language and literacy, cognitive/cultural, and other supportive activities (for example, going on errands, talking about what happened at Head Start, playing board or card games; Table 3). We excluded the index of at-home math activities given limited variation, with virtually all children experiencing both activities measured. Then we added variables measuring the classroom learning environment: activities across Head Start (language and literacy and math) and observed classroom quality at Head Start exit (ECERS-R Provisions for Learning and CLASS Instructional Support). Next, we entered the set of controls as separate blocks: child and family characteristics, Head Start characteristics, and kindergarten characteristics. Finally, we tested for three interactions between home and classroom learning environments: the home language and literacy index separately with the classroom language and literacy index, ECERS-R Provisions for Learning, and CLASS Instructional Support. As

none of these interactions were significant, we do not present those model steps.

We present effect sizes, which may be interpreted as the standard deviation change in the child outcome associated with a standard deviation change in the respective independent variable. For example, an effect size of 0.10 on the home language and literacy index on math skills would indicate that children with one home language and literacy activity perform on average 0.10 standard deviation (or 1.5 points for a standard score) higher than children with no activities or that children with all five activities present would perform 0.50 standard deviation higher than children with no activities. Consistent with the rest of this report, we considered a *p*-level less than or equal to 0.05 as indicating that the association between family and classroom supports and outcomes is statistically significant.

Table 3. Children’s Home and Classroom Learning Activity Indices: Fall 2009–Spring 2010 or Spring 2011

Domain	Mean	Potential Range	Activities/Resource
Home learning activities			
Language and literacy index	3.8	0–5	Visited library in past month; told story in past week; taught letters, words, or numbers in past week; read to three or more times in past week; 50 or more books in home
Math index	1.9	0–2	Counted different things in past week; played counting games in past week
Cognitive/cultural index	4.9	0–8	Experiences of community resources in past month: play, concert, show; art gallery, museum, historic site; zoo or aquarium; talked about family history or ethnic heritage; community group event; church activity
Other supportive activity index	6.2	0–7	Cultural activities in past week: songs or music; arts and crafts Activities in past week: errands; chores; talked about what happened at Head Start; talked about TV or videos; played inside; played board or card game; played with blocks
Classroom learning activities			
Language and literacy index	10.5	0–12	Letter naming; letter writing; discussed new words; dictated stories; phonics; listened to stories where see print; listened to stories where did not see print; retold stories; print conventions; wrote name; rhyming words and word families; common prepositions
Math index	8.9	0–10	Counted out loud; geometric manipulatives; counting manipulatives; played math games; used music; used creative movement; used rulers; calendar activities; telling time; shapes and patterns

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Head Start Parent and Teacher Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

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NOTES

- ¹ For detailed information on the FACES 2009 study design and measures, see West et al. 2011.
- ² There is overlap across the different child and family characteristics groups. For example, some racial/ethnic groups are more likely to have a higher number of family risks: 6 percent of White children, 15 percent of African American children, 22 percent of Hispanic children, and 3 percent of Other race children have 2 or more family risks. Family structure and the number of family risks also overlap; for example, 12 percent of children living with both parents have 0 risk factors as compared to 1 percent of children living with a single parent.
- ³ FACES measured some topics (for example, household food sufficiency) in only one or two waves, so status or change estimates may not be calculated.
- ⁴ The sample frame excluded Migrant and Seasonal Head Start (MSHS) programs, American Indian and Alaska Native (AI/AN) programs, programs in Puerto Rico and other U.S. territories, and programs not directly providing services to 3-, 4-, and 5-year-olds (such as Early Head Start). The Office of Head Start provided information about any defunded (or soon-to-be defunded) programs before sampling, and we deleted these programs from the sample frame.
- ⁵ Three of the 65 programs originally sampled were determined to be ineligible because we learned they were under provisional management or otherwise in financial jeopardy. In addition, two eligible programs declined to participate.
- ⁶ Mathematica data collection teams assessed the children at their Head Start centers while they were in Head Start and at their homes while they were in kindergarten. In fall 2009, 84 percent of parents were interviewed by telephone and the rest in person during a week-long visit by FACES data collection teams. In the subsequent waves, parent interviews were completed by telephone. Parents who did not have telephones, who preferred not to be called at home, or who did not want to use their own cell phone minutes were offered the option of completing the interview by telephone at their children's Head Start center or face to face with a member of the data collection staff. Only 2 percent of parent interviews in spring 2010 were completed in person. In spring 2011 and spring 2012, all parent interviews were completed by phone. A computer-assisted personal interview was conducted with Head Start teachers, and kindergarten teachers were asked to complete a web-based survey (optionally, they could complete a paper version of the survey). Head Start teachers completed 79 percent of TCRs on the web in fall 2009 and 80 percent in spring 2010. Preference for the web-based teacher child report over the paper instrument continued to increase through subsequent waves.
- ⁷ The first spring visits to Head Start programs were in March of each data collection year; however, parent interviews by telephone began in February.
- ⁸ By the spring of kindergarten, 2,324 of the original 3,349 children remained in the study. Sample attrition was related to several reasons. During Head Start, children may have left prior to completing the program (n = 731) or transferred to a Head Start program not in FACES (n = 155). Other children completed Head Start in a sampled program but were not in kindergarten by the spring 2012 wave (n=31) or their status could not be determined (n=106). Only two cases who originally consented later refused to participate in subsequent rounds.
- ⁹ To be eligible for the kindergarten wave of data collection, a child had to be enrolled in kindergarten and to have been enrolled in Head Start the previous spring.
- ¹⁰ Children whose kindergarten teachers responded differ along several characteristics (such as child's and kindergarten teacher's race/ethnicity and whether child's school was eligible for Title I funding) from those children whose teachers did not respond. The differences do not, however, translate into meaningful differences in the profiles of the children whose kindergarten teachers responded as compared to all children eligible for kindergarten data collection (Carlson and West 2010). From this, we can infer that we suffer little bias attributable to kindergarten teacher nonresponse when analyzing key child-level measures in kindergarten, especially when we use nonresponse-adjusted weights.
- ¹¹ Response rates are unweighted marginal response rates and do not account for earlier

- 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 2009 consent rates, are by definition lower. The cumulative child response rate is 86 percent. The corresponding cumulative response rates associated with completing the child assessments, parent interviews, and teacher surveys and ratings are 72, 69, and 64 percent, respectively.
- ¹² The preferred respondent for the spring interviews was the child's biological mother or the fall 2009 respondent. Ninety-five percent of the spring 2010 interviews were completed by the same respondents who were interviewed in fall 2009 (and 87 percent were the children's biological mother); 93 percent of the spring 2011 interviews were completed by the same respondents who were interviewed in fall 2009 (and 87 percent were the children's biological mother); and 92 percent of the spring 2012 interviews were completed by the same respondents who had been interviewed in fall 2009 (and 82 percent were the children's biological mother).
- ¹³ The table series examines community services received at Head Start exit overall and by groups. The overall table (B73) also presents, among recipients, if Head Start helped make recipients aware of or obtain those services. For the group tables (B74 through B76), the number of recipients by group (e.g., White, non-Hispanic; 2 or more risks) was too small for a reliable estimate (i.e., fewer than 30). Therefore, these tables focus only on the community services received by any household member, not the estimates related to Head Start assistance.
- ¹⁴ Teachers had the option of responding by using a paper-and-pencil version of the survey and teacher child report, but most opted for the web-based versions.
- ¹⁵ More information about these two sources is available from the NCES (<http://nces.ed.gov/ccd> and <http://nces.ed.gov/survey/pss>).
- ¹⁶ Simon Says, a subtest from the Preschool Language Assessment Survey 2000 (*preLAS* 2000, Duncan and DeAvila 1998), was used as a warm-up activity at the start of the assessment for this group of children.
- ¹⁷ Due to the difference in populations analyzed, estimates may differ across reports for similar time points.
- ¹⁸ Weights compensate for the differential probabilities of selection at the sampling stage (for example, we selected programs, centers, and classrooms with probability proportional to size, and we selected a fixed number of children per classroom out of a variable number of eligible children) and adjust for changes in children's eligibility status and the effects of nonresponse. The child-level weight used to prepare this set of tables, PRA16OCW, has a positive value for those children who have at least one parent interview in combination with either teacher child report data or direct child assessment data in all rounds through spring 2011 (or spring 2012), as well as teacher survey data and classroom observation data in the prekindergarten year (spring 2010 or spring 2011) and teacher survey data in the kindergarten year (spring 2011 or spring 2012).
- ¹⁹ We do not describe all statistically significant differences found in accompanying data tables in the data table bullets or in the report "Head Start Family and Classroom Supports for Kindergarten Achievement" (Malone et al. 2017). Some differences and coefficients, although statistically significant, are very small and may not always be practically meaningful (for example, those with a difference smaller than 5 percentage points or an effect size smaller than .25).
- ²⁰ The indicators presented in these tables are based on the measures available in FACES 2009. The parent interview was developed before the Head Start Parent, Family, and Community Engagement Framework, and thus the parent interview does not map directly to the framework.
- ²¹ A previous FACES 2009 report titled *Child Outcomes and Classroom Quality in FACES 2009* (Moiduddin et al. 2012) provided a description of classroom quality at the end of the first year in Head Start (that is, spring 2010). Another report, titled *A Portrait of Head Start Programs: Findings from FACES 2009* (Moiduddin et al. 2017), considered classroom quality at the end of the first year at the program level. The current report presents classroom quality information at Head Start exit (that is, spring 2010 for most 4-year-old children and spring 2011 for most 3-year-old children).

- ²² Classroom observations were completed in a representative sample of 320 classrooms of 3- and 4-year-old children at Head Start exit. Observers were trained and certified to meet reliability standards showing proficiency to administer each instrument. Reliability was defined as within one point of the gold standard observer on the scale or dimension score at least 80 percent of the time. Sixteen of the 17 classroom observer/gold standard observer pairs were in agreement at least 80 percent of the time on the ECERS-R, and 100 percent of the observer and gold standard scores were within one point of each other on the CLASS. To minimize observer drift, one quality assurance visit (that is, a paired observation) was conducted during the field period. If a discrepancy occurred between the observer and the gold standard, the gold standard score was used as the final score.
- ²³ The FACES 2009 report titled *Child Outcomes and Classroom Quality in FACES 2009* (Moiduddin et al. 2012) reported observation scores from spring 2010. The current averages (for two years) are very similar (within 0.1 point).
- ²⁴ We see, on average, increasing numbers of children experiencing home learning activities from Head Start entry to Head Start exit. At the child level, about 10 percent of parents report an activity in the fall but not in the spring. Therefore, to capture children's experiences fully, we define participation in activities as at least one wave of participation (entry or exit) because the child would have had some experience during his or her time in Head Start (fall 2009 to spring 2010 or spring 2011). Therefore, the index for 3-year-old children was based on three time points; for 4-year-old children, it was based on two time points. The same approach was followed for classroom learning activities reported by the teacher.
- ²⁵ Frequency of activity was recoded as follows: never to 0, less than once a week to 0.5, 1 to 2 times a week to 1.5, 3 to 4 times a week to 3.5, and daily to 5. How much time was recoded as follows: (1) for academic subjects, 1 to 30 minutes a day to 15, 31 to 60 minutes a day to 45, 61 to 90 minutes a day to 75, and more than 90 minutes a day to 90; (2) for physical education time, 1 to 15 minutes per day to 7, 16 to 30 minutes per day to 22, 31 to 60 minutes per day to 45, and more than 60 minutes per day to 60.
- ²⁶ FACES 2009 administers the third edition of the Woodcock Johnson to children. The Woodcock Johnson III norms were developed using U.S. Census population projections for 2000. Thus, standard scores on the assessment compare children of the same age in the general population in 2000, predating the time when most children in the United States were attending preschool.
- ²⁷ Of the 3,349 children who participated in the study in fall 2009, 1,167 to 1,336 had kindergarten outcomes. Final models with child, family, Head Start, and kindergarten characteristics resulted in the inclusion of 812 to 835 children in the analysis, based on available data from parents and teachers.
- ²⁸ In spring 2011 and spring 2012, most children were assessed in English. We tested a model with only those children assessed in English, finding no differences in significant findings or effect sizes.

A. CHILDREN AND FAMILIES OF HEAD START AT HEAD START ENTRY

Child and Family Baseline Characteristics: Head Start Entry

Table A.1. Demographic Characteristics of Children Entering Head Start: Fall 2009

Characteristic	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Age as of September 1, 2009			
3 years old or younger	54.7		
4 years old or older	45.3		
Race/Ethnicity			
White, Non-Hispanic	20.9	18.8	23.4
African American, Non-Hispanic	32.4	32.6	32.2
Hispanic/Latino	38.7	39.0	38.3
American Indian or Alaska Native, Non-Hispanic	0.4	0.5	0.4
Asian or Pacific Islander, Non-Hispanic	1.8	2.4	1.2
Multi-Racial/Bi-Racial, Non-Hispanic	5.3	6.3	4.1
Other, Non-Hispanic	0.4	0.5	0.4
Gender			
Female	50.3	51.7	48.7
Male	49.7	48.3	51.3
Participated in Early Head Start			
Yes	13.3	16.0	10.1
No	86.7	84.0	89.9

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

The data in this table are from the Fall 2009 FACES Parent Interview and are being used to describe this population at Head Start entry.

^aAge as of September 1, 2009.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, 55 percent of children are 3 years old and 45 percent are 4 years old (as of September 1, 2009).
- Thirty-nine percent of children are Hispanic/Latino and another 32 percent are African American.
- Children who enter Head Start at age 3 are equally likely to be African American or Hispanic/Latino as children who enter at age 4.
- Thirteen percent of children participated in Early Head Start. Children who enter Head Start as 3-year-olds are more likely to participate in Early Head Start than those who enter Head Start as 4-year-olds (16 and 10 percent, respectively).

Table A.2. Home Language Environment at Head Start Entry: Fall 2009

Language Use in the Home	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Primary Language Spoken to the Child at Home			
English	70.0	69.6	70.5
Spanish	26.7	25.7	27.8
Other language	3.3	4.6	1.7
Any Languages Other than English Spoken in the Home			
Spanish	35.2	35.0	35.5
Other language	4.3	5.3	3.0
Language Usually Used when Reading to Child (in Households where English is Not the Primary Language Spoken to the Child at Home)			
English	25.3	26.8	23.6
Other language	58.0	54.3	62.5
Both English and other language	16.5	18.5	14.0
Percent of Children's Books in English (in Households where English is Not the Primary Language Spoken to the Child at Home)			
0	19.5	15.1	25.0
1-33	9.0	9.0	9.1
34-66	30.9	34.6	26.2
67-100	40.6	41.3	39.7
Languages Spoken in Television Programs Child Watches (in Households where English is Not the Primary Language Spoken to the Child at Home)			
English	52.9	49.3	57.4
Spanish	8.7	9.1	8.1
Other language	2.7	2.6	3.0
Both English and Spanish or other language	35.7	39.0	31.5

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

The data in this table are from the Fall 2009 FACES Parent Interview and are being used to describe this population at Head Start entry.

^aAge as of September 1, 2009.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, 40 percent of children live in households where a language other than English is spoken and 30 percent of children live in households where a language other than English is the primary language spoken to them.
- Spanish is by far the most prevalent non-English language spoken in the home (35 percent) and is the primary language spoken to 27 percent of children at home.
- Three-year-olds are more likely to be spoken to primarily in a language other than Spanish or English (5 percent) than are 4-year-olds (2 percent).
- Among children in households where a non-English language is the primary language spoken to the child, 74 percent are most often read to in a language other than English, and 47 percent watch television programs in a non-English language.
- Among those in households where a language other than English is the primary language spoken to the child, 4-year-olds are more likely than 3-year-olds to have no children's books written in English (25 percent versus 15 percent).

Table A.3. Family Structure at Head Start Entry: Fall 2009

	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Percent of Children Living with			
Biological ^b mother and biological ^b father	44.1	47.7	39.8
Married	27.3	30.7	23.2
Unmarried	14.8	15.3	14.2
Marital status not reported	0.3	0.3	0.3
Biological ^b mother only	47.7	45.5	50.4
Biological ^b father only	2.8	2.3	3.4
Neither biological ^b mother nor biological ^b father	5.4	4.5	6.4

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

The data in this table are from the Fall 2009 FACES Parent Interview and are being used to describe this population at Head Start entry.

This table focuses on biological/adoptive parents and does not include other adults, such as parents' romantic partners, step-parents, foster parents, or grandparents. Thus, for example, the "Biological mother only" category does not mean that the biological mother is the only adult in the household, but that she is the only biological parent in the household.

^a Age as of September 1, 2009.

^b Includes both biological and adoptive parents.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Forty-four percent of children live with both biological/adoptive parents at Head Start entry.
- Three-year-olds are more likely to live with both biological/adoptive parents than 4-year-olds (48 percent versus 40 percent). They are also more likely to live with married parents than are 4-year-olds (31 percent versus 23 percent).

Table A.4. Family Risk Index at Head Start Entry: Fall 2009

Risk Factors	Percent of Children		
	All Children	3-Year-Olds ^a	4-Year-Olds ^a
Single parent household ^b	46.5	44.2	49.3
Mother does not have high school diploma ^c	36.8	37.2	36.4
Income below federal poverty threshold	63.6	65.5	61.4
Family Risk Index^d			
0 risks	13.4	14.0	12.6
1 risk	34.8	33.2	36.8
2 risks	40.5	41.5	39.2
3 risks	11.3	11.3	11.4

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

The data in this table are from the Fall 2009 FACES Parent Interview and are being used to describe this population at Head Start entry.

^aAge as of September 1, 2009.

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

^cHouseholds that do not include a mother are excluded from this factor.

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

- At Head Start entry, 47 percent of children live in a single parent household, 37 percent of children's mothers do not have a high school diploma, and 64 percent of children's families have income below the federal poverty threshold.
- Fifty-two percent of children have 2 or more family risks.

**B. FAMILY AND HOME SUPPORTS FOR CHILDREN'S DEVELOPMENT DURING
HEAD START AND KINDERGARTEN**

Family Well-Being (Head Start Entry, Head Start Exit, Spring Kindergarten)

Table B.1. Parent Health Behaviors: Fall 2009-Spring 2011 or Spring 2012

Health Behavior	Percent of Children			p
	Head Start Entry	Head Start Exit	Spring Kindergarten	
Parent General Health				
Very good to excellent	51.9	54.8	55.5	
Fair to good	46.1	42.6	43.2	
Poor	2.0	2.5	1.3	
Parent has health insurance	64.0	66.1	66.5	
Parent smokes tobacco	n.a.	20.3	19.0	
Any household member smokes tobacco	n.a.	29.9	27.5	
Frequency Parent Drinks Alcohol (In Past Month)				
Never	n.a.	76.8	77.4	
Less than 3 days per week	n.a.	22.4	21.3	
3 or more days per week	n.a.	0.8	1.4	
If Parent Drinks Alcohol, Number of Drinks Per Day				
1-2 drinks	n.a.	76.8	79.3	
3-4 drinks	n.a.	17.1	17.9	
5 or more drinks	n.a.	6.1	2.8	
Parent or household member got in trouble with family, friends, police, or job due to alcohol	n.a.	1.8	n.a.	
Parent or household member got in trouble with family, friends, police, or job due to drugs	n.a.	0.2	n.a.	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

n.a. = not applicable

- At Head Start entry, 52 percent of children's parents report that they are in very good to excellent health and 46 percent report fair to good health. While the exact percentages vary over time, no significant change occurs from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten.
- About two-thirds of children's parents have health insurance at Head Start entry, Head Start exit, and the spring of kindergarten.
- As measured at Head Start exit, 20 percent of children's parents smoke tobacco and 30 percent report that a household member smokes tobacco. These percentages do not change by the spring of kindergarten.
- At Head Start exit, 77 percent of children's parents report that they never drank alcohol in the past month while 22 percent report drinking alcohol fewer than 3 days a week in the past month. Of those parents who report drinking alcohol, 77 percent have 1-2 drinks per day, 17 percent have 3-4 drinks per day, and 6 percent have 5 or more drinks per day. These percentages do not change by the spring of kindergarten.
- Few children's parents report that they or a household member got in trouble with family, friends, police, or their job due to alcohol (1.8 percent) or drugs (0.2 percent).

Table B.2. Parent Health Behaviors by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

Health Behavior	Percent of Children															
	White, Non-Hispanic				African American, Non-Hispanic				Hispanic/Latino				Other, Non-Hispanic			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Parent General Health																
Very good to excellent	53.2	53.5	57.6		50.2	51.0	53.0		51.2	56.3	55.6		61.6	65.9	55.7	
Fair to good	44.5	42.4	40.6		46.6	45.9	44.7		47.6	42.5	43.9		37.8	31.6	44.3	
Poor	2.3	4.2	1.9		3.1	3.1	2.3		1.2	1.3	0.5		0.6	2.5	0.0	
Parent has health insurance	78.1	78.3	73.8		68.6	70.2	74.9		51.1	54.2	53.8		74.7	78.6	76.0	
Parent smokes tobacco	n.a.	45.7	44.9		n.a.	18.4	18.7		n.a.	6.0	4.8		n.a.	37.4	29.1	
Any household member smokes tobacco	n.a.	57.1	54.6		n.a.	30.5	28.0		n.a.	13.1	11.8		n.a.	44.0	39.4	
Frequency Parent Drinks Alcohol																
Never	n.a.	71.2	72.6		n.a.	70.7	70.8		n.a.	85.0	86.5		n.a.	72.0	69.1	
Less than 3 days per week	n.a.	27.3	25.4		n.a.	28.2	27.9		n.a.	14.9	12.7		n.a.	26.8	30.9	
3 or more days per week	n.a.	1.5	2.0		n.a.	1.1	1.3		n.a.	0.1	0.8		n.a.	1.2	0.0	
If Parent Drinks Alcohol, Number of Drinks Per Day																
1-2 drinks	n.a.	79.6	76.7		n.a.	86.5	91.6		n.a.	61.3	61.3		n.a.	!	!	
3-4 drinks	n.a.	13.9	19.7		n.a.	11.3	6.7		n.a.	28.7	33.5		n.a.	!	!	
5 or more drinks	n.a.	6.6	3.6		n.a.	2.1	1.7		n.a.	10.0	5.2		n.a.	!	!	
Parent or household member got in trouble with family, friends, police, or job due to alcohol	n.a.	1.7	n.a.		n.a.	0.6	n.a.		n.a.	2.9	n.a.		n.a.	1.8	n.a.	
Parent or household member got in trouble with family, friends, police, or job due to drugs	n.a.	0.7	n.a.		n.a.	0.0	n.a.		n.a.	0.2	n.a.		n.a.	0.0	n.a.	

Source Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

! Too few cases for a reliable estimate

n.a. = not applicable

- At Head Start entry, Head Start exit, and the spring of kindergarten, children's parents' general health does not vary by child race/ethnicity.

Table B.2. (continued)

- At Head Start entry, White children (78 percent) are more likely to have parents who have health insurance than African American children (69 percent), and both groups are more likely to have parents who have health insurance than Hispanic/Latino children (51 percent). No change in children's parents' report of health insurance occurs from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten for any racial/ethnic group.
- As measured at Head Start exit, more White children's parents (46 percent) smoke tobacco compared to African American or Hispanic/Latino children's parents (18 percent and 6 percent, respectively). The same pattern is true for the percentage of children living with any household member who smokes tobacco. No change occurs by the spring of kindergarten for any racial/ethnic group.
- At Head Start exit, more Hispanic/Latino children's parents (85 percent) report that they never drank alcohol in the past month as compared to all other groups (about 71 percent each). However, of those parents who report drinking alcohol, Hispanic/Latino children's parents (29 percent) are more likely to have 3 to 4 drinks per day than White or African American children's parents (14 percent and 11 percent, respectively). No change occurs by the spring of kindergarten for any racial/ethnic group.

Table B.3. Parent Health Behaviors by Number of Family Risks: Fall 2009-Spring 2011 or Spring 2012

Health Behavior	Percent of Children											
	0 Risks ^a				1 Risk ^a				2 or More Risks ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Parent General Health												
Very good to excellent	53.9	62.6	59.9		53.6	55.6	55.8		51.5	51.7	56.0	
Fair to good	43.8	35.1	39.6		44.8	41.4	43.0		47.1	46.6	42.6	
Poor	2.3	2.3	0.5		1.5	3.0	1.2		1.4	1.7	1.4	
Parent has health insurance	74.4	80.9	76.6		64.5	64.6	66.2		61.1	62.1	63.7	
Parent smokes tobacco	n.a.	17.1	16.7		n.a.	23.2	20.8		n.a.	20.0	18.9	
Any household member smokes tobacco	n.a.	31.0	31.7		n.a.	32.5	29.0		n.a.	26.9	23.8	
Frequency Parent Drinks Alcohol												
Never	n.a.	72.4	71.1		n.a.	72.0	74.8		n.a.	80.7	80.4	
Less than 3 days per week	n.a.	27.4	28.9		n.a.	27.1	23.9		n.a.	18.4	18.3	
3 or more days per week	n.a.	0.2	0.0		n.a.	1.0	1.4		n.a.	0.9	1.3	
If Parent Drinks Alcohol, Number of Drinks Per Day												
1-2 drinks	n.a.	81.7	82.5		n.a.	74.4	77.9		n.a.	72.1	75.2	
3-4 drinks	n.a.	13.4	17.5		n.a.	17.7	17.9		n.a.	21.4	21.9	
5 or more drinks	n.a.	4.9	0.0		n.a.	7.9	4.3		n.a.	6.4	2.9	
Parent or household member got in trouble with family, friends, police, or job due to alcohol	n.a.	3.2	n.a.		n.a.	1.0	n.a.		n.a.	2.4	n.a.	
Parent or household member got in trouble with family, friends, police, or job due to drugs	n.a.	0.0	n.a.		n.a.	0.0	n.a.		n.a.	0.2	n.a.	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

n.a. = not applicable

- At Head Start entry, Head Start exit, and the spring of kindergarten, children's parents' general health does not vary by the number of family risks.
- At Head Start entry, more parents of children with 0 family risks (74 percent) have health insurance compared to parents of children with 1 risk or 2 or more risks (65 percent and 61 percent, respectively). No change in children's parents' report of health insurance occurs from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten for any family risk group.
- At Head Start exit and the spring of kindergarten, the percentages of children's parents who report they smoke tobacco or report any household member smokes tobacco do not differ by number of family risks.
- The frequency in which children's parents report drinking alcohol does not vary by number of family risks at Head Start exit or the spring of kindergarten.

Table B.4. Parent Health Behaviors by Family Structure: Fall 2009-Spring 2011 or Spring 2012

Health Behavior	Percent of Children											
	Lives with Mother and Father ^a				Lives with Mother Only or Father Only ^a				Lives with Neither Mother nor Father ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Parent General Health												
Very good to excellent	52.3	60.0	61.4	†	53.2	52.6	51.9		36.7	33.7	32.6	
Fair to good	46.7	38.7	38.1	†	44.7	45.0	46.7		54.4	52.3	59.3	
Poor	1.1	1.3	0.5		2.1	2.4	1.4		8.9	14.0	8.2	
Parent has health insurance	59.3	61.0	59.9		66.9	68.8	71.5		75.0	84.0	78.8	
Parent smokes tobacco	n.a.	14.6	13.8		n.a.	25.9	24.4		n.a.	11.4	13.2	
Any household member smokes tobacco	n.a.	25.4	23.3		n.a.	34.0	31.1		n.a.	27.8	30.7	
Frequency Parent Drinks Alcohol												
Never	n.a.	80.4	82.2		n.a.	72.0	71.4		n.a.	95.2	92.6	
Less than 3 days per week	n.a.	19.5	17.5		n.a.	26.6	26.2		n.a.	4.8	6.5	
3 or more days per week	n.a.	0.1	0.3		n.a.	1.4	2.4		n.a.	0.0	0.9	
If Parent Drinks Alcohol, Number of Drinks Per Day												
1-2 drinks	n.a.	70.4	81.1		n.a.	80.4	77.8		n.a.	!	!	
3-4 drinks	n.a.	16.4	16.5		n.a.	17.7	19.1		n.a.	!	!	
5 or more drinks	n.a.	13.2	2.4	‡	n.a.	2.0	3.0		n.a.	!	!	
Parent or household member got in trouble with family, friends, police, or job due to alcohol	n.a.	3.2	n.a.		n.a.	0.8	n.a.		n.a.	0.0	n.a.	
Parent or household member got in trouble with family, friends, police, or job due to drugs	n.a.	0.2	n.a.		n.a.	0.3	n.a.		n.a.	0.0	n.a.	

Source Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Includes both biological and adoptive parents. The “Lives with mother only or father only” group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

In the table column labeled “p” we identify statistically significant change over time at the p≤.05 level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the p≤.05 level.

! Too few cases for a reliable estimate.

n.a. = not applicable

Table B.4. (continued)

- At Head Start entry, children living with neither parent are less likely to be in households that report very good to excellent health as compared to children who live with a single parent (37 percent versus 53 percent). The percentage of parents who report very good to excellent health increases from Head Start entry to Head Start exit for children who live with both parents (52 percent to 60 percent) while the percentage of those parents who report fair to good health decreases (47 percent to 39 percent).
- At Head Start entry, children who live with both parents are less likely to have parents with health insurance (59 percent) than other children (67 percent to 75 percent). The percentage of children's parents who have health insurance does not change over time for any family structure group.
- As measured at Head Start exit, smoking behaviors differ by family structure, with children who live with a single parent more likely to be in a home where either the parent or a household member smokes (26 percent and 34 percent, respectively) as compared to children who live with both parents or neither parent (11 to 15 percent and 25 to 28 percent, respectively). No change occurs by the spring of kindergarten for any family structure group.
- At Head Start exit, children who live with a single parent are more likely to have parents who drink alcohol. Children living with neither parent (95 percent) are more likely to live in households that report never drinking alcohol, followed by children who live with both parents (80 percent), and then children who live with a single parent (72 percent). For children who live with both parents, the percentage of parents who drink 5 or more drinks per day decreases from 13 percent at Head Start exit to 2 percent at the spring of kindergarten.

Table B.5. Depressive Symptoms Among Parents: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children			p
	Head Start Entry	Head Start Exit	Spring Kindergarten	
Degree of Depressive Symptoms^a				
Not depressed	63.2	68.0	70.2	†
Mildly depressed	20.8	18.0	16.0	
Moderately depressed	9.4	8.6	8.7	
Severely depressed	6.6	5.4	5.0	
Mean Number of Depressive Symptoms	4.7	4.2	4.1	†

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Parent depression reflects that of the respondent. Eighty-seven percent of respondents were biological mothers at Head Start entry, 87 percent were biological mothers at Head Start exit, and 82 percent were biological mothers at the spring of kindergarten.

^a Scores on the CES-D 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. Total scores range from 0 to 36.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

- At Head Start entry, 63 percent of children's parents report no symptoms of depression and 21 percent report mild symptoms of depression. An additional 9 percent of parents report moderate symptoms and 7 percent report severe symptoms.
- From Head Start entry to Head Start exit, the percentage of children's parents who report no symptoms of depression increases from 63 percent to 68 percent. No other changes in degree of depressive symptoms are evident from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten.
- The mean number of parent's depressive symptoms decreases from 4.7 at Head Start entry to 4.2 at Head Start exit and do not change by the spring of kindergarten.

Table B.6. Depressive Symptoms Among Parents by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children															
	White, Non-Hispanic				African American, Non-Hispanic				Hispanic/Latino				Other, Non-Hispanic			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Degree of Depressive Symptoms^a																
Not depressed	60.9	66.3	70.5		55.5	62.3	65.7		70.8	72.2	75.4		64.9	71.4	61.4	
Mildly depressed	20.6	17.7	15.2		26.6	19.8	17.9		15.5	18.5	13.5		24.2	10.1	24.2	†,‡
Moderately depressed	10.0	8.5	5.5		10.5	10.3	12.4		7.9	6.6	7.1		8.0	13.8	9.5	
Severely depressed	8.5	7.5	8.8		7.4	7.6	4.0		5.8	2.8	3.9	†	2.9	4.8	4.9	
Mean Number of Depressive Symptoms	5.4	4.8	4.5		5.5	5.2	4.9		3.9	3.2	3.2		4.1	3.9	4.5	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Parent depression reflects that of the respondent. Eighty-seven percent of respondents were biological mothers at Head Start entry, 87 percent were biological mothers at Head Start exit, and 82 percent were biological mothers at the spring of kindergarten.

^a Scores on the CES-D 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. Total scores range from 0 to 36.

In the table column labeled “p” we identify statistically significant change over time at the p≤.05 level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the p≤.05 level.

- At Head Start entry, Hispanic/Latino children's parents (71 percent) are more likely than White or African American children's parents (61 and 56 percent, respectively) to report no symptoms of depression. Hispanic/Latino children's parents also have a lower mean number of depressive symptoms than do White or African American children's parents (mean = 3.9 versus 5.4 and 5.5, respectively).
- From Head Start entry to Head Start exit, the percentage of Hispanic/Latino children's parents who report severe symptoms depression decreases from 6 percent to 3 percent. At Head Start exit, Hispanic/Latino children's parents (3 percent) are less likely than White or African American children's parents (8 percent, respectively) to report severe symptoms depression.
- There is little change in parent report of depressive symptoms between Head Start exit and the spring of kindergarten for all racial/ethnic groups.

Table B.7. Depressive Symptoms Among Parents by Number of Family Risks: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children											
	0 Risks ^a				1 Risk ^a				2 or More Risks ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Degree of Depressive Symptoms^b												
Not depressed	67.2	72.1	74.2		63.0	64.9	71.3		62.9	71.1	69.8	†
Mildly depressed	20.8	25.5	17.1		20.3	18.6	17.5		20.7	14.8	15.5	†
Moderately depressed	9.4	1.1	4.1	†	10.3	10.5	7.2		8.3	8.8	9.1	
Severely depressed	2.6	1.4	4.5		6.4	6.0	4.0		8.0	5.3	5.7	
Mean Number of Depressive Symptoms	3.8	3.0	3.4		4.8	4.4	3.7		4.9	4.0	4.3	†

Source Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Parent depression reflects that of the respondent. Eighty-seven percent of respondents were biological mothers at Head Start entry, 87 percent were biological mothers at Head Start exit, and 82 percent were biological mothers at the spring of kindergarten.

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

^b Scores on the CES-D 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. Total scores range from 0 to 36.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, children with no family risks are less likely than those with 1 or 2 or more family risks to have parents who report severe symptoms of depression (3 versus 6 and 8 percent, respectively). Children with no family risks also have parents who report lower mean number of depressive symptoms than do those with 1 or 2 or more risks (mean = 3.8 versus 4.8 and 4.9, respectively).
- There is little change in parent report of depressive symptoms between Head Start entry and exit. However, fewer children with no family risks have parents who report moderate symptoms of depression at Head Start exit than at entry (1 percent versus 9 percent). At Head Start exit, children with no family risks are less likely than those with 1 or 2 or more family risks to have parents who report moderate to severe symptoms of depression (3 versus 17 and 14 percent, respectively). Although children with 2 or more family risks have parents who report lower mean depressive symptoms at Head Start exit than at entry (mean = 4.0 versus 4.9), children with no family risks still have parents who report lower mean number of depressive symptoms at Head Start exit than those with 1 or 2 or more risks (mean = 3.0 versus 4.4 and 4.0, respectively).
- There is no change in parent report of depressive symptoms between Head Start exit and the spring of kindergarten for all family risk groups.

Table B.8. Depressive Symptoms Among Parents by Family Structure: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children											
	Lives with Mother and Father ^a				Lives with Mother Only or Father Only ^a				Lives with Neither Mother nor Father ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Degree of Depressive Symptoms^b												
Not depressed	68.7	73.4	75.0		59.5	64.8	65.7		52.9	55.4	69.9	
Mildly depressed	19.4	16.4	15.4		20.9	18.0	17.1		31.0	30.0	10.8	
Moderately depressed	7.0	6.4	6.6		11.4	10.1	10.1		9.8	12.2	16.5	
Severely depressed	4.9	3.8	3.0		8.2	7.1	7.1		6.3	2.4	2.9	
Mean Number of Depressive Symptoms	3.8	3.4	3.2		5.5	4.8	4.9	†	4.9	5.1	4.2	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Parent depression reflects that of the respondent. Eighty-seven percent of respondents were biological mothers at Head Start entry, 87 percent were biological mothers at Head Start exit, and 82 percent were biological mothers at the spring of kindergarten.

^a Includes both biological and adoptive parents. The “Lives with mother only or father only” group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

^b Scores on the CES-D 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. Total scores range from 0 to 36.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, children living with both parents are more likely than those living with a single parent to have parents who report no symptoms of depression (69 versus 60 percent) and are less likely to have parents report severe symptoms of depression (5 versus 8 percent). Children living with both parents also have parents who report lower mean number of depressive symptoms than those living with a single parent (mean = 3.8 versus 5.5).
- There is little change in parent report of depressive symptoms between Head Start entry and exit by family structure. The one exception is that among children living with a single parent, their parents report lower mean depressive symptoms at Head Start exit than at entry (mean = 4.8 versus 5.5). However, at Head Start exit, children living with both parents continue to have parents who report lower mean number of depressive symptoms than those living with a single parent (mean = 3.4 versus 4.8).
- There is no change in parent report of depressive symptoms between Head Start exit and the spring of kindergarten for all family structure groups.

Table B.9. Family Exposure to Crime or Violence: Fall 2009

	Percent of Children
	Head Start Entry
Parent saw non-violent crimes in neighborhood	4.2
Parent heard or saw violent crime in neighborhood	9.1
Parent knows someone who was a victim of a violent crime in neighborhood	11.1
Parent was a victim of violent crime in neighborhood	3.8
Parent was a victim of intimate partner abuse	2.6
Parent feels unsafe from current or former partner	4.5
Parent was a victim of other relative abuse	0.3
Relative was arrested or jailed	3.6
Child witnessed or was a victim of violent crime	0.4
Parent or child victimized in neighborhood or feels unsafe	10.0

Source Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

- Head Start children's parents report a range of experiences with and exposure to crime. Eleven percent of children's parents know someone who was a victim of a violent crime in the neighborhood; 9 percent of parents heard or saw violent crime in the neighborhood; 4 percent of parents were a victim of violent crime in the neighborhood; less than 1 percent of children witnessed or were victims of violent crime; and 10 percent of parents or children were victimized in the neighborhood or feel unsafe.

Table B.10. Family Exposure to Crime or Violence by Race/Ethnicity: Fall 2009

	Percent of Children			
	White, Non-Hispanic	African American, Non-Hispanic	Hispanic/ Latino	Other, Non-Hispanic
	Head Start Entry	Head Start Entry	Head Start Entry	Head Start Entry
Parent saw non-violent crimes in neighborhood	5.4	5.6	3.1	0.3
Parent heard or saw violent crime in neighborhood	6.5	11.5	8.8	8.3
Parent knows someone who was a victim of a violent crime in neighborhood	11.6	15.3	6.3	17.0
Parent was a victim of violent crime in neighborhood	2.8	4.1	3.8	5.2
Parent was a victim of intimate partner abuse	5.6	1.8	1.7	3.0
Parent feels unsafe from current or former partner	6.5	2.2	5.7	1.7
Parent was a victim of other relative abuse	0.6	0.0	0.3	0.0
Relative was arrested or jailed	4.0	3.5	3.1	5.3
Child witnessed or was a victim of violent crime	0.8	0.6	0.0	0.6
Parent or child victimized in neighborhood or feels unsafe	12.4	7.9	10.1	10.6

Source Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, there are few racial/ethnic differences in Head Start children's and parents' experience with and exposure to crime. Exceptions are that White children are more likely than African American or Hispanic Latino children to have a parent report intimate partner abuse (6 versus 2 and 2 percent, respectively). White children are also more likely than African American children to have a parent report feeling unsafe due to a current or former partner (7 versus 2 percent).

Table B.11. Family Exposure to Crime or Violence by Number of Family Risks: Fall 2009

	Percent of Children		
	0 Risks ^a	1 Risk ^a	2 or More Risks ^a
	Head Start Entry	Head Start Entry	Head Start Entry
Parent saw non-violent crimes in neighborhood	3.4	3.9	4.0
Parent heard or saw violent crime in neighborhood	7.0	8.0	10.5
Parent knows someone who was a victim of a violent crime in neighborhood	7.1	9.5	12.0
Parent was a victim of violent crime in neighborhood	2.5	4.7	3.6
Parent was a victim of intimate partner abuse	0.2	2.3	3.9
Parent feels unsafe from current or former partner	0.2	3.2	6.9
Parent was a victim of other relative abuse	0.5	0.0	0.3
Relative was arrested or jailed	1.7	3.7	4.0
Child witnessed or was a victim of violent crime	1.3	0.2	0.4
Parent or child victimized in neighborhood or feels unsafe	3.5	8.6	12.9

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, there are few differences in Head Start children's and parents' experience with and exposure to crime based on number of family risks. Exceptions are that children with no family risks are less likely than those with 1 or 2 or more risks to have a parent report having been victimized or feeling unsafe in the neighborhood (4 percent versus 9 and 13 percent, respectively). Children with no family risks are also less likely than those with 1 or 2 or more risks to have a parent report intimate partner abuse (less than 1 percent versus 2 and 4 percent, respectively), and those with no or 1 family risk are less likely than children with 2 or more risks to have a parent report feeling unsafe due to a current or former partner (less than 1 percent and 3 percent versus 7 percent).

Table B.12. Family Exposure to Crime or Violence by Family Structure: Fall 2009

	Percent of Children		
	Lives with Mother and Father ^a	Lives with Mother Only or Father Only ^a	Lives with Neither Mother nor Father ^a
	Head Start Entry	Head Start Entry	Head Start Entry
Parent saw non-violent crimes in neighborhood	2.7	4.8	10.3
Parent heard or saw violent crime in neighborhood	7.0	10.8	10.8
Parent knows someone who was a victim of a violent crime in neighborhood	9.5	12.8	7.9
Parent was a victim of violent crime in neighborhood	2.3	4.9	5.3
Parent was a victim of intimate partner abuse	1.0	4.2	0.9
Parent feels unsafe from current or former partner	2.9	6.3	0.0
Parent was a victim of other relative abuse	0.1	0.4	0.0
Relative was arrested or jailed	2.2	4.9	2.4
Child witnessed or was a victim of violent crime	0.5	0.4	0.0
Parent or child victimized in neighborhood or feels unsafe	5.1	14.5	7.8

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Includes both biological and adoptive parents. The “Lives with mother only or father only” group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, Head Start children's and parents' experience with and exposure to crime varies by family structure. Children living with both parents are less likely than those living with a single parent or neither parent to have a parent (or primary caregiver) report having heard or seen violent crime in the neighborhood (7 percent versus 11 and 11 percent, respectively) or having been a victim of violent crime (2 versus 5 and 5 percent, respectively). They are also less likely than those living with a single parent or neither parent to have families reporting that they or the child have been victimized or feel unsafe in the neighborhood (5 versus 15 and 8 percent, respectively). Children living with both parents or with neither parent are less likely than those living with a single parent to have a parent (or primary caregiver) report intimate partner abuse (1 and 1 percent versus 2, respectively), feeling unsafe due to a current or former partner (3 and 0 percent versus 6 percent), and having a relative who was arrested or jailed (2 and 2 percent versus 5 percent, respectively).

Table B.13. Parent Employment Status at Head Start Entry: Fall 2009-Spring 2011 or Spring 2012

Employment Status	Percent of Children			p
	Head Start Entry	Head Start Exit	Spring Kindergarten	
Percentage of children living with either or both parents ^a	94.6	94.9	95.6	
Employment Status of the Most Employed of those Parents^a				
Working full time	78.6	61.1	53.4	†, ‡
Working part time	12.2	18.7	17.7	†
Looking for work	5.5	9.9	14.5	†, ‡
Not in labor force	3.7	10.2	14.4	†, ‡
Percentage of children living with their mother ^a	91.8	91.7	92.1	
Employment Status of those Mothers^a				
Working full time	25.6	29.2	30.5	
Working part time	23.4	21.0	19.0	
Looking for work	19.8	15.9	18.0	†
Not in labor force	31.2	33.9	32.4	
Percentage of children living with their father ^a	47.0	46.5	49.6	
Employment Status of those Fathers^a				
Working full time	59.7	58.0	60.4	
Working part time	14.6	17.8	15.0	
Looking for work	16.6	12.9	12.3	
Not in labor force	9.1	11.3	12.3	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Households with neither a mother nor father are not included in the relevant percentage calculations.

^a Includes both biological and adoptive parents. Percentage of children living with their mother includes households living with the mother only or the mother and a non-biological father. Percentage of children living with their father includes households living with the father only or the father and a non-biological mother.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

- At Head Start entry, Head Start exit, and the spring of kindergarten, at least 95 percent of children live with one or both of their biological or adoptive parents.
- At Head Start entry, 91 percent of children live with at least one parent who works (79 percent full time and 12 percent part time). By Head Start exit, this percentage decreases to 80 percent reflecting a decrease in full-time employment (61 percent) and an increase in part-time employment (19 percent) as well as increases in the percentage of unemployed parents. Further declines occur from Head Start exit to the spring of kindergarten with 71 percent working, based on a decrease in parents who work full time and an increase in unemployed parents.
- Among children living with their mothers at Head Start entry, 49 percent of mothers are employed (26 percent full time and 23 percent part time). In general, the employment status of mothers does not change from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten.
- Among children living with their fathers at Head Start entry, 74 percent of fathers are employed and most (60 percent) work full time. The employment status of fathers does not change from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten.

Table B.14. Parent Employment Status by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

Employment Status	Percent of Children															
	White, Non-Hispanic				African American, Non-Hispanic				Hispanic/Latino				Other, Non-Hispanic			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Percentage of children living with either or both parents ^a	93.9	93.5	93.8		90.7	92.1	92.3		97.5	97.3	98.2		98.5	97.2	98.7	
Employment Status of the Most Employed of those Parents^a																
Working full time	78.1	59.2	53.2	†	85.9	57.7	46.4	†,‡	74.8	65.1	59.3	†	80.8	59.8	52.9	†
Working part time	14.5	18.1	22.5		8.8	20.1	18.6	†	12.7	17.3	14.4		15.2	21.4	17.3	
Looking for work	4.1	9.9	11.4		2.8	13.2	23.6	†,‡	7.7	7.9	8.9		3.9	5.8	13.9	
Not in labor force	3.2	12.8	12.9	†	2.5	9.0	11.5	†	4.8	9.7	17.4	†,‡	0.0	13.0	15.9	†
Percentage of children living with their mother ^a	87.3	85.6	84.4		88.2	89.5	89.7		96.6	96.5	97.3		94.5	94.2	94.9	
Employment Status of those Mothers^a																
Working full time	20.0	23.0	27.1		35.4	36.1	38.8		20.0	26.1	25.1		29.3	34.2	34.6	
Working part time	29.8	22.7	25.5		23.7	23.5	19.7		18.8	16.4	15.6		31.5	34.5	21.2	
Looking for work	16.7	16.3	17.7		29.0	21.7	25.5		15.9	12.3	11.6		12.7	9.2	21.8	
Not in labor force	33.4	38.0	29.7		11.9	18.7	16.0	†	45.3	45.3	47.7		26.5	22.0	22.5	
Percentage of children living with their father ^a	51.0	49.2	51.5		25.6	24.5	29.3		63.0	62.4	66.4		44.1	47.0	44.7	
Employment Status of those Fathers^a																
Working full time	60.6	54.9	64.0		49.2	54.7	50.4		63.3	61.9	63.4		55.5	!	53.8	
Working part time	14.7	16.3	9.3		13.9	15.7	14.1		14.4	18.2	17.0		16.7	!	14.7	
Looking for work	10.4	13.0	10.3		26.1	13.1	21.8		15.5	11.7	9.8		22.8	!	14.7	
Not in labor force	14.3	15.8	16.5		10.8	16.5	13.6		6.8	8.3	9.9		4.9	!	16.8	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Households with neither a mother nor father are not included in the relevant percentage calculations.

^a Includes both biological and adoptive parents. Percentage of children living with their mother includes households living with the mother only or the mother and a non-biological father. Percentage of children living with their father includes households living with the father only or the father and a non-biological mother.

In the table column labeled “p” we identify statistically significant change over time at the p≤.05 level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the p≤.05 level.

! Too few cases for a reliable estimate.

Table B.14. (continued)

- While the majority of children live with at least one parent who works (full or part time) at Head Start entry, African American children are more likely than Hispanic/Latino children to have at least one parent who is working full time (86 versus 75 percent, respectively) and less likely to have at least one parent looking for work (3 versus 8 percent, respectively). Across racial/ethnic groups, the percentage of children living with at least one parent working full time decreases by Head Start exit. Additionally by Head Start exit, the percentage of African American children living with at least one parent looking for work increases (3 percent to 13 percent). As such, there are no differences in parent employment status by child's race/ethnicity at Head Start exit. From Head Start exit to the spring of kindergarten, the percentage of African American children living with at least one parent working full time also decreases (58 percent to 46 percent) and the percentage looking for work increases (13 percent to 24 percent).
- Among children living with their mothers at Head Start entry, with the exception of Hispanic/Latino mothers, at least 50 percent have a mother who is working. African American children are more likely than White or Hispanic/Latino children to have a mother who is working full time (35 percent versus 20 and 20 percent, respectively). African American children are also more likely than White, Hispanic/Latino, or Other race children to have a mother who reports looking for work (22 percent versus 16, 16, and 13 percent, respectively) and less likely to have a mother who is not in the labor force (12 percent versus 33, 45, and 27 percent, respectively). Across racial/ethnic groups, the employment status of mothers does not change from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten.
- Among children living with their fathers at Head Start entry, the majority live with a father who is working (75 percent), but African American children are less likely than Hispanic/Latino children to have a father who is working full time (49 versus 63 percent, respectively). African American children are also more likely than White children to have a father who reports looking for work (26 versus 10 percent, respectively). Across racial/ethnic groups, the employment status of fathers does not change from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten.

Table B.15. Parent Employment Status by Number of Family Risks: Fall 2009-Spring 2011 or Spring 2012

Employment Status	Percent of Children											
	0 Risks ^a				1 Risk ^a				2 or More Risks ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Percentage of children living with either or both parents ^b	100.0	100.0	100.0		99.9	99.2	98.8		100.0	99.3	99.5	
Employment Status of the Most Employed of those Parents^b												
Working full time	89.1	82.2	80.5		76.2	58.9	59.1	†	73.8	56.4	43.6	†,‡
Working part time	7.9	10.3	8.5		16.3	19.6	21.3		11.4	19.6	18.6	†
Looking for work	0.7	2.9	8.3		3.5	10.5	13.2	†	10.2	12.0	15.4	
Not in labor force	2.2	4.6	2.6		4.0	11.0	6.4	†	4.5	12.1	22.4	†,‡
Percentage of children living with their mother ^b	100.0	99.4	99.0		99.9	98.9	98.3		100.0	99.2	99.0	
Employment Status of those Mothers^b												
Working full time	37.4	35.9	42.4		29.6	29.3	35.7		20.2	28.3	25.2	†
Working part time	21.4	17.7	14.2		21.6	23.4	20.2		25.4	19.7	20.0	
Looking for work	12.3	9.3	12.9		18.4	14.2	18.4		22.8	17.6	18.4	
Not in labor force	28.9	37.1	30.6		30.3	33.1	25.7		31.7	34.3	36.3	
Percentage of children living with their father ^b	91.6	84.1	86.5		55.1	54.1	56.0		31.5	34.5	37.9	
Employment Status of those Fathers^b												
Working full time	73.2	75.5	72.4		55.4	50.0	55.6		55.6	58.6	58.2	
Working part time	10.0	9.5	11.4		19.3	19.1	18.4		12.9	20.8	15.6	
Looking for work	10.5	7.2	8.9		15.7	14.2	11.5		22.1	14.1	12.7	
Not in labor force	6.3	7.8	7.3		9.5	16.7	14.5		9.5	6.5	13.5	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Households with neither a mother nor father are not included in the relevant percentage calculations.

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

^b Includes both biological and adoptive parents. Percentage of children living with their mother includes households living with the mother only or the mother and a non-biological father. Percentage of children living with their father includes households living with the father only or the father and a non-biological mother.

In the table column labeled “p” we identify statistically significant over time change at the p≤.05 level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the p≤.05 level.

Table B.15. (continued)

- At Head Start entry, the majority of children live with at least one parent who works (full or part time), regardless of number of risk factors. However, some differences are present. Children with no family risks are more likely than those with 1 or 2 or more risks to have at least one parent who is working full time (89 percent versus 76 and 74 percent, respectively) and less likely than those with 1 family risk to be working part time (8 versus 16 percent, respectively). Those with 2 or more family risks are more likely than those with no or 1 family risk to have at least one parent looking for work (10 percent versus 2 and 4 percent, respectively). The percentage of children living with at least one parent who works full time decreases between Head Start entry and exit among those with 1 or 2 or more risks (76 to 59 percent and 74 to 56 percent, respectively). At Head Start exit, children with no family risks are most likely to have a parent working full time and least likely to have a parent working part time, looking for work, or not in the labor force. In addition, between Head Start exit and the spring of kindergarten, the percentage of children living with at least one parent who works full time decreases only among those with 2 or more family risks (56 percent to 44 percent).
- Among children living with their mothers at Head Start entry, those in households with 2 or more family risks are less likely than those with no or 1 family risk to have a mother working full time (20 percent versus 37 and 30 percent, respectively). Children with 2 or more family risks are also more likely than those with no family risks to have a mother who is looking for work (23 versus 12 percent). Across risk groups, the employment status of mothers does not change from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten.
- Among children living with their fathers at Head Start entry, the majority live with a father who is working, but children with no family risks are more likely than those with 1 or 2 or more risks to live with a father who is working full time (73 percent versus 55 and 56 percent, respectively). They are also less likely than those with 1 family risk to live with a father who is working part time (10 versus 19 percent, respectively) and less likely than those with 2 or more family risks to live with a father who is looking for work (11 versus 22 percent, respectively). Across risk groups, the employment status of fathers does not change from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten.

Table B.16. Household Income as a Percentage of the Federal Poverty Threshold: Fall 2009-Spring 2011 or Spring 2012

Income as a Percentage of Poverty	Percent of Children			p
	Head Start Entry	Head Start Exit	Spring Kindergarten	
50 percent or less	20.5	21.0	22.5	
50 to 100 percent	43.2	40.9	39.6	
101 to 130 percent	15.8	14.0	15.7	
131 to 185 percent	12.8	14.5	12.0	
186 to 200 percent	1.4	1.3	2.6	
201 percent or above	6.3	8.3	7.6	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

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.

Poverty status is calculated based on the federal poverty threshold for a given year and exact family size. For example, the federal poverty threshold for a family of four was \$22,050 in 2009.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

- At Head Start entry, 64 percent of children live in households where the total household income is at or below the federal poverty threshold. More than 90 percent of children live in households where total income is less than or equal to 185 percent of the poverty threshold. These percentages do not change from Head Start entry to Head Start exit or from Head Start exit to spring kindergarten.

Table B.17. Household Income as a Percentage of the Federal Poverty Threshold by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

Income as a Percentage of Poverty	Percent of Children															
	White, Non-Hispanic				African American, Non-Hispanic				Hispanic/Latino				Other, Non-Hispanic			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
50 percent or less	14.3	14.3	18.2		23	25.2	26.4		20.9	21.7	20.2		25.3	16.9	26.6	
50 to 100 percent	42.1	35.5	39.6		41.0	38.9	35.5		45.6	45.7	43.9		40.9	41.3	31.8	
101 to 130 percent	21.5	18.8	16		17.7	14.2	16.6		13	11.2	14.3		6.7	11.8	20.4	
131 to 185 percent	11.0	18.7	14.0	†	11.2	11.3	12.1		13.7	14.2	11.2		20.9	18.6	12.4	
186 to 200 percent	1.7	0.8	1.6		1.0	1.8	1.8		1.7	1.2	3.2		0.6	0.7	5.6	
201 percent or above	9.3	11.9	10.7		6.2	8.6	7.5		5.1	6.0	7.3		5.5	10.6	3.3	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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.

Poverty status is calculated based on the federal poverty threshold for a given year and exact family size. For example, the federal poverty threshold for a family of four was \$22,050 in 2009.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Regardless of racial/ethnic background, at Head Start entry, the majority of children live in households where the total household income is at or below the federal poverty threshold. However, White children are less likely than African American, Hispanic/Latino, or Other race children to have a household income that is less than 50 percent of the poverty threshold (14 versus 23, 21, and 25 percent, respectively).
- There is little change in families' income between Head Start entry and Head Start exit or Head Start exit and the spring of kindergarten across racial/ethnic groups.

Table B.18. Household Income as a Percentage of the Federal Poverty Threshold by Number of Family Risks: Fall 2009-Spring 2011 or Spring 2012

Income as a Percentage of Poverty	Percent of Children											
	0 Risks ^a				1 Risk ^a				2 or More Risks ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
50 percent or less	0.0	4.1	7.8	†	9.0	10.7	11.8		33.1	31.0	31.9	
50 to 100 percent	0.0	15.2	16.8	†	35.4	41.1	39.9		61.5	50.6	45.3	†
101 to 130 percent	40.6	20.3	27.5	†	26.1	17.8	15.4	†	2.2	10.7	12.5	†
131 to 185 percent	35.6	35.9	23.9		17.1	16.4	17.5		2.9	5.5	6.4	
186 to 200 percent	1.9	4.4	5.3		3.0	2.0	3.2		0.1	0.2	2.0	
201 percent or above	21.8	20.0	18.7		9.4	12.1	12.2		0.2	2.0	1.9	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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.

Poverty status is calculated based on the federal poverty threshold for a given year and exact family size. For example, the federal poverty threshold for a family of four was \$22,050 in 2009.

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

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, fewer children with 1 family risk have a total household income that is at or below the federal poverty threshold than those with 2 or more family risks (44 percent versus 95 percent). Children with no risks or 1 family risk are also more likely than those with 2 or more risks to have a household income that is 101-130 percent of the poverty threshold (41 and 26 percent versus 2 percent, respectively), 131-185 percent of the poverty threshold (36 and 17 percent versus 3 percent, respectively), and 201 percent or more of the poverty threshold (22 and 9 percent versus less than 1 percent, respectively).
- Between Head Start entry and Head Start exit, the percentage of children with no risks who have a total household income that is at or below the poverty threshold increases from 0 percent to 19 percent; that is, no children with no risks (who by definition would be at or above the poverty threshold) are at or below the poverty threshold at Head Start entry but on-fifth do cross the threshold and would also now possess this risk factor by Head Start exit. Additionally, the percentage of children with no risks or 1 family risk who have a total household income that is 101 to 130 percent of the poverty threshold decreases, while the percentage of children with 2 or more risks in this same bracket increases. At Head Start exist, children with no risks or 1 family risk continue to be more likely than those with 2 or more risks to have a household income that is 101-130 percent of the poverty threshold (20 and 18 versus 11 percent, respectively).

Table B.19. Household Income as a Percentage of the Federal Poverty Threshold by Family Structure: Fall 2009-Spring 2011 or Spring 2012

Income as a Percentage of Poverty	Percent of Children											
	Lives with Mother and Father ^a				Lives with Mother Only or Father Only ^a				Lives with Neither Mother nor Father ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
50 percent or less	17.9	14.2	16.1		22.0	25.8	28.0		27.6	29.7	27.5	
50 to 100 percent	44.7	44.0	40.6		43.8	39.8	38.5		25.4	26.0	40.8	
101 to 130 percent	14.8	14.9	17.9		15.9	13.8	14.0		22.7	8.5	12.1	
131 to 185 percent	13.7	16.6	12.7		11.4	11.9	11.6		19.1	21.4	10.1	
186 to 200 percent	1.2	1.1	4.1	‡	1.5	1.6	1.2		2.0	0.9	2.4	
201 percent or above	7.7	9.1	8.5		5.5	7.1	6.9		3.2	13.4	7.1	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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.

Poverty status is calculated based on the federal poverty threshold for a given year and exact family size. For example, the federal poverty threshold for a family of four was \$22,050 in 2009.

^a Includes both biological and adoptive parents. The “Lives with mother only or father only” group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, Head Start exit, and the spring of kindergarten, children’s household income does not vary by family structure.

Table B.20. Housing and Mobility: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children			p
	Head Start Entry	Head Start Exit	Spring Kindergarten	
Housing				
Owns home	23.5	24.6	22.6	
Rents home	58.9	57.4	60.4	
Lives in public or subsidized housing	12.0	15.5	13.9	
Other ^a	5.5	2.5	3.1	†
Currently resides in transitional housing or homeless shelter	0.2	0.6	1.2	
Number of Times Moved^b				
None	68.1	80.6	72.9	†, ‡
Once	23.3	17.0	23.6	†, ‡
Twice	5.5	2.0	2.9	†
Three or more times	3.1	0.4	0.6	†

Source Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^a The most common other type of housing reported is living with someone else (5 percent at Head Start entry, 2 percent at Head Start exit, and 2 percent at the spring of kindergarten).

^b At Head Start entry, respondents are asked if they have moved in the past 12 months. At all other time points, respondents are asked if they have moved since the date of their last interview. From Head Start entry through the spring of kindergarten, 59 percent of children's families have moved at least one time.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

- At Head Start entry, the majority of children (59 percent) live in rental housing. An additional 24 percent of children live in homes that are owned and 12 percent live in public or subsidized housing. Similar percentages of children live in these types of housing at Head Start exit and the spring of kindergarten.
- At Head Start entry, 23 percent of children have moved once and 9 percent have moved two or more times in the past year.
- From Head Start entry to Head Start exit, the percentage of children who have moved 1 or more times decreases (32 percent to 19 percent), reflecting an increase in the percentage who have not moved (68 percent to 81 percent). From Head Start exit to the spring of kindergarten, the percentage of children who have moved one time during that period increases (17 percent to 24 percent), while the percentage who have not moved decreases (81 percent to 73 percent).

Table B.21. Housing and Mobility by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children															
	White, Non-Hispanic				African American, Non-Hispanic				Hispanic/Latino				Other, Non-Hispanic			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Housing																
Owns home	32.0	38.8	38.5		22.0	22.0	17.9		19.7	19.1	18.4		27.7	29.4	21.9	
Rents home	49.0	43.6	50.3		53.5	49.5	56.1		68.6	71.0	69.7		56.4	51.1	56.3	
Lives in public or subsidized housing	8.5	12.1	8.2		20.1	26.3	21.8		7.4	8.3	9.8		12.1	19.5	17.1	
Other ^a	10.6	5.5	3.0		4.3	2.2	4.1		4.3	1.6	2.1		3.7	0.0	4.8	
Currently resides in transitional housing or homeless shelter	0.5	0.5	1.2		0.0	1.3	1.5		0.3	0.2	1.3		0.0	0.0	0.0	
Number of Times Moved																
None	61.0	76.3	66.9	†	69.8	78.6	71.8	†	71.1	83.9	76.7	†,‡	64.0	81.1	68.5	†
Once	27.4	19.5	27.2		22.1	19.1	26.0		21.7	14.7	21.1	†,‡	26.3	15.2	22.0	
Twice	7.6	3.8	3.9		4.9	1.6	2.2	†	5.0	1.2	1.6	†	5.5	3.3	9.6	
Three or more times	4.0	0.4	2.0	†	3.3	0.8	0.0	†	2.2	0.2	0.6	†	4.2	0.4	0.0	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a The most common other type of housing reported is living with someone else (White, non-Hispanic, 8 percent at Head Start entry, 5 percent at Head Start exit, and 2 percent at the spring of kindergarten. African American, non-Hispanic, 4 percent at Head Start entry, 2 percent at Head Start exit, and 3 percent at the spring of kindergarten. Hispanic/Latino, 4 percent at Head Start entry, 1 percent at Head Start exit, and 2 percent at the spring of kindergarten. Other, non-Hispanic, 3 percent at Head Start entry, 0 percent at Head Start exit, and 4 percent at the spring of kindergarten).

In the table column labeled “p” we identify statistically significant change over time at the p≤.05 level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the p≤.05 level.

- At Head Start entry, there are differences in children's housing by race/ethnicity: Hispanic/Latino children are more likely than White, African American, or Other race children to live in rental housing (69 percent versus 49, 54, and 56 percent, respectively); White children are more likely than African American or Hispanic/Latino children to live in housing that is owned by a parent (32 percent versus 22 and 20 percent, respectively); African American children are more likely than White or Hispanic/Latino children to live in public or subsidized housing (20 percent versus 9 and 7 percent, respectively); and White children are more likely than all other racial/ethnic groups to live in other types of housing (11 percent versus 4, 4, and 4 percent, respectively). Across racial/ethnic groups, there are no changes in children's housing arrangements between Head Start entry and exit or between Head Start exit and the spring of kindergarten.
- White children are more likely than African American or Hispanic/Latino children to have moved in the last year (39 percent versus 30 and 29 percent, respectively). Between Head Start entry and Head Start exit, the percentage of children who have not moved increases across racial/ethnic groups. At Head Start exit, White children are more likely than Hispanic/Latino children to have moved (24 percent versus 16 percent). From Head Start exit to the spring of kindergarten, the percentage of Hispanic/Latino children who have moved once increases (15 percent to 21 percent).

Table B.22. Housing and Mobility by Number of Family Risks: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children											
	0 Risks ^a				1 Risk ^a				2 or More Risks ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Housing												
Owns home	44.7	45.4	50.5		21.9	23.9	23.2		16.7	17.1	13.6	
Rents home	49.5	46.8	44.0		61.7	60.7	60.2		61.2	60.1	66.1	
Lives in public or subsidized housing	4.7	6.1	3.7		11.5	14.9	13.1		14.8	18.9	16.4	
Other ^b	1.0	1.7	1.8		4.9	0.6	3.4	†,‡	7.2	3.9	3.9	†
Currently resides in transitional housing or homeless shelter	0.0	0.0	0.0		0.0	0.0	0.8		0.5	1.3	1.4	
Number of Times Moved												
None	76.2	86.2	84.0	†	67.2	83.3	73.2	†,‡	65.5	78.4	70.0	†,‡
Once	18.1	12.3	14.5		26.7	14.6	24.2	†,‡	22.7	18.7	25.0	‡
Twice	3.9	1.5	1.4		4.0	2.1	1.7		7.5	2.1	4.3	†
Three or more times	1.8	0.0	0.0		2.0	0.0	0.9	†	4.3	0.7	0.8	†

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

^b The most common other type of housing reported is living with someone else (0 risks, 1 percent at Head Start entry, 2 percent at Head Start exit, and 1 percent at the spring of kindergarten. One risk, 4 percent at Head Start entry, 0.4 percent at Head Start exit, and 3 percent at the spring of kindergarten. Two or more risks, 6 percent at Head Start entry, 3 percent at Head Start exit, and 3 percent at the spring of kindergarten).

In the table column labeled “p” we identify statistically significant change over time at the p≤.05 level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the p≤.05 level.

- At Head Start entry, there are differences in children's housing by number of family risks. Children with no family risks are more likely than those with 1 or 2 or more risks to live in housing that is owned by a parent (45 percent versus 22 and 17 percent, respectively). Conversely, children with no family risks are less likely than those with 1 or 2 or more risks to: live in rental housing (50 percent versus 62 and 61 percent, respectively); live in public or subsidized housing (5 percent versus 12 and 15 percent, respectively); or live in other types of housing (1 percent versus 5 and 7 percent, respectively). Across risk groups, there are few changes in children's housing arrangements between Head Start entry and Head Start exit or between Head Start exit and the spring of kindergarten, with changes primarily occurring in other types of housing.
- At Head Start entry, children with no family risks are less likely than those with 1 or 2 or more risks to have moved in the last year (24 percent versus 33 and 35 percent, respectively). Between Head Start entry and Head Start exit, the percentage of children who have not moved increases across risk factor groups. At Head Start exit, children with no family risks are less likely than those with 2 or more risks to have moved (14 percent versus 22 percent). Among children with 1 or 2 or more family risks, there is an increase in the percentage who have moved once between Head Start exit and the spring of kindergarten (15 percent to 22 percent and 19 percent to 25 percent, respectively).

Table B.23. Housing and Mobility by Family Structure: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children											
	Lives with Mother and Father ^a				Lives with Mother Only or Father Only ^a				Lives with Neither Mother nor Father ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Housing												
Owns home	29.1	29.7	26.1		16.9	18.2	17.7		39.1	46.0	38.5	
Rents home	62.2	61.8	65.6		57.2	55.9	57.0		46.7	35.3	45.4	
Lives in public or subsidized housing	5.6	7.7	6.9		17.9	21.7	20.4		10.8	18.7	16.1	
Other ^b	3.0	0.8	1.4	†	8.0	4.1	4.9	†	3.4	0.0	0.0	
Currently resides in transitional housing or homeless shelter	0.0	0.1	0.4		0.5	1.1	2.1		0.0	0.0	0.0	
Number of Times Moved												
None	73.8	85.3	79.6	†,‡	61.6	76.4	67.0	†,‡	81.9	83.4	69.4	
Once	20.6	13.6	19.1	†,‡	26.7	20.2	27.2	†,‡	13.0	13.7	29.4	
Twice	2.9	1.2	1.2	†	8.2	2.7	4.5	†	1.7	1.9	1.2	
Three or more times	2.6	0.0	0.0	†	3.5	0.7	1.3	†	3.4	1.0	0.0	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Includes both biological and adoptive parents. The “Lives with mother only or father only” group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

^b The most common other type of housing reported is living with someone else (lives with both parents, 2 percent at Head Start entry, 1 percent at Head Start exit, and 1 percent at the spring of kindergarten. Lives with a single parent, 7 percent at Head Start entry, 3 percent at Head Start exit, and 4 percent at the spring of kindergarten. Lives with neither parent, 3 percent at Head Start entry, 0 percent at Head Start exit, and 0 percent at the spring of kindergarten).

In the table column labeled “p” we identify statistically significant change over time at the p≤.05 level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the p≤.05 level.

- At Head Start entry, children living with a single parent are less likely than those who live with both parents or neither parent to live in housing that is owned by a parent/guardian (17 percent versus 29 and 39 percent, respectively), and they are more likely than those living with both parents to live in public or subsidized housing (18 versus 6 percent, respectively) or to live in other types of housing (8 versus 3 percent, respectively). Across family structure groups, there are few changes in children’s housing arrangements between Head Start entry and Head Start exit or between Head Start exit and the spring of kindergarten.
- At Head Start entry, children living with a single parent are more likely than those living with both parents or neither parent to have moved in the last year (39 percent versus 26 and 18 percent, respectively). Although the percentage of children who have not moved increases between Head Start entry and Head Start exit for those living with a single parent or both parents, at Head Start exit, children living with a single parent continue to be more likely than those living with both parents to have moved during this time period (24 percent versus 15 percent). Among children living with a single parent or both parents, there is an increase in the percentage who have moved once between Head Start exit and the spring of kindergarten (20 percent to 27 percent and 14 percent to 19 percent, respectively).

Table B.24. Household Food Security: Fall 2009

	Percent of Children Head Start Entry
Food Security in Past 12 Months^a	
High/Marginal food security	70.4
Low food security	20.5
Very low food security	9.2
Purchased Food Did Not Last and There Was No Money to Get More	
Often true	6.5
Sometimes true	27.8
Never true	65.6
Could Not Afford to Eat Balanced Meals	
Often true	4.3
Sometimes true	24.5
Never true	71.2
Parent or other adult in household cut the size of meals or skipped meals because there was not enough money for food	18.2
If Cut or Skipped Meals, Frequency	
Almost every month	15.1
Some months, but not every month	38.4
In only 1 or 2 months	46.5
Parent ate less than should have because there was not enough money to buy food	18.0
Parent was hungry but did not eat because could not afford enough food	9.1

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^a The 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.

- At Head Start entry, 30 percent of children's parents report low to very low food security (21 percent of children's parents report low food security and an additional 9 percent report very low food security).
- Twenty-eight percent of parents report that purchased food did not last and there was no money to get more as sometimes true in the past 12 months. Twenty-five percent of parents also report that they could not afford to eat balanced meals as sometimes true in the past 12 months. An additional 4 to 7 percent of children's parents reported these issues being often true, respectively.

Table B.25. Household Food Security by Race/Ethnicity: Fall 2009

	Percent of Children			
	White, Non-Hispanic	African American, Non-Hispanic	Hispanic/Latino	Other, Non-Hispanic
	Head Start Entry	Head Start Entry	Head Start Entry	Head Start Entry
Food Security in Past 12 Months^a				
High/Marginal food security	79.0	79.5	57.4	77.2
Low food security	14.2	15.3	28.5	16.2
Very low food security	6.8	5.3	14.1	6.6
Purchased Food Did Not Last and There Was No Money to Get More				
Often true	5.2	6.7	7.3	5.9
Sometimes true	22.6	17.9	39.4	22.7
Never true	72.3	75.4	53.4	71.4
Could Not Afford to Eat Balanced Meals				
Often true	2.2	3.0	6.8	3.7
Sometimes true	15.7	13.0	40.1	15.3
Never true	82.0	84.0	53.1	81.0
Parent or other adult in household cut the size of meals or skipped meals because there was not enough money for food	13.2	11.4	26.4	16.3
If Cut or Skipped Meals, Frequency				
Almost every month	26.2	11.8	12.4	!
Some months, but not every month	16.2	37.0	47.1	!
In only 1 or 2 months	57.6	51.2	40.5	!
Parent ate less than should have because there was not enough money to buy food	15.2	13.8	22.4	18.1
Parent was hungry but did not eat because could not afford enough food	8.3	6.9	11.5	8.4

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a The 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.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

! Too few cases for a reliable estimate.

Table B.25. (continued)

- At Head Start entry, 43 percent of Hispanic/Latino children's parents report low to very low food security while only 21 to 23 percent of White, African American, or Other, non-Hispanic children's parents report low to very low food security.
- More Hispanic/Latino children's parents report that purchased food did not last and there was no money to get more as sometimes true in the past 12 months compared to the other racial/ethnic groups (39 percent versus 18 percent to 23 percent, respectively).
- More Hispanic/Latino children's parents report that they sometimes could not afford to eat balanced meals in the past 12 months compared to the other racial/ethnic groups (40 percent versus 13 to 16 percent, respectively).
- Twenty-six percent of Hispanic/Latino children's parents or other adults in the household cut the size of their meals or skipped their meals because there was not enough money for food in the past 12 months compared to 16 percent or less of the other racial/ethnic groups. Of those parents or other adults, more African American or Hispanic/Latino children's parents or other adults in the household cut or skipped meals some months, but not every month, compared to White children's parents or other adults in the household (37 percent and 47 percent versus 16 percent, respectively).
- In the past 12 months, more Hispanic/Latino children's parents ate less than they should have compared to White or African American children's parents (22 percent versus 15 and 14 percent, respectively). Twelve percent of Hispanic/Latino children's parents were hungry but did not eat because they could not afford enough food compared to 7 percent of African American children's parents.

Table B.26. Household Food Security by Number of Family Risks: Fall 2009

	Percent of Children		
	0 Risks ^a	1 Risk ^a	2 or More Risks ^a
	Head Start Entry	Head Start Entry	Head Start Entry
Food Security in Past 12 Months^a			
High/Marginal food security	76.8	72.8	65.0
Low food security	16.5	17.2	24.7
Very low food security	6.7	10.0	10.3
Purchased Food Did Not Last and There Was No Money to Get More			
Often true	4.7	6.3	6.6
Sometimes true	18.1	30.7	31.5
Never true	77.2	63.0	61.9
Could Not Afford to Eat Balanced Meals			
Often true	3.1	3.8	5.6
Sometimes true	17.2	22.6	28.7
Never true	79.7	73.6	65.8
Parent or other adult in household cut the size of meals or skipped meals because there was not enough money for food	16.7	18.0	21.1
If Cut or Skipped Meals, Frequency			
Almost every month	!	22.1	13.1
Some months, but not every month	!	36.5	39.2
In only 1 or 2 months	!	41.4	47.7
Parent ate less than should have because there was not enough money to buy food	14.2	17.8	20.4
Parent was hungry but did not eat because could not afford enough food	8.4	8.6	9.8

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

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

^b The 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.

! Too few cases for a reliable estimate.

Table B.26. (continued)

- At Head Start entry, more children's parents with 2 or more family risks report low food security compared to the other groups (25 percent versus 17 percent). Across risk groups, 7 to 10 percent of children's parents report very low food security.
- More children's parents with 1 or 2 or more family risks report that purchased food did not last and there was no money to get more as sometimes true in the past 12 months compared to children's parents with no risks (31 percent to 32 percent versus 18 percent, respectively).
- More children's parents with 2 or more family risks report that they could not afford to eat balanced meals as sometimes true in the past 12 months compared to children's parents with no risks (23 percent versus 17 percent, respectively).
- The percentage of children's parents or other adults in the household who cut the size of their meals or skipped their meals because there was not enough money for food does not differ by number of family risks.
- The percentage of children's parents who ate less than they should have and were hungry but did not eat because they could not afford enough food does not differ by number of family risks.

Table B.27. Household Food Security by Family Structure: Fall 2009

	Percent of Children		
	Lives with Mother and Father ^a	Lives with Mother Only or Father Only ^a	Lives with Neither Mother nor Father ^a
	Head Start Entry	Head Start Entry	Head Start Entry
Food Security in Past 12 Months^b			
High/Marginal food security	65.6	73.4	79.0
Low food security	23.7	18.3	14.1
Very low food security	10.7	8.4	6.9
Purchased Food Did Not Last and There Was No Money to Get More			
Often true	6.6	5.7	14.3
Sometimes true	32.3	25.6	13.3
Never true	61.2	68.7	72.5
Could Not Afford to Eat Balanced Meals			
Often true	5.8	3.4	2.4
Sometimes true	31.8	19.7	12.9
Never true	62.5	77.0	84.7
Parent or other adult in household cut the size of meals or skipped meals because there was not enough money for food	21.4	16.5	7.9
If Cut or Skipped Meals, Frequency			
Almost every month	14.0	17.2	!
Some months, but not every month	44.0	33.2	!
In only 1 or 2 months	42.0	49.5	!
Parent ate less than should have because there was not enough money to buy food	19.3	17.0	16.1
Parent was hungry but did not eat because could not afford enough food	8.8	9.0	11.2

Source: Fall 2009 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

^a Includes both biological and adoptive parents. The "Lives with mother only or father only" group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

^b The 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.

! Too few cases for a reliable estimate.

Table B.27. (continued)

- At Head Start entry, more children who live with a single parent have parents who report low food security compared to children who live with both parents (24 percent versus 18 percent). Between 7 and 11 percent of children's parents report very low food security regardless of family structure.
- More children who live with both parents, followed by children who live with a single parent, and then children who live with neither parent are in households where purchased food did not last and there was no money to get more is sometimes true in the past 12 months (32, 26, and 13 percent, respectively).
- More children who live with both parents have parents who report that they could not afford to eat balanced meals as sometimes true in the past 12 months compared to children who live with a single parent or children who live with neither parent (32 percent versus 20 percent and 13 percent, respectively).
- Twenty-one percent of children who live with both parents have parents or other adults in the household who report that they cut the size of their meals or skipped their meals because there was not enough money for food in the past 12 months compared to 8 percent of children who live with neither parent.
- In the past 12 months, the percentage of children's parents who ate less than they should have and were hungry but did not eat because they could not afford enough food does not differ by family structure.

Parent-Child Relationships
(Head Start Entry, Head Start Exit, Spring Kindergarten)

Table B.28. Child Rearing Attitudes: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children		
	Head Start Entry	Head Start Exit	p
Mean Parental Warmth Score			
Mean	4.3	4.3	
Possible response range	1 - 5	1 - 5	
Mean Parental Energy Score			
Mean	4.0	4.0	
Possible response range	1 - 5	1 - 5	
Mean Parental Authoritative Score			
Mean	3.4	3.5	†
Possible response range	1 - 5	1 - 5	
Mean Parental Authoritarian Score			
Mean	2.3	2.3	
Possible response range	1 - 5	1 - 5	

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

The Parental Warmth scale reflects a warm, supportive parenting model in which the parent encourages curiosity. The Parental Energy scale indicates the parent's energy and consistency in enforcing rules. The Authoritative scale reflects a less harsh parenting style with greater use of rationales for discipline. The Authoritarian scale indicates a stricter, more directive, parenting style. Parents indicate the degree to which each item is like them on a scale ranging from "not at all" to "exactly." Possible scores on each subscale range from 1 to 5; higher scores indicate that the construct is more reflective of their parenting approach.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†'.

- At Head Start entry, children's parents have a mean warmth score of 4.3, a mean energy score of 4.0, a mean authoritative score of 3.4, and a mean authoritarian score of 2.3.
- In general, parent's child rearing attitudes do not change from Head Start entry to Head Start exit.

Table B.29. Child Rearing Attitudes by Race/Ethnicity: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children											
	White, Non-Hispanic			African American, Non-Hispanic			Hispanic/Latino			Other, Non-Hispanic		
	Head Start Entry	Head Start Exit	p	Head Start Entry	Head Start Exit	p	Head Start Entry	Head Start Exit	p	Head Start Entry	Head Start Exit	p
Mean Parental Warmth Score												
Mean	4.3	4.3		4.3	4.3		4.2	4.3		4.3	4.3	
Possible response range	1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5	
Mean Parental Energy Score												
Mean	4.1	4.0		4.2	4.2		3.7	3.7		4.2	3.9	
Possible response range	1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5	
Mean Parental Authoritative Score												
Mean	3.4	3.5		3.5	3.5		3.4	3.5		3.3	3.4	
Possible response range	1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5	
Mean Parental Authoritarian Score												
Mean	2.0	2.0		2.3	2.4		2.4	2.3		2.2	2.3	
Possible response range	1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5	

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

The Parental Warmth scale reflects a warm, supportive parenting model in which the parent encourages curiosity. The Parental Energy scale indicates the parent's energy and consistency in enforcing rules. The Authoritative scale reflects a less harsh parenting style with greater use of rationales for discipline. The Authoritarian scale indicates a stricter, more directive, parenting style. Parents indicate the degree to which each item is like them on a scale ranging from "not at all" to "exactly." Possible scores on each subscale range from 1 to 5; higher scores indicate that the construct is more reflective of their parenting approach.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '+'.¹

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry and Head Start exit, children's parents' mean warmth and authoritative scores do not differ by race/ethnicity.
- At Head Start entry, the mean energy score is lower for parents of Hispanic/Latino children (3.7) compared to parents of White children (4.1) or African American children (4.2). The mean energy scores do not change from Head Start entry to Head Start exit for any racial/ethnic group.
- At Head Start entry, the mean authoritarian score is lower for parents of White children (2.0) compared to parents of African American children (2.3), Hispanic/Latino children (2.4), or Other race children (2.2). The mean authoritarian scores do not change from Head Start entry to Head Start exit for any racial/ethnic group.

Table B.30. Child Rearing Attitudes by Number of Family Risks: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children								
	0 Risks ^a			1 Risk ^a			2 or More Risks ^a		
	Head Start Entry	Head Start Exit	p	Head Start Entry	Head Start Exit	p	Head Start Entry	Head Start Exit	p
Mean Parental Warmth Score									
Mean	4.3	4.3		4.3	4.3		4.2	4.3	
Possible response range	1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5	
Mean Parental Energy Score									
Mean	4.1	4.1		4.0	4.0		3.9	3.9	
Possible response range	1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5	
Mean Parental Authoritative Score									
Mean	3.5	3.5		3.4	3.5		3.4	3.5	
Possible response range	1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5	
Mean Parental Authoritarian Score									
Mean	2.1	2.1		2.3	2.2		2.3	2.3	
Possible response range	1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5	

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

The Parental Warmth scale reflects a warm, supportive parenting model in which the parent encourages curiosity. The Parental Energy scale indicates the parent's energy and consistency in enforcing rules. The Authoritative scale reflects a less harsh parenting style with greater use of rationales for discipline. The Authoritarian scale indicates a stricter, more directive, parenting style. Parents indicate the degree to which each item is like them on a scale ranging from "not at all" to "exactly." Possible scores on each subscale range from 1 to 5; higher scores indicate that the construct is more reflective of their parenting approach.

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

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '+'.
 †

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry and Head Start exit, children's parents' mean warmth, authoritative, and authoritarian scores do not differ by number of family risks.
- At Head Start entry, the mean energy score is higher for parents of children with 0 risks (4.1) compared to parents of children with 2 or more risks (3.9). The mean energy scores do not change from Head Start entry to Head Start exit for any family risk group.

Table B.31. Child Rearing Attitudes by Family Structure: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children								
	Lives with Mother and Father ^a			Lives with Mother Only or Father Only ^a			Lives with Neither Mother nor Father ^a		
	Head Start Entry	Head Start Exit	p	Head Start Entry	Head Start Exit	p	Head Start Entry	Head Start Exit	p
Mean Parental Warmth Score									
Mean	4.3	4.3		4.3	4.3		4.4	4.3	
Possible response range	1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5	
Mean Parental Energy Score									
Mean	3.8	3.8		4.0	4.0		4.2	4.0	
Possible response range	1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5	
Mean Parental Authoritative Score									
Mean	3.4	3.5		3.4	3.5		3.4	3.5	
Possible response range	1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5	
Mean Parental Authoritarian Score									
Mean	2.3	2.3		2.2	2.3		2.2	2.3	
Possible response range	1 - 5	1 - 5		1 - 5	1 - 5		1 - 5	1 - 5	

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

The Parental Warmth scale reflects a warm, supportive parenting model in which the parent encourages curiosity. The Parental Energy scale indicates the parent's energy and consistency in enforcing rules. The Authoritative scale reflects a less harsh parenting style with greater use of rationales for discipline. The Authoritarian scale indicates a stricter, more directive, parenting style. Parents indicate the degree to which each item is like them on a scale ranging from "not at all" to "exactly." Possible scores on each subscale range from 1 to 5; higher scores indicate that the construct is more reflective of their parenting approach.

^a Includes both biological and adoptive parents. The "Lives with mother only or father only" group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry and Head Start exit, children's parents' mean warmth, authoritative, and authoritarian scores do not differ by family structure.
- At Head Start entry, the mean energy score is higher for parents of children who live with a single parent (4.0) compared to parents of children who live with both parents (3.8). The mean energy scores do not change from Head Start entry to Head Start exit for any family structure group.

Table B.32. Household Routines: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children			p
	Head Start Entry	Head Start Exit	Spring Kindergarten	
Number of Days Per Week				
Family Eats Dinner Together				
0-2	6.8	6.6	5.7	
3-4	24.5	24.1	23.2	
5-6	25.1	24.2	28.1	
7	43.5	45.1	43.0	
Mean	5.3	5.4	5.4	
Number of Nights in Past Week				
Child Brushed Teeth before Bed				
0-2	9.9	5.5	6.8	†
3-4	14.4	14.6	10.7	‡
5-6	14.8	16.8	15.0	
7	60.9	63.2	67.4	
Mean	5.7	5.9	6.0	†
Child has regular bedtime	89.2	89.1	92.1	‡

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

- At Head Start entry, 44 percent of children’s families eat dinner together as a family 7 nights per week, and another 25 percent do so 5 to 6 nights per week. On average, children’s families eat dinner together 5.3 nights per week. These figures do not change from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten.
- Sixty-one percent of Head Start children brush their teeth every night at Head Start entry and on average, children brush their teeth 5.7 nights per week. These figures do not greatly change from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten.
- At Head Start entry, Head Start exit, and the spring of kindergarten, about 90 percent of Head Start children have a regular bedtime.

Table B.33. Household Routines by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children															
	White, Non-Hispanic				African American, Non-Hispanic				Hispanic/Latino				Other, Non-Hispanic			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Number of Days Per Week Family Eats Dinner Together																
0-2	4.0	2.6	2.9		4.9	8.0	4.9		8.3	7.5	8.3		11.0	6.0	2.0	
3-4	19.6	14.3	16.4		33.2	33.3	29.9		20.9	19.9	22.2		21.4	32.4	12.2	‡
5-6	26.3	25.5	27.4		24.9	25.8	27.9		24.5	22.8	28.5		27.2	24.5	33.2	
7	50.2	57.6	53.2		37.0	32.9	37.3		46.3	49.8	41.0	‡	40.4	37.1	52.6	
Mean	5.6	5.9	5.8		5.1	4.9	5.2		5.4	5.5	5.3		5.2	5.1	5.8	‡
Number of Nights in Past Week Child Brushed Teeth before Bed																
0-2	8.6	3.5	5.3	†	13.2	8.2	10.3	†	8.2	4.6	4.9	†	6.5	4.8	3.1	
3-4	11.5	10.7	7.1		18.5	21.9	13.1	‡	11.9	10.4	10.8		18.3	15.3	10.1	
5-6	13.4	15.1	9.8		15.8	14.9	15.1		15.8	19.2	16.8		9.8	16.7	18.7	
7	66.5	70.7	77.8		52.4	54.9	61.4		64.1	65.8	67.5		65.4	63.2	68.1	
Mean	5.9	6.2	6.3		5.3	5.4	5.6		5.9	6.1	6.1		5.8	6.0	6.1	
Child has regular bedtime	93.2	92.3	92.8		89.0	85.6	87.8		88.5	90.2	94.1		85.2	91.1	95.6	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, fewer African American children (37 percent) eat dinner together as a family 7 nights per week compared to White children (50 percent) or Hispanic/Latino children (46 percent). On average, the number of nights children’s families eat dinner together is greater for White children (5.6 nights) or Hispanic/Latino children (5.4 nights) compared to African American children (5.1 nights). From Head Start entry to Head Start exit, the number of nights per week children eat dinner together as a family does not change within racial/ethnic groups. However, from Head Start exit to the spring of kindergarten, the percentage of Hispanic/Latino children who eat dinner together as a family 7 nights per week decreases (50 percent to 41 percent).
- At Head Start entry, fewer African American children (52 percent) brush their teeth every night compared to White children (67 percent) or Hispanic/Latino children (64 percent). On average, African American children brush their teeth 5.3 nights per week while White children and Hispanic/Latino children brush their teeth 5.9 nights per week. From Head Start entry to Head Start exit and from Head Start exit to the spring of kindergarten, the frequency with which children brush their teeth generally does not change for any racial/ethnic group. However, from Head Start entry to Head Start exit, the percentage of children who brush their teeth between 0 to 2 nights per week decreases for White and African American children (9 percent to 4 percent and 13 percent to 8 percent, respectively), and from Head Start exit to the spring of kindergarten, the percentage of African American children who brush their teeth between 3 and 4 nights per week decreases (22 percent to 13 percent).
- At Head Start entry, Head Start exit, and the spring of kindergarten, Head Start children’s bedtime does not differ by race/ethnicity.

Table B.34. Household Routines by Number of Family Risks: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children											
	0 Risks ^a				1 Risk ^a				2 or More Risks ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Number of Days Per Week Family Eats Dinner Together												
0-2	4.2	6.2	4.8		5.3	5.6	5.4		8.5	7.4	6.0	
3-4	30.8	23.9	25.7		24.0	21.8	23.4		24.1	26.6	21.6	
5-6	29.6	33.6	29.6		21.0	22.8	28.8		24.8	21.8	27.2	
7	35.4	36.3	39.8		49.7	49.9	42.3		42.7	44.2	45.1	
Mean	5.2	5.3	5.4		5.5	5.6	5.4		5.2	5.3	5.4	
Number of Nights in Past Week Child Brushed Teeth before Bed												
0-2	16.0	9.3	9.6		6.8	5.0	6.1		10.7	5.4	7.4	†
3-4	11.1	14.5	16.1		15.9	14.1	12.2		14.1	14.1	9.1	‡
5-6	22.5	18.8	11.7		15.3	16.2	15.1		12.3	16.4	16.1	
7	50.4	57.4	62.6		62.0	64.7	66.6		63.0	64.2	67.4	
Mean	5.3	5.6	5.6		5.8	6.0	6.0		5.7	5.9	6.0	
Child has regular bedtime	90.9	87.0	86.3		90.4	88.2	92.7		87.3	90.3	92.3	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

In the table column labeled “p” we identify statistically significant change over time at the p≤.05 level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the p≤.05 level.

- At Head Start entry, fewer children with 0 family risks (35 percent) eat dinner together as a family 7 nights per week compared to children with 1 family risk (50 percent). However, the average number of nights children eat dinner together with their families does not differ by number of family risks. From Head Start entry to Head Start exit and from Head Start exit to the spring of kindergarten, the frequency with which children eat dinner together as a family does not change for any family risk group.
- At Head Start entry, fewer children with 0 risks (50 percent) brush their teeth every night compared to children with 1 risk (62 percent) or children with 2 or more risks (63 percent). On average, the number of nights children brush their teeth is greater for children with 1 risk (5.8 nights) than children with 0 risks (5.3 nights). From Head Start entry to Head Start exit and from Head Start exit to the spring of kindergarten, the frequency with which children brush their teeth generally does not change for any risk status group. However, the percentage of children with 2 or more risks who brush their teeth between 0 to 2 nights per week decreases from Head Start entry to Head Start exit (11 percent to 5 percent), and who brush their teeth 3 to 4 nights per week decreases from Head Start exit to the spring of kindergarten (14 percent to 9 percent).
- At Head Start entry, Head Start exit, and the spring of kindergarten, Head Start children's bedtime does not differ by number of family risks.

Table B.35. Household Routines by Family Structure: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children											
	Lives with Mother and Father ^a				Lives with Mother Only or Father Only ^a				Lives with Neither Mother nor Father ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Number of Days Per Week Family Eats Dinner Together												
0-2	6.6	7.3	5.4		7.3	6.2	6.4		3.8	3.9	1.2	
3-4	23.2	20.5	21.6		26.0	28.1	24.1		21.9	14.2	29.5	
5-6	25.6	25.2	28.8		23.0	21.4	27.2		41.1	44.4	30.2	
7	44.7	47.0	44.1		43.6	44.2	42.3		33.3	37.6	39.1	
Mean	5.4	5.5	5.5		5.3	5.3	5.3		5.4	5.5	5.4	
Number of Nights in Past Week Child Brushed Teeth before Bed												
0-2	8.1	5.6	5.7		12.1	5.6	8.1	†	5.3	3.7	4.2	
3-4	12.8	11.5	12.3		15.4	17.1	9.3	‡	18.0	15.6	11.4	
5-6	16.4	16.6	14.0		12.9	17.1	16.3		19.4	15.4	10.9	
7	62.8	66.3	68.0		59.6	60.3	66.3		57.3	65.3	73.5	
Mean	5.8	6.0	6.0		5.5	5.8	5.9		5.7	6.0	6.1	
Child has regular bedtime	88.3	89.6	93.0		90.2	88.7	90.7		87.7	89.1	97.9	

Source Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Includes both biological and adoptive parents. The “Lives with mother only or father only” group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, Head Start exit, and the spring of kindergarten, the number of days per week children's families eat dinner together does not vary by family structure group.
- At Head Start entry, the number of nights children brush their teeth does not vary by family structure group. From Head Start entry to Head Start exit and from Head Start exit to the spring of kindergarten, the frequency with which children brush their teeth generally does not change for any family structure group. However, the percentage of children who live with a single parent and brush their teeth between 0 to 2 nights per week decreases from Head Start entry to Head Start exit (12 percent to 6 percent) and who brush their teeth 3 to 4 nights per week decreases from Head Start exit to the spring of kindergarten (17 percent to 9 percent).
- At Head Start entry, Head Start exit, and the spring of kindergarten, Head Start children's bedtime does not differ by family structure group.

Table B.36. Discipline: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children			p
	Head Start Entry	Head Start Exit	Spring Kindergarten	
Parent spanked child in past week	31.7	27.0	21.3	†, ‡
Parent used "time out" in past week	70.9	68.2	62.9	‡

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

- At Head Start entry, 32 percent of children's parents report spanking their child for misbehaving in the week prior to the survey. This decreases to 27 percent at Head Start exit and to 21 percent at the spring of kindergarten.
- Seventy-one percent of parents report using "time out" for child misbehavior in the week prior to the survey at Head Start entry. This percentage does not change from Head Start entry to Head Start exit, but decreases from Head Start exit (68 percent) to the spring of kindergarten (63 percent).

Table B.37. Discipline by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children															
	White, Non-Hispanic				African American, Non-Hispanic				Hispanic/Latino				Other, Non-Hispanic			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Parent spanked child in past week	30.1	22.8	15.8		42.9	34.6	26.5	‡	25.9	25.3	19.6		20.8	18.7	19.7	
Parent used "time out" in past week	87.4	82.8	79.1		70.6	70.5	64.0		62.0	60.4	55.0		72.7	63.6	63.4	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, more African American children's parents (43 percent) report spanking their child for misbehaving in the week prior to the survey compared to White children's parents (30 percent), Hispanic/Latino children's parents (26 percent), or Other race children's parents (21 percent).
- From Head Start entry to Head Start exit and from Head Start exit to the spring of kindergarten, the percentage of parents who report spanking their child does not change for any racial group, except for the percentage of African American children's parents, which decreases from Head Start exit to the spring of kindergarten (35 percent to 27 percent).
- At Head Start entry, more White children's parents (87 percent) report using "time out" for child misbehavior in the week prior to the survey compared to African American children's parents (71 percent), Hispanic/Latino children's parents (62 percent), or Other race children's parents (72 percent). Additionally, more African American children's parents report using time out as compared to Hispanic/Latino children's parents.
- From Head Start entry to Head Start exit and from Head Start exit to the spring of kindergarten, the percentage of parents who report using time out does not change for any racial/ethnic group.

Table B.38. Discipline by Number of Family Risks: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children											
	0 Risks ^a				1 Risk ^a				2 or More Risks ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Parent spanked child in past week	27.3	25.1	17.6		33.8	28.8	19.9	‡	31.5	26.6	23.9	
Parent used "time out" in past week	71.8	67.4	60.5		73.4	69.9	67.6		69.1	67.4	63.8	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry and Head Start exit, children's parents' report of spanking their child for misbehaving in the week prior to the survey does not differ by family risk status.
- From Head Start exit to the spring of kindergarten, the percentage of children's parents who report spanking their child decreases for children with 1 risk (29 percent to 20 percent).
- At Head Start entry, Head Start exit, and the spring of kindergarten, children's parents' report of using "time out" for child misbehavior in the week prior to the survey does not differ by family risk status.

Table B.39. Discipline by Family Structure: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children											
	Lives with Mother and Father ^a				Lives with Mother Only or Father Only ^a				Lives with Neither Mother nor Father ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Parent spanked child in past week	25.7	23.8	16.9	‡	37.2	29.8	25.2	†	30.4	26.3	22.4	
Parent used "time out" in past week	65.6	63.0	59.6		76.3	71.2	67.1		63.5	80.5	50.8	‡

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Includes both biological and adoptive parents. The "Lives with mother only or father only" group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, more children who live with a single parent have parents who report spanking their child for misbehaving in the week prior to the survey compared to children who live with both parents (37 percent versus 26 percent, respectively).
- Although the percentage of parents who report spanking their child decreases from Head Start entry to Head Start exit for children who live with a single parent (37 percent to 30 percent), at Head Start exit, more children who live with a single parent continue to have parents who report spanking their child compared to children who live with both parents (30 percent versus 24 percent). From Head Start exit to the spring of kindergarten, the percentage of parents who report spanking their child decreases for children who live with both parents (24 percent to 17 percent).
- At Head Start entry, more children who live with a single parents have parents who report using "time out" for child misbehavior in the week prior to the survey compared to children who live with both parents (76 percent versus 66 percent, respectively).
- From Head Start entry to Head Start exit and from Head Start exit to the spring of kindergarten, reports of using time out do not change for any family structure group except for those children who live with neither parent in which the percentage decreases from Head Start exit to the spring of kindergarten (81 percent to 51 percent).

**Families as Educators and Leaders
(Head Start Entry, Head Start Exit, Spring Kindergarten)**

Table B.40. Frequency of Reading to Child: Fall 2009-Spring 2011 or Spring 2012

Number of Times Family Member Read to Child in Past Week	Percent of Children			p
	Head Start Entry	Head Start Exit	Spring Kindergarten	
Not at all	2.3	1.7	1.3	
Once or twice	22.4	22.3	17.2	‡
Three or more times, but not every day	36.8	43.1	35.8	†,‡
Every day	38.4	33.0	45.7	†,‡

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

- At Head Start entry, 75 percent of children are read to at least 3 times in the past week, and 38 percent are read to daily.
- The percentage of children who are read to 3 or more times, but not every day increases between Head Start entry and Head Start exit (37 to 43 percent). This increase is offset by a decline in the percentage of children read to daily (38 to 33 percent).
- From Head Start exit to the spring of kindergarten, the percentage of children who are read to 1 to 3 or more times, but not every day, decreases, reflecting an increase in the percentage of children who are read to daily (33 to 46 percent).

Table B.41. Frequency of Reading to Child by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

Number of Times Family Member Read to Child in Past Week	White, Non-Hispanic				African American, Non-Hispanic				Hispanic/Latino				Other, Non-Hispanic			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Not at all	1.3	1.1	1.3		1.7	1.2	0.6		3.8	2.3	1.5		0.7	2.1	3.1	
Once or twice	15.1	18.0	11.6		19.5	19.8	17.2		27.8	27.2	20.8		28.3	17.2	8.6	
Three or more times, but not every day	32.5	38.7	34.9		39.4	46.1	35.1	‡	38.6	40.8	37.4		30.4	52.6	38.2	†
Every day	51.2	42.2	52.1		39.4	32.9	47.1	‡	29.8	29.7	40.3	‡	40.6	28.1	50.1	‡

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, more White children (51 percent) are read to daily in the past week than African American children (39 percent) or Hispanic/Latino children (30 percent). In addition, more African American children are read to daily than Hispanic/Latino children.
- The frequency with which children are read to does not change from Head Start entry to Head Start exit within racial/ethnic groups.
- From Head Start exit to the spring of kindergarten, the percentage of children who are read to daily increases for all racial/ethnic groups except for White children.

Table B.42. Frequency of Reading to Child by Number of Family Risks: Fall 2009-Spring 2011 or Spring 2012

Number of Times Family Member Read to Child in Past Week	0 Risks ^a				1 Risk ^a				2 or More Risks ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Not at all	1.0	2.0	2.2		2.4	1.8	1.1		3.1	1.3	1.4	
Once or twice	20.0	21.0	16.3		19.6	20.3	10.7	‡	25.0	26.2	22.7	
Three or more times, but not every day	37.3	44.3	35.2		37.8	38.8	37.3		36.4	44.5	34.3	†,‡
Every day	41.7	32.6	46.3	‡	40.1	39.1	50.9	‡	35.5	28.0	41.7	†,‡

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

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

- At Head Start entry, the frequency with which children are read to in the past week does not differ by number of family risks.
- The frequency with which children are read to does not change from Head Start entry to Head Start exit for children with no risks or 1 risk. However, for children with 2 or more risks, the percentage of children who are read to 3 or more times, but not every day, increases (36 to 45 percent). This increase is offset by a decline in the percentage of children with 2 or more risks who are read to daily (36 to 28 percent).
- At Head Start exit, more children with 1 risk (39 percent) are read to daily compared to children with 2 or more risks (28 percent).
- From Head Start exit to the spring of kindergarten, the percentage of children who are read to daily increases by at least 10 percent for every family risk group. However, given the varying percentages across Head Start, looking at change from entry to the spring of kindergarten, there is no significant difference in the percentage read to daily.

Table B.43. Frequency of Reading to Child by Family Structure: Fall 2009-Spring 2011 or Spring 2012

Number of Times Family Member Read to Child in Past Week	Percent of Children											
	Lives with Mother and Father ^a				Lives with Mother Only or Father Only ^a				Lives with Neither Mother nor Father ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Not at all	3.6	1.2	0.8	†	1.5	1.6	1.8		0.0	5.8	0.0	
Once or twice	23.4	21.0	17.1		21.5	25.4	17.7	‡	23.2	2.1	12.3	†,‡
Three or more times, but not every day	35.9	43.4	33.2	†,‡	38.9	42.2	38.4		24.0	48.9	34.3	†
Every day	37.1	34.4	48.9		38.1	30.7	42.1	†,‡	52.7	43.1	53.4	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Includes both biological and adoptive parents. The “Lives with mother only or father only” group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, the frequency with which children are read to in the past week does not differ by family structure group.
- From Head Start entry to Head Start exit, the percentage of children read to daily decreases for children who live with a single parent (38 to 31 percent), while the percentage of children read to 3 or more times, but not every day, increases for children who live with both parents (36 to 43 percent) and children who live with neither parent (24 to 49 percent).
- From Head Start exit to the spring of kindergarten, the percentage of children read to daily increases for children who live with both parents (34 to 49 percent) and children who live with a single parent (31 to 42 percent).

Table B.44. Number of Books in Home: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Number of Children's Books in the Home				
None	1.4	0.2	0.1	†
1-24	53.3	46.2	41.4	†
25-49	22.2	21.1	21.9	
50-74	10.3	16.3	17.6	†
75-99	8.9	11.0	13.2	
100 or more	3.9	5.2	5.9	
Mean number of children's books in the home	34.8	42.2	46.8	†

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

- At Head Start entry, the mean number of children's books in the home is 34.8 with very few children having no books (1 percent).
- The mean number of children's books in the home increases to 42.2 at Head Start exit, reflecting a decrease in the percentage of children who have less than 25 children's books (55 to 46 percent), and an increase in children who have between 50 and 74 books (10 to 16 percent).
- The mean number of children's books in the home does not change from Head Start exit to the spring of kindergarten.

Table B.45. Number of Books in Home by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children															
	White, Non-Hispanic				African American, Non-Hispanic				Hispanic/Latino				Other, Non-Hispanic			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Number of Children's Books in the Home																
None	0.2	0.0	0.0		1.5	0.2	0.0		1.9	0.0	0.2		0.0	0.0	0.0	
1-24	19.3	14.9	16.0		56.6	45.0	42.9	†	71.8	64.7	55.3	†,‡	38.2	36.4	28.7	
25-49	28.0	20.7	20.6		23.7	23.0	20.4		15.6	21.5	24.9	†	34.6	12.2	13.0	†
50-74	19.7	26.3	23.9		9.1	19.9	18.4	†	6.4	7.2	11.8	‡	9.8	24.2	27.6	
75-99	21.8	24.7	25.4		6.9	9.1	13.4		3.6	3.9	5.5		9.2	20.5	22.8	
100 or more	11.0	13.4	14.2		2.2	2.8	5.0		0.8	2.6	2.3		8.3	6.7	7.9	
Mean number of children's books in the home	65.5	73.2	75.0		30.2	38.5	44.2	†	20.4	27.9	33.0	†	44.8	52.4	59.1	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, the mean number of children's books in the home varies by children's race/ethnicity. On average, White children have the most children's books (65.5 books), followed by Other race children (44.8 books), African American children (30.2 books), and Hispanic/Latino children (20.4 books).
- The mean number of children's books in the home increases by about 8 books from Head Start entry to Head Start exit for African American children and Hispanic/Latino children, reflecting decreases in the percentage of African American and Hispanic/Latino children who have between 1 and 24 children's books (57 to 45 percent and 72 to 65 percent, respectively), and increases in the percentage of African American children who have between 50 and 74 books (9 to 20 percent) and the percentage of Hispanic/Latino children who have between 25 and 49 books (16 to 22 percent).
- The mean number of children's books in the home does not change from Head Start exit to the spring of kindergarten for any racial/ethnic group.

Table B.46. Number of Books in Home by Number of Family Risks: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children											
	0 Risks ^a			1 Risk ^a				2 or More Risks ^a				
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Number of Children's Books in the Home												
None	0.0	0.0	0.0		0.7	0.0	0.0		2.4	0.3	0.2	†
1-24	36.5	29.5	26.9		49.1	39.4	37.1	†	61.9	56.1	49.2	
25-49	24.3	24.3	19.2		23.1	25.1	21.5		20.0	17.7	21.9	
50-74	18.5	20.1	18.2		12.3	16.6	19.4		6.9	14.6	15.3	†
75-99	11.5	14.1	20.1		12.3	15.1	16.4		5.1	7.2	9.9	
100 or more	9.2	12.0	15.5		2.6	3.8	5.6		3.7	4.1	3.4	
Mean number of children's books in the home	52.0	60.6	70.3		36.1	43.9	49.4	†	28.9	35.6	39.1	†

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, the mean number of children's books in the home varies by family risk status. On average, children with 0 risks have the most children's books (52.0 books), followed by children with 1 risk (36.1 books), and children with 2 or more risks (28.9 books).
- The mean number of children's books in the home increases by about 7 books from Head Start entry to Head Start exit for children with 1 risk and children with 2 or more risks, reflecting an increase in the percentage of children with 2 or more risks who have between 50 and 74 books (7 to 15 percent), and a decrease in the percentage of children with 1 risk who have between 1 and 24 children's books (49 to 39 percent).
- The number of children's books in the home does not change from Head Start exit to the spring of kindergarten for any family risk status group.

Table B.47. Number of Books in Home by Family Structure: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children											
	Lives with Mother and Father ^a				Lives with Mother Only or Father Only ^a				Lives with Neither Mother nor Father ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Number of Children's Books in the Home												
None	1.1	0.3	0.1		1.7	0.1	0.1		0.0	0.0	0.0	
1-24	54.9	45.1	41.7	†	52.1	48.0	42.2		51.8	38.5	28.9	
25-49	23.7	24.4	21.9		20.4	18.8	22.0		27.4	17.7	20.3	
50-74	9.1	13.7	18.3		11.5	16.8	16.2	†	9.0	33.6	24.3	†
75-99	7.2	11.7	11.8	†	10.4	10.6	14.1		9.4	8.9	18.0	
100 or more	4.1	5.0	6.2		3.9	5.8	5.4		2.5	1.2	8.6	
Mean number of children's books in the home	33.1	41.0	46.8	†	36.4	43.4	46.5		34.1	41.4	51.6	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Includes both biological and adoptive parents. The “Lives with mother only or father only” group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- At Head Start entry, the mean number of children's books in the home does not vary by family structure.
- The mean number of children's books in the home increases from Head Start entry to Head Start exit for children who live with both parents (33.1 books to 41.0 books), reflecting a decrease in the percentage of those children who have between 1 and 24 books (55 percent to 45 percent) and an increase in the percentage who have between 75 and 99 books (7 to 12 percent).
- The number of children's books in the home does not change from Head Start exit to the spring of kindergarten for any family structure group.

Table B.48. Family Members' Activities with Child in Past Week: Fall 2009-Spring 2011 or Spring 2012

Type of Activity	Percent of Children			p
	Head Start Entry	Head Start Exit	Spring Kindergarten	
Told child a story	79.9	88.6	89.8	†
Taught child letters, words, or numbers	95.9	98.3	97.6	†
Taught child songs or music	82.6	82.5	77.7	‡
Worked with child on arts and crafts	65.7	72.5	75.0	†
Played with toys or games indoors	96.7	98.3	98.4	
Played a game, sport, or exercised together	86.1	90.6	91.8	†
Took child along on errands	95.6	95.5	94.7	
Involved child in household chores	86.6	91.0	91.7	†
Talked about what happened in Head Start/kindergarten	93.5	94.7	96.2	
Talked about TV programs or videos	72.8	82.9	82.3	†
Played counting games	87.0	88.6	86.3	
Played a board game or a card game	40.0	54.1	55.9	†
Played with blocks	49.7	51.4	39.2	‡
Counted different things	87.7	90.9	89.7	†
Mean number of activities	11.2	11.8	11.7	†

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

- At Head Start entry, at least 94 percent of children participated in the following learning activities with a parent or other family member in the past week: learning letters, words, or numbers; playing with toys or games indoors; going along on errands; and talking about Head Start.
- The percentage of children who engage in various activities with their family members increases between Head Start entry and Head Start exit for most types of activities. The largest increases are in the percentages who play a board game or card game (40 to 54 percent), talk about TV programs or videos (73 to 83 percent), hear a story (80 to 89 percent); work on arts and crafts (66 to 73 percent); and play a game, sport, or exercise (86 to 91 percent).
- From Head Start exit to the spring of kindergarten, the percentages of children who engage in various activities with their family members generally do not change except for decreases in the percentages of children who play with blocks (51 to 39 percent) and learn songs or music (83 to 78 percent).
- The mean number of activities in which family members engage with Head Start children during the week increases from Head Start entry to Head Start exit (11.2 to 11.8 activities) and does not change from Head Start exit to the spring of kindergarten.

Table B.49. Family Members' Activities with Child in Past Week by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

Type of Activity	Percent of Children															
	White, Non-Hispanic				African American, Non-Hispanic				Hispanic/Latino				Other, Non-Hispanic			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Told child a story	87.8	93.2	93.4		77.6	88.8	90.5	†	76.9	87.9	87.4	†	83.2	83.7	90.8	
Taught child letters, words, or numbers	95.1	97.4	96.4		98.1	99.1	97.4		94.1	98.8	98.2	†	98.2	94.3	98.5	
Taught child songs or music	87.0	85.5	82.8		86.0	87.9	81.1		76.7	76.7	72.8		86.1	82.1	73.3	
Worked with child on arts and crafts	80.7	81.6	87.6		68.5	79.8	79.9	†	53.8	59.6	63.6		75.9	85.2	83.7	
Played with toys or games indoors	97.4	99.2	98.7		96.1	98.5	98.9		96.3	98.4	98.0		99.0	93.5	100.0	
Played a game, sport, or exercised together	89.1	91.5	92.7		85.5	90.0	91.7		85.0	90.1	90.2	†	86.2	92.3	97.1	
Took child along on errands	96.2	96.2	94.8		96.7	96.4	95.5		94.4	95.0	94.2		94.5	95.2	95.9	
Involved child in household chores	93.8	97.3	98.6		92.8	95.9	98.5		77.7	82.6	82.4		85.8	97.3	92.9	†
Talked about what happened in Head Start/kindergarten	97.1	95.0	97.4		97.5	97.2	99.8	‡	88.6	92.6	92.1		92.0	93.7	100.0	
Talked about TV programs or videos	75.2	82.4	82.9		82.2	88.4	83.8		64.2	79.6	81.4	†	71.1	82.0	84.5	
Played counting games	85.0	84.2	85.8		93.3	93.7	91.2		82.1	86.4	81.6		90.4	90.0	88.5	
Played a board game or a card game	51.1	55.6	64.3		42.1	65.9	66.3	†	30.2	42.8	40.0	†	49.9	61.1	65.9	
Played with blocks	54.5	49.0	35.8	‡	52.2	53.0	39.6	‡	44.2	52.1	39.8	†,‡	53.6	45.3	37.4	
Counted different things	92.6	93.5	94.7		92.9	96.4	94.2		80.9	84.9	83.0		86.8	91.9	93.9	
Mean number of activities	11.8	12.0	12.1		11.6	12.3	12.1	†	10.5	11.3	11.0	†	11.5	11.9	12.0	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Across racial/ethnic groups at Head Start entry, over 90 percent of children participated in the following learning activities with a parent or other family member in the past week: learning letters, words, or numbers; playing with toys or games indoors; and going along on errands.
- The percentage of children who participate in learning activities with family members at Head Start entry varies by child race/ethnicity. More White children are told a story and work with arts and crafts (88 percent and 81 percent, respectively) compared to African American children (78 percent and 69 percent, respectively) or Hispanic/Latino children (77 percent and 54 percent, respectively). Additionally, more African American children work with arts and crafts compared to Hispanic/Latino children. African American children are more likely to play counting games compared to White children or Hispanic/Latino children. The percentages of Hispanic/Latino children who engage in the following activities with their family members are lower than the percentages of White children or African American children: learning songs or music; involvement in household chores; talking about Head Start; talking about TV programs or videos; playing a board game or card game; playing with blocks; and counting different things.

Table B.49. (continued)

- From Head Start entry to Head Start exit, participation in learning activities increases for some racial/ethnic groups. For African American and Hispanic children, participation increases for telling a story (78 to 89 percent and 77 to 88 percent, respectively) and playing a board game or card game (42 to 66 percent and 30 to 43 percent, respectively). In addition, African American children experience an increase in working with arts and crafts (69 to 80 percent), while Hispanic/Latino children experience increases in: learning letters, words, or numbers (94 to 99 percent); playing a game, sport, or exercising (85 to 90 percent); talking about TV programs or videos (64 to 80 percent); and playing with blocks (44 to 52 percent).
- Although participation in various activities increases from Head Start entry to Head Start exit for African American and Hispanic/Latino children, some differences in participation by race/ethnicity at Head Start exit still exist. Fewer Hispanic/Latino children play a board game or card game and talk about TV programs (43 percent and 80 percent, respectively) compared to African American children (66 percent and 88 percent, respectively), while more African American play a board game or card game compared to White children (56 percent). Additionally, the percentages of Hispanic/Latino children who work with arts and crafts and are told a story (60 percent and 88 percent, respectively) are lower than the percentages of White children (82 percent and 93 percent, respectively). The percentage of Hispanic/Latino children who work with arts and crafts is lower than African American children as well (60 percent versus 80 percent, respectively).
- From Head Start exit to the spring of kindergarten, the percentages of children who engage in learning activities with their family members do not change except for decreases in the percentages of children who play with blocks for White children (49 to 36 percent), African American children (53 to 40 percent), and Hispanic/Latino children (52 to 40 percent).
- At Head Start entry, the mean number of activities in which family members engage with Head Start children during the week is lower for Hispanic/Latino children (10.5 activities) compared to the other racial/ethnic groups (at least 11.5 activities each). From Head Start entry to Head Start exit, the mean number of activities increases for African American children (11.6 to 12.3 activities) and Hispanic/Latino children (10.5 to 11.3 activities). Although the mean number of activities increases for Hispanic/Latino children, at Head Start exit, Hispanic/Latino children still have the lowest mean number of activities (11.3 activities) compared to the other racial/ethnic groups (at least 11.9 activities each). From Head Start exit to the spring of kindergarten, the mean number of activities does not change for any racial/ethnic group.

Table B.50. Family Members' Activities with Child in Past Week by Number of Family Risks: Fall 2009-Spring 2011 or Spring 2012

Type of Activity	Percent of Children											
	0 Risks ^a				1 Risk ^a				2 or More Risks ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Told child a story	83.8	92.6	91.4	†	82.8	91.6	90.1	†	77.2	85.6	88.4	†
Taught child letters, words, or numbers	96.0	94.4	96.6		97.0	98.4	96.9		94.8	98.8	97.9	†
Taught child songs or music	85.4	77.7	80.8		82.5	81.6	74.7		80.7	81.9	78.5	
Worked with child on arts and crafts	74.5	75.3	76.2		69.5	74.0	78.6		59.8	68.0	70.5	†
Played with toys or games indoors	95.1	99.2	95.1	†,‡	97.5	97.8	98.6		97.7	98.6	98.9	
Played a game, sport, or exercised together	86.7	93.6	87.3		86.4	89.7	89.8		86.6	90.1	93.1	
Took child along on errands	96.0	96.3	94.7		94.6	96.1	96.7		95.8	95.5	93.2	
Involved child in household chores	87.7	90.6	90.3		88.4	94.6	93.5	†	85.2	88.4	89.9	
Talked about what happened in Head Start/kindergarten	94.2	93.7	96.7		94.5	94.9	98.9	‡	93.5	95.0	95.2	
Talked about TV programs or videos	80.6	82.6	79.9		72.1	85.4	83.8	†	70.4	83.5	81.9	†
Played counting games	89.5	82.8	77.3		87.7	86.8	85.5		85.9	89.6	87.4	
Played a board game or a card game	41.9	52.1	43.9		41.4	54.9	58.8	†	38.4	53.5	55.2	†
Played with blocks	47.2	39.8	30.0		52.8	53.8	33.1	‡	46.6	50.7	43.4	‡
Counted different things	90.2	92.3	87.9		89.5	91.4	90.0		85.6	88.8	88.5	
Mean number of activities	11.5	11.6	11.3		11.4	11.9	11.7	†	11.0	11.7	11.6	†

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Across family risk status groups at Head Start entry, over 90 percent of children participated in the following learning activities with a parent or other family member in the past week: learning letters, words, or numbers; playing with toys or games indoors; going along on errands; and talking about Head Start.
- At Head Start entry, fewer children with 2 or more risks (60 percent) work on arts and crafts compared to children with 0 risks (75 percent) or children with 1 risk (70 percent). More children with 0 risks (81 percent) talk about TV programs or videos compared to children with 1 risk (72 percent) or children with 2 or more risks (70 percent).

Table B.50. (continued)

- From Head Start entry to Head Start exit, participation in some learning activities increases depending on family risk status group. Being told a story increases by about 8 percent for all family risk groups. Talking about TV programs or videos and playing a board game or card game increases for children with 1 risk (72 to 85 percent and 41 to 55 percent, respectively) and for children with 2 or more risks (70 to 84 percent and 38 to 54 percent, respectively). Additionally, involvement in household chores increases for children with 1 risk (88 to 95 percent) and working on arts and crafts increases for children with 2 or more risks (60 to 68 percent).
- At Head Start exit, fewer children with 2 or more risks (86 percent) are told a story than children with 0 risks (93 percent) or children with 1 risk (92 percent). Additionally, fewer children with 2 or more risks (88 percent) participate in household chores compared to children with 1 risk (95 percent).
- From Head Start exit to the spring of kindergarten, the percentages of children who engage in various activities with their family members do not change except for decreases in the percentages of children who play with blocks for children with 1 risk (54 to 33 percent) and children with 2 or more risks (51 to 43 percent).
- At Head Start entry, the mean number of activities in which family members engage with Head Start children during the week does not vary by number of family risks. While the mean number of activities increases for children with 1 risk (11.4 to 11.9 activities) and for children with 2 or more risks (11.0 to 11.7 activities) from Head Start entry to Head Start exit, at Head Start exit, the mean number of activities does not vary by number of family risks. From Head Start exit to the spring of kindergarten, the mean number of activities does not change for any risk group.

Table B.51. Family Members' Activities with Child in Past Week by Family Structure: Fall 2009-Spring 2011 or Spring 2012

Type of Activity	Percent of Children											
	Lives with Mother and Father ^a				Lives with Mother Only or Father Only ^a				Lives with Neither Mother nor Father ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Told child a story	81.8	89.5	87.1	†	78.5	87.7	92.3	†,‡	77.4	89.0	90.0	
Taught child letters, words, or numbers	94.5	97.6	98.7	†	96.9	98.7	96.4	†,‡	98.4	100.0	100.0	
Taught child songs or music	80.5	78.9	75.4		83.2	84.2	79.3		94.7	94.5	84.0	
Worked with child on arts and crafts	60.5	68.9	71.0	†	70.2	75.0	77.2		66.0	77.5	90.3	
Played with toys or games indoors	96.9	97.8	97.8		97.5	98.6	98.8		87.6	99.0	100.0	
Played a game, sport, or exercised together	86.4	91.0	89.4	†	87.3	89.9	93.5		71.7	94.9	97.2	†
Took child along on errands	94.9	95.5	94.1		95.9	95.3	95.7		97.4	98.7	90.6	
Involved child in household chores	84.4	89.0	88.6		88.1	92.5	94.0	†	90.3	92.4	97.3	
Talked about what happened in Head Start/kindergarten	91.1	92.3	96.2	‡	95.7	96.4	95.8		93.1	97.7	100.0	
Talked about TV programs or videos	69.7	81.9	84.6	†	74.5	83.8	79.3	†	83.4	82.5	92.1	
Played counting games	86.0	87.3	83.0		87.4	89.5	88.4		91.1	91.2	96.2	
Played a board game or a card game	36.3	46.4	47.4	†	43.6	60.6	62.3	†	37.7	53.7	71.8	
Played with blocks	48.2	49.8	37.4	‡	50.1	51.0	39.7	‡	59.3	67.9	53.0	
Counted different things	84.3	87.6	87.8		90.2	93.1	90.9		92.9	96.8	96.3	
Mean number of activities	11.0	11.5	11.4	†	11.4	12.0	11.8	†	11.4	12.4	12.6	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Includes both biological and adoptive parents. The "Lives with mother only or father only" group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Across family structure groups at Head Start entry, over 90 percent of children participated in the following learning activities with a parent or other family member in the past week: learning letters, words, or numbers and going along on errands.
- The percentage of children who participate in learning activities at Head Start entry varies by family structure. More children who live with neither parent (95 percent) are taught songs or music compared to children who live with both parents (81 percent) or a single parent (83 percent). Also, more children who live with neither parent (83 percent) talk about TV programs or videos than children who live with both parents (70 percent). Children who live with a single parent are more likely to experience the following activities compared to children who live with both parents: arts and crafts (70 versus 61 percent, respectively); playing a board game or card game (44 versus 36 percent, respectively); and counting different things (90 versus 84 percent, respectively).

Table B.51. (continued)

- From Head Start entry to Head Start exit, the following activities increase for children who live with both parents and children who live with a single parent: being told a story (82 to 90 percent and 79 to 88 percent, respectively); talking about TV programs or videos (70 to 82 percent and 75 to 84 percent, respectively); and playing a board game or card game (36 to 46 percent and 44 to 61 percent, respectively). Additionally, children who live with neither parent and children who live with both parents experience increases in playing a game, sport, or exercising (72 to 95 percent and 86 to 91 percent, respectively). Working on arts and crafts also increases for children who live with both parents (61 to 69 percent).
- At Head Start exit, more children who live with neither parent (95 percent) play a game, sport, or exercise compared to children who live with a single parent (90 percent), while more children who live with a single parent (61 percent) play a board game or card game compared to children who live with both parents (46 percent).
- From Head Start exit to the spring of kindergarten, the percentages of children who engage in various activities with their family members do not change except for decreases in the percentages of children who play with blocks for children who live with both parents (50 to 37 percent) and children who live with a single parent (51 to 40 percent).
- At Head Start entry, the mean number of activities in which family members engage with Head Start children during the week does not differ by family structure. From Head Start entry to Head Start exit, the mean number of activities increases for children who live with both parents (11.0 to 11.5 activities) and children who live with a single parent (11.4 to 12.0 activities). At Head Start exit, children who live with both parents experience fewer activities on average than children who live with neither parent (11.5 versus 12.4 activities, respectively). The mean number of activities does not change from Head Start exit to the spring of kindergarten for any family structure group.

Table B.52. Family Members' Activities with Child in Past Month: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children			p
	Head Start Entry	Head Start Exit	Spring Kindergarten	
Visited a library	38.8	44.1	52.4	†,‡
Went to a movie	36.3	42.4	45.6	†
Went to a play, concert, or other live show	14.2	23.0	24.2	†
Went to a mall	78.1	81.3	79.6	
Visited an art gallery, museum, or historical site	16.7	25.4	25.0	†
Visited a playground or park or had a picnic	90.0	82.7	82.2	†
Visited a zoo or aquarium	27.9	28.9	26.5	
Talked about family history or ethnic heritage	44.7	58.7	63.6	†
Attended event sponsored by community group	42.7	46.5	50.5	
Attended athletic or sporting event	35.9	31.0	34.2	†
Attended church activity	53.3	56.9	59.7	
Mean number of activities	4.8	5.2	5.4	†

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

- At Head Start entry, the majority of children participated in the following activities with a parent or other family member in the past month: visiting a playground or park or having a picnic (90 percent); going to a mall (78 percent); and attending a church activity (53 percent). Children were much less likely to engage in cultural activities such as visiting museums (17 percent) and attending plays or concerts (14 percent).
- The percentage of children who engage in activities with their family members outside the home increases between Head Start entry and Head Start exit for most types of activities. The largest increases are in the percentages who talk about family history or ethnic heritage (45 to 59 percent); go to play, concert, or other live show (14 to 23 percent); visit an art gallery, museum, or historical site (17 to 25 percent); go to a movie (36 to 42 percent); and visit a library (39 to 44 percent). The percentages of children who visit a playground or park or had a picnic, and attend an athletic or sporting event decrease between Head Start entry and Head Start exit (90 to 83 percent and 36 to 31 percent, respectively).
- From Head Start exit to the spring of kindergarten, the percentage of children who engage in activities with their family members outside the home increases only for those who visit a library (44 to 52 percent). Visiting a library is the only activity to increase at each time point.
- On average, family members engage with Head Start children in at least 4.8 activities outside the home per month at Head Start entry, Head Start exit, and the spring of kindergarten.

Table B.53. Family Members' Activities with Child in Past Month by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children															
	White, Non-Hispanic				African American, Non-Hispanic				Hispanic/Latino				Other, Non-Hispanic			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Visited a library	40.1	42.5	52.6		43.4	48.3	56.9		33.1	41.8	46.4	†	45.1	42.2	64.9	‡
Went to a movie	31.4	36.8	39.8		45.3	51.0	50.7		30.2	37.2	43.2		42.4	46.8	51.3	
Went to a play, concert, or other live show	11.5	19.9	22.7	†	19.5	29.7	31.4	†	11.7	17.2	18.1	†	9.7	32.6	28.8	†
Went to a mall	63.8	59.9	65.3		79.3	85.5	83.7		86.1	88.7	84.0		71.9	87.7	76.5	†
Visited an art gallery, museum, or historical site	18.5	21.4	21.4		14.8	30.0	30.6	†	15.8	24.0	23.7	†	22.2	20.5	15.9	
Visited a playground or park or had a picnic	89.4	80.9	77.9	†	92.6	85.3	87.2	†	87.9	82.9	81.4		90.7	77.5	75.4	
Visited a zoo or aquarium	26.5	18.8	12.2		23.4	28.9	28.1		33.3	35.8	32.9		21.1	15.9	22.6	
Talked about family history or ethnic heritage	37.6	45.4	50.7		50.5	69.5	73.0	†	43.9	56.2	61.5	†	43.3	61.1	68.7	
Attended event sponsored by community group	38.3	43.4	44.2		53.8	55.3	60.0		35.9	41.3	46.3		42.4	48.2	48.3	
Attended athletic or sporting event	30.3	35.8	34.8		49.1	39.1	44.2	†	26.2	19.4	23.2	†	45.0	44.9	50.1	
Attended church activity	44.8	46.2	55.2		71.5	70.3	76.8		43.8	51.4	50.6	†	48.7	57.2	48.5	
Mean number of activities	4.3	4.5	4.8		5.4	5.9	6.2	†	4.5	5.0	5.1	†	4.8	5.3	5.5	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Across racial/ethnic groups, at Head Start entry, the majority of children (at least 60 percent) participated in the following activities with a parent or other family member in the past month: going to a mall and visiting a playground or park or having a picnic. Children were less likely (25 percent or less) to engage in cultural activities such as going to a play, concert, or other live show and visiting museums.
- The percentage of children who engage in activities with their family members outside the home at Head Start entry varies by child race/ethnicity. More African American children: visit a library compared to Hispanic/Latino children (43 percent versus 33 percent); go to a movie compared to White or Hispanic/Latino children (45 percent versus 31 percent and 30 percent, respectively); go to a play, concert, or other live show compared to all other racial/ethnic groups (20 percent versus about 11 percent each); talk about family/ethnic heritage compared to White children (51 percent versus 38 percent); attend an event sponsored by a community group compared to White or Hispanic/Latino children (54 percent versus 38 percent and 36 percent, respectively); and attend a church activity compared to all other racial/ethnic groups (72 percent versus about 45 percent each). Additionally, more Hispanic/Latino children (86 percent) go to the mall compared to African American children (79 percent) or White children (64 percent). More African American children (49 percent) attend an athletic or sporting event compared to White or Hispanic/Latino children (30 percent and 26 percent, respectively).
- From Head Start entry to Head Start exit, the percentage of children who go to a play, concert, or other live show increases for all children regardless of child race/ethnicity. For African American children and Hispanic/Latino children, the following activities increase: visiting an art gallery, museum, or historical site (15 to 30 percent and 16 to 24 percent, respectively) and talking about family or ethnic heritage (51 to 70 percent and 44 to 56 percent, respectively). Going to the library and attending church activities increase for Hispanic/Latino children (33 to 42 percent and 44 to 51 percent, respectively). Visiting a playground or park decreases for White and African American children (89 to 81 percent and 93 to 85 percent, respectively) as does attending sporting events for African American and Hispanic/Latino children (49 to 39 percent and 26 to 20 percent, respectively).

Table B.53. (continued)

- Compared to White children or Hispanic/Latino children, at Head Start exit, more African American children: go to a play, concert, or other live show; talk about family or ethnic heritage; and attend a church activity. Other differences at Head Start exit that were not present at Head Start entry include: more African American children visiting museums than White children; fewer White children going to the mall compared to all other racial/ethnic groups; and fewer Hispanic/Latino children attending an athletic or sporting event compared to all other racial/ethnic groups.
- From Head Start exit to the spring of kindergarten, the percentages of children who engage in activities with their family members outside the home do not change.
- At Head Start entry, the mean number of activities in which family members engage with Head Start children during the week is higher for African American children (5.4 activities) compared to White children (4.3 activities) or Hispanic/Latino children (4.5 activities). In general, the mean number of activities do not change from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten for any racial/ethnic group.

Table B.54. Family Members' Activities with Child in Past Month by Number of Family Risks: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children											
	0 Risks ^a				1 Risk ^a				2 or More Risks ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Visited a library	45.2	44.3	52.6		40.9	47.6	53.1		35.1	43.0	51.1	†,‡
Went to a movie	36.2	47.2	38.5		40.3	44.2	51.7		34.2	38.6	44.0	
Went to a play, concert, or other live show	18.9	26.4	23.2		15.3	24.8	25.8	†	12.9	19.5	21.5	†
Went to a mall	72.2	77.5	72.3		80.4	83.2	78.7		78.2	82.0	81.8	
Visited an art gallery, museum, or historical site	24.3	34.5	26.4		15.0	23.6	23.4	†	16.3	21.8	22.0	†
Visited a playground or park or had a picnic	92.8	83.8	83.9	†	88.8	83.3	83.5		90.6	83.3	81.0	†
Visited a zoo or aquarium	31.1	26.2	23.0		24.4	26.2	21.4		30.7	32.0	30.8	
Talked about family history or ethnic heritage	47.8	53.1	62.8		45.7	59.9	62.7	†	43.7	59.6	63.6	†
Attended event sponsored by community group	46.1	47.3	51.6		46.6	48.2	50.8		38.7	44.7	48.2	
Attended athletic or sporting event	43.3	33.9	38.3		35.7	34.1	37.9		33.3	28.8	31.9	
Attended church activity	55.2	56.7	64.6		58.3	55.9	57.9		48.9	56.2	57.6	†
Mean number of activities	5.1	5.3	5.4		4.9	5.3	5.5	†	4.6	5.1	5.3	†

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Across family risk status groups, at Head Start entry, the majority of children (at least 70 percent) participated in the following activities with a parent or other family member in the past month: going to a mall and visiting a playground or park or having a picnic. Children were less likely (25 percent or less) to engage in cultural activities such as going to a play, concert, or other live show and visiting museums.
- At Head Start entry, more children with 0 risks visit a library and attend an athletic event compared to children with 2 or more risks (45 versus 35 percent and 43 versus 33 percent, respectively). More children with 0 risks also visit an art gallery compared to children with 1 risk (24 versus 15 percent) and more children with 1 risk attend community events and church activities compared to children with 2 or more risks (47 versus 39 percent and 58 versus 49 percent, respectively).

Table B.54. (continued)

- The percentage of children who engage in activities with their family members outside the home generally does not change between Head Start entry and Head Start exit for children with 0 risks, except for a decrease in visiting a playground or park or having a picnic (93 to 84 percent). For children with 1 risk or 2 or more risks, the following activities increase: going to a play, concert, or other live show (15 to 25 percent and 13 to 20 percent, respectively); visiting an art gallery or museum (15 to 24 percent and 16 to 22 percent, respectively); and talking about family or ethnic heritage (46 to 60 percent and 44 to 60 percent, respectively). Children with 2 or more risks also experience increases in visiting a library (35 to 43 percent) and attending a church activity (49 to 56 percent), and a decrease in visiting a playground or park or having a picnic (91 to 83 percent).
- At Head Start exit, more children with 0 risks (35 percent) attend an art gallery or museum compared to children with 1 risk (24 percent) or children with 2 or more risks (22 percent).
- From Head Start exit to the spring of kindergarten, the percentages of children who engage in activities with their family members outside the home generally do not change.
- At Head Start entry, Head Start exit, and the spring of kindergarten, the mean number of activities in which family members engage with Head Start children outside the home per month does not vary by number of family risks.

Table B.55. Family Members' Activities with Child in Past Month by Family Structure: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children											
	Lives with Mother and Father ^a				Lives with Mother Only or Father Only ^a				Lives with Neither Mother nor Father ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Visited a library	39.1	45.7	50.4		37.8	44.8	53.3	†,‡	46.3	23.5	63.1	‡
Went to a movie	30.1	35.4	38.8		42.0	48.7	52.1	†	34.0	38.7	43.4	
Went to a play, concert, or other live show	13.9	22.5	21.3	†	14.5	22.4	26.7	†	12.8	34.6	26.8	
Went to a mall	80.6	82.8	81.1		76.1	81.1	77.7		76.2	71.7	84.4	
Visited an art gallery, museum, or historical site	17.5	25.6	22.6	†	16.1	24.1	25.7	†	15.7	37.1	42.1	
Visited a playground or park or had a picnic	89.7	83.3	82.0	†	91.2	82.7	82.6	†	80.3	77.7	79.7	
Visited a zoo or aquarium	29.0	27.1	26.3		27.3	29.6	26.5		25.5	37.4	29.0	
Talked about family history or ethnic heritage	43.4	58.4	64.1	†	46.4	58.8	61.9	†	38.8	60.7	75.9	
Attended event sponsored by community group	39.8	45.8	51.6		44.6	46.7	49.0		49.1	50.7	56.8	
Attended athletic or sporting event	34.1	27.8	31.9		36.8	34.0	37.0		41.5	28.1	26.8	
Attended church activity	50.5	54.3	56.2		54.2	58.3	61.4		67.5	64.7	76.7	
Mean number of activities	4.7	5.1	5.3	†	4.9	5.3	5.5	†	4.9	5.2	6.1	

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Includes both biological and adoptive parents. The "Lives with mother only or father only" group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Across family structure groups at Head Start entry, the majority of children (at least 50 percent) participated in the following activities with a parent or other family member in the past month: going to a mall; visiting a playground or park or having a picnic; and attending a church activity. Children were less likely (less than 20 percent) to engage in cultural activities such as attending plays or concerts and visiting museums.
- At Head Start entry, the percentages of children who engage in activities with their family members outside the home are generally similar across family structure groups. However, less children who live with both parents attend movies compared to children who live with a single parent (30 versus 42 percent) and attend church activities compared to children who live with neither parent (51 versus 68 percent).
- The percentage of children who engage in activities with their family members outside the home does not change between Head Start entry and Head Start exit for children who live with neither parent. However, for children who live with both parents or children who live with a single parent, the percentage of children engaging in each of the following activities increases: going to a play, concert, or other live show (14 to 23 percent and 15 to 22 percent, respectively); visiting an art gallery or museum (18 to 26 percent and 16 to 24 percent, respectively); and talking about family or ethnic heritage (43 to 58 percent and 46 to 59 percent, respectively). The percentage of children who live with a single parent and visit a library and go to the movies also increases (38 to 45 percent and 42 to 49 percent, respectively). Children who live with both parents or a single parent are less likely to visit a playground or park or have a picnic at Head Start exit (90 to 83 percent and 91 to 83 percent, respectively).

Table B.55. (continued)

- At Head Start exit, more children who live with a single parent attend movies compared to children who live with both parents. Additionally, fewer children who live with neither parent visit a library compared to children who live with a single parent and both parents.
- From Head Start exit to the spring of kindergarten, the percentage of children who engage in activities with their family members outside the home increases only for children who visit a library and live with a single parent (45 to 53 percent) or neither parent (24 to 63 percent).
- At Head Start entry, Head Start exit, and the spring of kindergarten, the mean number of activities in which family members engage with Head Start children outside the home per month does not vary by family structure group.

Table B.56. Parent Report of Child's Screen Time and Physical Activity on a Typical Day: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children		
	Head Start Entry	Head Start Exit	p
Amount of Time Child Spent Watching Television			
None	8.2	6.4	
Less than one hour	24.6	22.1	
One to two hours	49.4	50.5	
More than two hours	17.8	21.0	
Amount of Time Child Spent Watching a Video or DVD			
None	35.5	28.7	†
Less than one hour	23.2	25.3	
One to two hours	33.1	36.9	
More than two hours	8.2	9.1	
Child Has Access to a Computer in the Home			
Yes	60.9	69.6	†
No	39.1	30.4	†
Amount of Time Child Spent Playing Computer Games			
None	45.3	35.2	†
Less than one hour	37.5	42.9	
One to two hours	14.6	18.3	
More than two hours	2.6	3.7	
Amount of Time Child Spent Playing Outside			
None	17.7	13.0	†
Less than one hour	16.2	14.0	
One to two hours	38.5	40.7	
More than two hours	27.5	32.2	†

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’.

- Fifty percent of children watch 1 to 2 hours of television on a typical day, at Head Start entry and Head Start exit.
- At Head Start entry and Head Start exit, close to 35 percent of children watch videos or DVDs for 1 to 2 hours on a typical day. The percentage of children who do not watch videos or DVDs decreases from Head Start entry to Head Start exit (36 to 29 percent).
- The percentage of children who have access to a computer at home increases from Head Start entry to Head Start exit (61 to 70 percent).
- About 15 percent of children play computer games for 1 to 2 hours on a typical day at Head Start entry and Head Start exit. The percentage of children who do not play computer games decreases from Head Start entry to Head Start exit (45 to 35 percent).
- About 40 percent of children play outside for one to two hours on a typical day at Head Start entry and Head Start exit. The percentage of children who do not play outside decreases from Head Start entry to Head Start exit (18 to 13 percent) while the percentage of children who play outside for more than 2 hours increases (28 to 32 percent).

Table B.57. Parent Report of Child's Screen Time and Physical Activity on a Typical Day by Race/Ethnicity: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children											
	White, Non-Hispanic			African American, Non-Hispanic			Hispanic/Latino			Other, Non-Hispanic		
	Head Start Entry	Head Start Exit	p	Head Start Entry	Head Start Exit	p	Head Start Entry	Head Start Exit	p	Head Start Entry	Head Start Exit	p
Amount of Time Child Spent Watching Television												
None	9.2	5.0		4.5	6.5		10.1	6.8		11.0	7.9	
Less than one hour	20.1	22.8		25.2	18.1		26.3	25.5		25.6	20.8	
One to two hours	53.0	55.4		48.1	46.0		48.4	50.0		49.0	55.5	
More than two hours	17.7	16.8		22.2	29.4		15.2	17.7		14.4	15.9	
Amount of Time Child Spent Watching a Video or DVD												
None	30.9	36.6		34.0	25.1	†	40.3	27.8	†	30.4	28.2	
Less than one hour	29.3	22.6		24.2	25.3		20.7	27.8	†	16.2	16.5	
One to two hours	33.9	34.6		32.3	37.7		31.8	36.2		42.3	43.7	
More than two hours	5.8	6.2		9.6	11.9		7.3	8.1		11.0	11.7	
Child Has Access to a Computer in the Home												
Yes	65.3	77.2	†	66.2	73.6		52.6	60.7	†	72.2	78.7	
No	34.7	22.8	†	33.8	26.4		47.4	39.3	†	27.8	21.3	
Amount of Time Child Spent Playing Computer Games												
None	49.5	49.8		33.7	24.8		56.0	40.0	†	39.3	20.1	†
Less than one hour	40.6	39.0		42.3	44.3		28.4	44.2	†	44.3	40.1	
One to two hours	9.2	9.8		19.1	25.9		14.2	13.3		12.9	29.5	
More than two hours	0.7	1.4		4.9	5.0		1.3	2.5		3.5	10.2	
Amount of Time Child Spent Playing Outside												
None	8.3	10.5		13.6	12.9		27.4	15.1	†	12.7	10.9	
Less than one hour	11.0	10.6		20.0	15.2		16.2	12.7		13.0	21.9	
One to two hours	46.8	42.3		40.4	37.5		33.3	44.1	†	35.0	32.9	
More than two hours	33.9	36.6		26.0	34.4	†	23.1	28.1		39.3	34.3	

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by "†".

Any between group differences described below are statistically significant at the $p \leq .05$ level.

Table B.57. (continued)

- At Head Start entry and Head Start exit, the amount of time children spend watching television on a typical day generally does not vary by race/ethnicity. However, at both time points, more African American children (22 to 29 percent) watch more than 2 hours of television compared to Hispanic/Latino children (15 to 18 percent).
- At Head Start entry and Head Start exit the percentage of children who watch videos or DVDs for 1 to 2 hours on a typical day does not differ by race/ethnicity. However, at Head Start entry, 40 percent of Hispanic/Latino children do not watch videos or DVDs compared to 31 percent of White children. From Head Start entry to Head Start exit, the percentages of children who do not watch videos or DVDs decreases for African American children (34 percent to 25 percent) and Hispanic/Latino children (40 percent to 28 percent). By Head Start exit, more White children (37 percent) do not watch videos or DVDs compared to African American children (25 percent) or Hispanic/Latino children (28 percent).
- At Head Start entry, more White, African American, or Other race children (65 to 72 percent) have access to a computer at home compared to Hispanic/Latino children (53 percent). From Head Start entry to Head Start exit, the percentages of children who have access to a computer at home increases for White children (65 to 77 percent) and Hispanic/Latino children (53 to 61 percent). Although the percentage of Hispanic/Latino children who have access to a computer at home increases, Hispanic/Latino children are still least likely to have access to a computer at home at Head Start exit compared to all other racial/ethnic groups.
- At Head Start entry, the amount of time children play computer games on a typical day varies by race/ethnicity. More African American children (20 percent) play computer games for 1 to 2 hours compared to White children (9 percent). Also, the percentages of children who do not play computer games is greater for White children (50 percent) or Hispanic/Latino children (56 percent) compared to African American children (34 percent). From Head Start entry to Head Start exit, the percentages of children who do not play computer games decreases for Hispanic/Latino children (56 to 40 percent) and Other race children (39 to 20 percent). By Head start exit, the percentages of children who do not play computer games is greater for White children (50 percent) or Hispanic/Latino children (40 percent) compared to African American children (25 percent) or Other race children (20 percent).
- On a typical day at Head Start entry, fewer Hispanic/Latino (33 percent) children play outside for 1 to 2 hours compared to White children (47 percent). From Head Start entry to Head Start exit, the percentage of Hispanic/Latino who play outside for 1 to 2 hours increases (33 to 44 percent) and the percentage of African American children who play outside for more than 2 hours increases (26 to 34 percent). By Head Start exit, there are no longer differences in the amount of time children play outside by child race/ethnicity.

Table B.58. Parent Report of Child's Screen Time and Physical Activity on a Typical Day by Number of Family Risks: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children								
	0 Risks ^a			1 Risk ^a			2 or More Risks ^a		
	Head Start Entry	Head Start Exit	p	Head Start Entry	Head Start Exit	p	Head Start Entry	Head Start Exit	p
Amount of Time Child Spent Watching Television									
None	5.5	6.5		8.7	6.2		8.8	6.8	
Less than one hour	25.0	22.7		22.8	22.4		27.6	23.0	
One to two hours	51.5	50.3		49.6	49.2		47.0	49.1	
More than two hours	18.0	20.5		18.9	22.2		16.7	21.1	
Amount of Time Child Spent Watching a Video or DVD									
None	38.0	37.7		35.6	26.6	†	35.7	29.1	
Less than one hour	27.0	28.7		23.8	21.6		21.5	24.6	
One to two hours	30.1	27.6		31.0	42.2	†	33.9	36.5	
More than two hours	4.9	6.0		9.6	9.6		8.9	9.7	
Child Has Access to a Computer in the Home									
Yes	77.6	81.0		68.5	75.7		52.1	61.6	†
No	22.4	19.0		31.5	24.3		47.9	38.4	†
Amount of Time Child Spent Playing Computer Games									
None	50.1	44.5		47.4	36.2	†	40.9	32.5	
Less than one hour	34.6	33.0		36.1	42.6		40.5	45.3	
One to two hours	15.4	18.1		13.7	18.9		14.9	19.2	
More than two hours	0.0	4.3	†	2.8	2.3		3.7	3.0	
Amount of Time Child Spent Playing Outside									
None	14.3	8.9		19.1	16.1		17.7	11.3	†
Less than one hour	18.5	20.2		17.4	12.2		15.6	13.9	
One to two hours	40.2	41.5		37.8	41.4		38.3	41.6	
More than two hours	27.0	29.4		25.8	30.3		28.4	33.1	

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by "†".

Any between group differences described below are statistically significant at the $p \leq .05$ level.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

Table B.58. (continued)

- At Head Start entry and exit, the amount of time children spend watching television on a typical day does not differ by number of family risks.
- At Head Start entry, the amount of time children spend watching videos or DVDs on a typical day does not differ by number of family risks. From Head Start entry to Head Start exit, the percentage of children with 1 risk who watch videos or DVDs for 1 to 2 hours increases (31 to 42 percent), while the percentage who do not watch videos or DVDs decreases (36 percent to 27 percent). By Head Start exit, more children with 1 risk (42 percent) watch videos or DVDs for 1 to 2 hours compared to children with 0 risks (28 percent).
- At Head Start entry, the percentage of children who have access to a computer at home varies by the number of family risks. More children with 0 risks (77 percent) have access to a computer at home compared to children with 1 risk (69 percent) or children with 2 or more risks (52 percent). From Head Start entry to Head Start exit, the percentage of children with 2 or more risks who have access to a computer at home increases from 52 percent to 62 percent, which is still lower than children with 0 risks (81 percent) or children with 1 risk (76 percent) at Head Start exit.
- At Head Start entry and Head Start exit, the amount of time children spend playing computer games on a typical day generally does not vary by number of family risks. However, at Head Start entry, more children with 1 risk or 2 or more risks (3 percent and 4 percent, respectively) play computer games for more than 2 hours compared to children with no risks (0 percent). From Head Start entry to Head Start exit, the percentage of children with no risks who play computer games for more than 2 hours increases to 4 percent, such that at Head Start exit, there are no differences in the percentages of children who play computer games for more than 2 hours by number of family risks.
- At Head Start entry and Head Start exit, the amount of time children play outside on a typical day does not differ by number of family risks.

Table B.59. Parent Report of Child's Screen Time and Physical Activity on a Typical Day by Family Structure: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children								
	Lives with Mother and Father ^a			Lives with Mother Only or Father Only ^a			Lives with Neither Mother nor Father ^a		
	Head Start Entry	Head Start Exit	p	Head Start Entry	Head Start Exit	p	Head Start Entry	Head Start Exit	p
Amount of Time Child Spent Watching Television									
None	8.2	6.3		8.2	7.0		7.7	1.3	
Less than one hour	26.1	23.6		24.0	20.1		18.4	29.4	
One to two hours	47.7	53.5		50.0	47.8		57.1	51.8	
More than two hours	17.9	16.6		17.9	25.1	†	16.8	17.5	
Amount of Time Child Spent Watching a Video or DVD									
None	36.8	30.3		35.9	28.4	†	22.5	18.6	
Less than one hour	24.0	24.9		21.6	23.8		31.2	44.2	
One to two hours	30.6	37.2		34.2	37.0		42.8	32.4	
More than two hours	8.7	7.5		8.2	10.8		3.5	4.8	
Child Has Access to a Computer in the Home									
Yes	61.6	72.7	†	59.8	66.9	†	65.8	70.4	
No	38.4	27.3	†	40.2	33.1	†	34.2	29.6	
Amount of Time Child Spent Playing Computer Games									
None	50.2	37.1	†	40.0	33.7		52.6	32.5	
Less than one hour	35.3	38.4		40.1	46.2		31.6	50.2	
One to two hours	12.2	20.1	†	16.9	17.2		14.0	12.5	
More than two hours	2.3	4.4		3.0	2.9		1.9	4.8	
Amount of Time Child Spent Playing Outside									
None	20.1	14.5	†	15.9	10.3	†	15.7	27.6	
Less than one hour	17.3	13.8		15.6	15.2		13.7	4.3	
One to two hours	34.1	41.4	†	41.7	41.7		45.4	26.1	
More than two hours	28.6	30.3		26.8	32.8		25.2	41.9	

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Includes both biological and adoptive parents. The "Lives with mother only or father only" group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

Table B.59. (continued)

- At Head Start entry, the amount of time children spend watching television on a typical day does not differ by family structure group. From Head Start entry to Head Start exit, the percentage of children who live with a single parent and watch more than 2 hours of television increases (18 to 25 percent) and by Head Start exit, more children who live with a single parent watch more than 2 hours of television than children who live with both parents (17 percent).
- At Head Start entry, the percentage of children who do not watch videos or DVDs on a typical day is greater for children who live with a single parent (36 percent) compared to children who live with neither parent (23 percent). The percentage of children who live with a single parent and do not watch videos or DVDs on a typical day decreases from Head Start entry to Head Start exit (36 to 29 percent). Therefore, by Head Start exit, the percentage of children who do not watch videos or DVDs does not differ by family structure group.
- During Head Start (entry and exit), the percentage of children who have access to a computer at home does not differ by family structure group. However, the percentage of children who have access to a computer at home increases across the program year for children who live with both parents (62 to 73 percent) and for children who live with a single parent (60 to 67 percent).
- At Head Start entry, the percentage of children who do not play computer games on a typical day is greater for children who live with both parents (50 percent) compared to children who live with a single parent (40 percent). From Head Start entry to Head Start exit, the percentage of children who live with both parents and do not play computer games decreases (50 percent to 37 percent) while those who play computer games for 1 to 2 hours increases (12 to 20 percent). By Head Start exit, the amount of time children spend playing computer games does not differ by family structure group.
- At Head Start entry, the percentage of children who play outside for 1 to 2 hours on a typical day is greater for children who live with a single parent (42 percent) compared to children who live with both parents (34 percent). The percentage of children who play outside for 1 to 2 hours increases from Head Start entry to Head Start exit for children who live with both parents (34 to 41 percent). Therefore, by Head Start exit, the percentage of children who spend 1 to 2 hours playing outside does not differ by family structure group.

Table B.60. Parent Involvement in Children's Head Start or Kindergarten: Spring 2010-Spring 2011 or Spring 2011-Spring 2012

	Percent of Children		
	Head Start Exit	Spring Kindergarten	p
Volunteered in classroom/school	57.3	33.8	‡
Prepared food/materials for special events	52.1	n.a.	n.a.
Helped with field trips or special events	45.5	n.a.	n.a.
Observed classroom	72.2	n.a.	n.a.
Attended parent/teacher conferences	87.3	87.2	
Attended program/school events ^a	54.7	61.5	‡
Attended parent education meetings or workshops	52.6	n.a.	n.a.
Participated in Head Start policy council	15.4	n.a.	n.a.
Participated in parent committee or other planning group	29.1	n.a.	n.a.
Prepared or distributed Head Start newsletters or materials	13.4	n.a.	n.a.
Participated in fundraising activities	30.7	n.a.	n.a.
Attended a general school meeting	n.a.	87.4	n.a.

Source: Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Respondents at the time of the Head Start exit Parent Interview report on their own behavior. Respondents at the time of the spring kindergarten Parent Interview report on the behavior of the child's mother and father separately. Spring kindergarten estimates reflect either the mother or the father, but involvement by a non-parent respondent is not captured.

^a Head Start items ask about attending a Head Start social event. Kindergarten items ask about attending a school or classroom event.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start exit and spring kindergarten is represented by '‡'.

n.a. = not applicable

- Family engagement in transitions can involve parent involvement in their child's classrooms and parenting/education meetings or events. Parents report being involved in their child's Head Start classroom in a variety of ways. Parents are most likely to be involved by attending a parent/teacher conference (87 percent) and observing their child's classroom (72 percent). The least common activity is for parents to help with field trips or special events (46 percent).
- Once children are attending kindergarten, parents report being involved in their child's classroom in several ways. Parents continue to be most likely involved by attending a parent/teacher conference (87 percent). The percentage of parents volunteering decreases (34 percent) while the percentage attending events increases (62 percent).
- Parents report involvement in the Head Start or kindergarten program in a variety of ways where parents can serve as an advocate or leader. During Head Start, about 30 percent of parents participate in fundraising activities or in parent committees or other planning groups. Activities that occurred less frequently include participating in a Head Start policy council (15 percent) and preparing or distributing newsletters (13 percent). In kindergarten, 87 percent of parents report attending a general school meeting.

Table B.61. Parent Involvement in Children's Head Start or Kindergarten by Race/Ethnicity: Spring 2010-Spring 2011 or Spring 2011-Spring 2012

	Percent of Children											
	White, Non-Hispanic			African American, Non-Hispanic			Hispanic/Latino			Other, Non-Hispanic		
	Head Start	Spring Kindergarten	p	Head Start	Spring Kindergarten	p	Head Start	Spring Kindergarten	p	Head Start	Spring Kindergarten	p
Volunteered in classroom/school	54.4	43.7		62.0	38.0	‡	54.8	25.3	‡	57.8	31.4	‡
Prepared food/materials for special events	44.8	n.a.	n.a.	61.8	n.a.	n.a.	49.6	n.a.	n.a.	44.3	n.a.	n.a.
Helped with field trips or special events	48.2	n.a.	n.a.	50.1	n.a.	n.a.	40.3	n.a.	n.a.	48.8	n.a.	n.a.
Observed classroom	64.8	n.a.	n.a.	75.6	n.a.	n.a.	73.8	n.a.	n.a.	70.3	n.a.	n.a.
Attended parent/teacher conferences	90.6	85.9		87.5	83.6		85.9	89.9		86.7	89.6	
Attended program/school events ^a	59.1	64.0		55.7	61.5		51.4	60.0	‡	56.4	62.9	
Attended parent education meetings or workshops	46.0	n.a.	n.a.	51.4	n.a.	n.a.	57.1	n.a.	n.a.	52.7	n.a.	n.a.
Participated in Head Start policy council	14.0	n.a.	n.a.	17.6	n.a.	n.a.	14.6	n.a.	n.a.	13.1	n.a.	n.a.
Participated in parent committee or other planning group	25.3	n.a.	n.a.	30.4	n.a.	n.a.	31.1	n.a.	n.a.	23.4	n.a.	n.a.
Prepared or distributed Head Start newsletters or materials	12.4	n.a.	n.a.	14.7	n.a.	n.a.	13.0	n.a.	n.a.	12.1	n.a.	n.a.
Participated in fundraising activities	30.5	n.a.	n.a.	39.2	n.a.	n.a.	24.3	n.a.	n.a.	28.4	n.a.	n.a.
Attended a general school meeting	n.a.	89.1	n.a.	n.a.	86.7	n.a.	n.a.	86.1	n.a.	n.a.	90.9	n.a.

Source: Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Respondents at the time of the Head Start exit Parent Interview report on their own behavior. Respondents at the time of the spring kindergarten Parent Interview report on the behavior of the child's mother and father separately. Spring kindergarten estimates reflect either the mother or the father, but involvement by a non-parent respondent is not captured.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start exit and spring kindergarten is represented by '‡'.

^a Head Start items ask about attending a Head Start social event. Kindergarten items ask about attending a school or classroom event.

n.a. = not applicable

- The ways in which parents are involved in their child's Head Start classroom vary by race/ethnicity. In particular, African American children's parents are more likely to prepare food or materials as compared to the parents of White or Hispanic/Latino children (62 percent versus 45 or 50 percent, respectively), to help with field trips as compared to the parents of Hispanic/Latino children (50 percent versus 40 percent), and to observe the Head Start classroom as compared to the parents of White children (76 percent versus 65 percent). Similarly, Hispanic/Latino children's parents are more likely as compared to White children to observe the Head Start classroom (74 percent versus 65 percent) and to attend parent education meetings or workshops (57 percent versus 46 percent).
- While volunteering was not different at Head Start exit across racial/ethnic groups, the percentage of parents volunteering decreases for all groups except for White children from Head Start exit to the spring of kindergarten. Attending program/school events increases for Hispanic/Latino parents from Head Start exit to the spring of kindergarten.
- In general, parent involvement in the Head Start or kindergarten program does not vary by race/ethnicity with one exception. African American children are more likely to have a parent who reports participating in fundraising activities than Hispanic/Latino children (39 percent versus 24 percent).

Table B.62. Parent Involvement in Children's Head Start or Kindergarten by Number of Family Risks: Spring 2010-Spring 2011 or Spring 2011-Spring 2012

	Percent of Children								
	0 Risks ^a			1 Risk ^a			2 or More Risks ^a		
	Head Start Exit	Spring Kindergarten	p	Head Start Exit	Spring Kindergarten	p	Head Start Exit	Spring Kindergarten	p
Volunteered in classroom/school	62.2	47.8	‡	62.5	39.6	‡	54.2	28.4	‡
Prepared food/materials for special events	62.0	n.a.	n.a.	52.3	n.a.	n.a.	48.0	n.a.	n.a.
Helped with field trips or special events	50.7	n.a.	n.a.	49.4	n.a.	n.a.	43.0	n.a.	n.a.
Observed classroom	67.6	n.a.	n.a.	76.2	n.a.	n.a.	71.1	n.a.	n.a.
Attended parent/teacher conferences	82.1	93.3	‡	91.9	89.1		86.0	89.9	
Attended program/school events ^b	58.8	68.8		65.1	70.5		48.8	57.9	‡
Attended parent education meetings or workshops	47.2	n.a.	n.a.	53.4	n.a.	n.a.	54.5	n.a.	n.a.
Participated in Head Start policy council	17.6	n.a.	n.a.	16.4	n.a.	n.a.	12.5	n.a.	n.a.
Participated in parent committee or other planning group	33.1	n.a.	n.a.	32.9	n.a.	n.a.	25.4	n.a.	n.a.
Prepared or distributed Head Start newsletters or materials	14.9	n.a.	n.a.	15.7	n.a.	n.a.	11.2	n.a.	n.a.
Participated in fundraising activities	29.1	n.a.	n.a.	37.6	n.a.	n.a.	27.7	n.a.	n.a.
Attended a general school meeting	n.a.	92.7	n.a.	n.a.	90.7	n.a.	n.a.	87.9	n.a.

Source: Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Respondents at the time of the Head Start exit Parent Interview report on their own behavior. Respondents at the time of the spring kindergarten Parent Interview report on the behavior of the child's mother and father separately. Spring kindergarten estimates reflect either the mother or the father, but involvement by a non-parent respondent is not captured.

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

^b Head Start items ask about attending a Head Start social event. Kindergarten items ask about attending a school or classroom event.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start exit and spring kindergarten is represented by '‡'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

n.a. = not applicable

- Parents' involvement in their child's Head Start classroom varies by the number of family risks. Children with 1 risk are more likely than children with 2 or more risks to have parents who volunteer in the Head Start classroom (63 percent versus 54 percent) and attend program social events (65 percent versus 49 percent). Children with 1 risk are also more likely to have parents who attend parent/teacher conferences than children with no risks or children with 2 or more risks (92 versus 82 or 86 percent). Children with no risks are more likely to have parents who prepare food or materials for events than children who have 2 or more risks (62 percent versus 48 percent).
- From Head Start exit to the spring of kindergarten, the percentage of parents volunteering decreases for all children, regardless of the number of family risks. Attendance at parent/teacher conferences increases in kindergarten for parents of children with no risks while attendance at school events increases in kindergarten for children with 2 or more risks.
- In general, there are few differences in parent involvement in Head Start or kindergarten by the number of family risks. However, involvement is lower for some activities for those with the highest number of family risks. During Head Start, children with 2 or more risks are less likely than children with 1 risk to have parents who participate in committees or in fundraising activities (25 percent versus 33 percent or 28 percent versus 38 percent, respectively).

Table B.63. Parent Involvement in Children's Head Start or Kindergarten by Family Structure: Spring 2010-Spring 2011 or Spring 2011-Spring 2012

	Percent of Children								
	Lives with Mother and Father ^a			Lives with Mother Only or Father Only ^a			Lives with Neither Mother nor Father ^a		
	Head Start Exit	Spring Kindergarten	p	Head Start Exit	Spring Kindergarten	p	Head Start Exit	Spring Kindergarten ^b	
Volunteered in classroom/school	56.6	34.0	‡	58.3	35.9	‡	52.8	5.9	
Prepared food/materials for special events	50.8	n.a.	n.a.	53.6	n.a.	n.a.	48.2	n.a.	
Helped with field trips or special events	44.9	n.a.	n.a.	47.2	n.a.	n.a.	33.3	n.a.	
Observed classroom	72.8	n.a.	n.a.	73.0	n.a.	n.a.	59.5	n.a.	
Attended parent/teacher conferences	86.8	92.7	‡	87.9	87.4		85.8	23.9	
Attended program/school social events ^c	60.0	66.8		52.4	60.8	‡	33.0	10.6	
Attended parent education meetings or workshops	56.4	n.a.	n.a.	50.0	n.a.	n.a.	46.0	n.a.	
Participated in Head Start policy council	13.4	n.a.	n.a.	16.5	n.a.	n.a.	21.5	n.a.	
Participated in parent committee or other planning group	32.6	n.a.	n.a.	26.7	n.a.	n.a.	23.1	n.a.	
Prepared or distributed Head Start newsletters or materials	13.0	n.a.	n.a.	14.0	n.a.	n.a.	10.5	n.a.	
Participated in fundraising activities	28.6	n.a.	n.a.	32.9	n.a.	n.a.	26.7	n.a.	
Attended a general school meeting	n.a.	92.4	n.a.	n.a.	87.9	n.a.	n.a.	25.2	

Source: Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Respondents at the time of the Head Start exit Parent Interview report on their own behavior. Respondents at the time of the spring kindergarten Parent Interview report on the behavior of the child's mother and father separately. Spring kindergarten estimates reflect either the mother or the father, but involvement by a non-parent respondent is not captured.

^a 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 "Lives with mother only or father only" group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological parent in the household.

^b Given the non-parent respondent's behavior is accounted for in the Head Start exit estimates but not in the spring kindergarten estimates, tests for change over time from Head Start exit to the spring of kindergarten are not presented.

^c Head Start items ask about attending a Head Start social event. Kindergarten items ask about attending a school or classroom event.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start exit and spring kindergarten is represented by '‡'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

n.a. = not applicable

- The ways in which parents are involved in their child's Head Start classroom generally do not differ by family structure. One exception is that children who live with neither parent are less likely to have their primary caregiver attend program social events than children living with either a single parent or both parents (33 percent versus 52 percent or 60 percent, respectively).
- Among children living with their parents, the percentage of parents volunteering decreases from Head Start exit to the spring of kindergarten. The percentage of parents attending parent/teacher conferences increases for children who live with both parents while the percentage attending school events increases for children who live with a single parent.
- Parent involvement in Head Start does not vary by family structure with one exception. Children living with both parents are more likely to have a parent participating in committees or planning groups than children living with a single parent (33 percent versus 27 percent). In kindergarten, mother or father attendance at a general school meeting is less likely for children who live with neither parent (as reported by their primary caregiver) than for children who live both parents or a single parent (25 percent versus 92 or 88 percent, respectively).

Families as Learners
(Head Start Entry, Head Start Exit, Spring Kindergarten)

Table B.64. Parent Education: Fall 2009-Spring 2011 or Spring 2012

Highest Level of Education	Percent of Children			p
	Head Start Entry	Head Start Exit	Spring Kindergarten	
Percentage of children living with either or both parents ^a	94.6	94.9	95.6	
Highest Level of Education Completed by those Parents^a				
Less than high school diploma	32.6	32.3	31.0	
High school diploma or GED	36.6	32.5	33.2	
Some college/vocational/technical	22.9	26.3	26.8	
Bachelor's degree or higher	7.9	8.9	9.1	
Percentage of children living with their mother ^a	91.8	91.7	92.1	
Highest Level of Education Completed by those Mothers^a				
Less than high school diploma	36.8	36.4	36.0	
High school diploma or GED	35.8	32.4	32.9	
Some college/vocational/technical	21.2	24.4	23.8	
Bachelor's degree or higher	6.2	6.8	7.3	
Percentage of children living with their father ^a	47.0	46.5	49.6	
Highest Level of Education Completed by those Fathers^a				
Less than high school diploma	50.4	49.6	47.9	
High school diploma or GED	31.0	27.2	27.9	
Some college/vocational/technical	11.8	15.7	16.4	
Bachelor's degree or higher	6.7	7.6	7.8	

Source Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

Households with neither a mother nor father are not included in the relevant percentage calculations.

^aIncludes both biological and adoptive parents. Percentage of children living with their mother includes households living with the mother only or the mother and a non-biological father. Percentage of children living with their father includes households living with the father only or the father and a non-biological mother.

- At Head Start entry, 67 percent of children live with at least one parent who has at least a high school diploma or GED living with them. There is no change in parents' highest level of education from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten.
- For children who live with their mother, 63 percent of mothers have at least a high school diploma or GED at Head Start entry. Among children living with their father, 50 percent of fathers have at least a high school diploma or GED at Head Start entry. There is no change in the highest level of education completed by mothers or fathers from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten.

Table B.65. Parent Education by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

Highest Level of Education	Percent of Children															
	White, Non-Hispanic				African American, Non-Hispanic				Hispanic/Latino				Other, Non-Hispanic			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Percentage of children living with either or both parents ^a	93.9	93.5	93.8		90.7	92.1	92.3		97.5	97.3	98.2		98.5	97.2	98.7	
Highest Level of Education Completed by those Parents^a																
Less than high school diploma	15.2	13.7	13.2		16.5	16.4	15.8		55.6	54.8	52.7		21.3	19.5	20.3	
High school diploma or GED	41.5	39.6	41.8		45.2	40.3	40.3		25.1	22.7	23.1		49.4	36.6	35.2	
Some college/vocational/technical	30.3	32.9	29.8		29.0	32.6	34.1		14.3	17.8	18.9		24.3	34.0	35.6	
Bachelor's degree or higher	13.0	13.8	15.1		9.3	10.7	9.8		4.9	4.7	5.3		5.0	9.9	8.9	
Percentage of children living with their mother ^a	87.3	85.6	84.4		88.2	89.5	89.7		96.6	96.5	97.3		94.5	94.2	94.9	
Highest Level of Education Completed by those Mothers^a																
Less than high school diploma	16.2	13.7	14.4		19.6	18.7	18.6		60.6	59.6	59.1		30.2	29.8	28.6	
High school diploma or GED	44.1	44.0	45.1		43.9	40.0	39.8		23.1	20.9	21.2		50.9	38.5	37.7	
Some college/vocational/technical	30.6	32.8	29.0		28.6	31.9	32.6		12.6	15.7	15.3		13.9	23.8	26.6	
Bachelor's degree or higher	9.1	9.4	11.5		8.0	9.4	9.1		3.8	3.8	4.4		5.0	7.9	7.1	
Percentage of children living with their father ^a	51.0	49.2	51.5		25.6	24.5	29.3		63.0	62.4	66.4		44.1	47.0	44.7	
Highest Level of Education Completed by those Fathers^a																
Less than high school diploma	37.0	34.1	32.4		16.6	15.9	21.5		70.6	68.7	65.2		24.1	!	23.7	
High school diploma or GED	34.8	33.7	36.8		54.0	44.2	43.6		20.5	19.4	19.8		43.3	!	28.6	
Some college/vocational/technical	16.6	19.0	17.2		16.4	25.5	23.1		5.9	9.4	12.1		28.4	!	34.5	
Bachelor's degree or higher	11.6	13.2	13.6		13.0	14.5	11.8		2.9	2.6	2.8		4.2	!	13.3	

Source Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Households with neither a mother nor father are not included in the relevant percentage calculations.

^a Includes both biological and adoptive parents. Percentage of children living with their mother includes households living with the mother only or the mother and a non-biological father. Percentage of children living with their father includes households living with the father only or the father and a non-biological mother.

In the table column labeled "p" we identify statistically significant change over time at the p≤.05 level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

Any between group differences described below are statistically significant at the p≤.05 level.

! Too few cases for a reliable estimate

- At Head Start entry, 83 to 85 percent of White children or African American children have at least one parent with at least a high school diploma or GED. Only 44 percent of Hispanic/Latino children have a parent with this level of education. There is no change in highest education level for any racial/ethnic group from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten. A similar pattern is seen when looking specifically at mothers' or fathers' highest level of education.

Table B.66. Ongoing Education, Training, and Workshops: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children			p
	Head Start Entry	Head Start Exit	Spring Kindergarten	
Percentage of Children Living with Either or Both Parents^a	94.6	94.9	95.6	
Parents attended courses, classes, or workshops for work-related reasons or personal interest	27.1	35.5	30.9	†
Head Start helped those parents take or locate the programs, courses, classes, or workshops	13.8	16.7	n.a.	
Main reason non-attending parents did not take any programs, courses, classes, or workshops				
Cost	8.9	8.8	n.a.	
Inconvenient location/transportation not available	2.4	3.8	n.a.	
Time constraints (home or work)	47.1	48.5	n.a.	
Lack of child care or other child related reasons (pregnant/stay at home with child)	28.6	23.5	n.a.	†
Health/mental health problem or learning/physical disability	5.0	6.5	n.a.	
Language barrier	1.2	1.0	n.a.	
Lack of confidence	0.4	0.2	n.a.	
Don't like learning	0.5	0.9	n.a.	
Did not need more or did not have interest	13.3	17.6	n.a.	†
Admission requirement/qualification or too old to take courses	1.0	1.3	n.a.	
No information about offering	1.8	2.7	n.a.	
Other	11.9	5.2	n.a.	†
Percentage of Children Living with their Mother^a	91.8	91.7	92.1	
Mothers attended courses, classes, or workshops for work-related reasons or personal interest	24.4	31.4	26.9	†
Head Start helped those mothers take or locate the programs, courses, classes, or workshops	15.1	16.8	n.a.	
Main reason non-attending mothers did not take any programs, courses, classes, or workshops				
Cost	8.4	9.0	n.a.	
Inconvenient location/transportation not available	2.4	4.1	n.a.	
Time constraints (home or work)	32.7	32.8	n.a.	
Lack of child care or other child related reasons (pregnant/stay at home with child)	30.9	26.6	n.a.	
Health/mental health problem or learning/physical disability	3.6	4.0	n.a.	
Language barrier	1.0	0.9	n.a.	
Lack of confidence	0.1	0.2	n.a.	
Don't like learning	0.5	0.4	n.a.	
Did not need more or did not have interest	9.6	14.9	n.a.	†
Admission requirement/qualification or too old to take courses	0.7	0.6	n.a.	
No information about offering	1.4	2.1	n.a.	
Other	8.6	4.5	n.a.	†
Percentage of Children Living with their Father^a	47.0	46.5	49.6	
Fathers attended courses, classes, or workshops for work-related reasons or personal interest	13.7	18.4	17.3	
Head Start helped those fathers take or locate the programs, courses, classes, or workshops	4.3	9.1	n.a.	

Table B.66 (continued)

	Percent of Children			p
	Head Start Entry	Head Start Exit	Spring Kindergarten	
Main reason non-attending fathers did not take any programs, courses, classes, or workshops				
Cost	8.0	4.4	n.a.	
Inconvenient location/transportation not available	1.0	1.2	n.a.	
Time constraints (home or work)	54.7	58.5	n.a.	
Lack of child care or other child related reasons (pregnant/stay at home with child)	3.7	3.2	n.a.	
Health/mental health problem or learning/physical disability	4.2	6.8	n.a.	
Language barrier	1.0	0.9	n.a.	
Lack of confidence	0.8	0.2	n.a.	
Don't like learning	0.0	1.4	n.a.	
Did not need more or did not have interest	13.0	15.3	n.a.	
Admission requirement/qualification or too old to take courses	0.9	1.4	n.a.	
No information about offering	2.7	2.5	n.a.	
Other	10.2	4.3	n.a.	†

Source Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Households with neither a mother nor father are not included in the relevant percentage calculations.

^a Includes both biological and adoptive parents. Percentage of children living with their mother includes households living with the mother only or the mother and a non-biological father. Percentage of children living with their father includes households living with the father only or the father and a non-biological mother.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

n.a. = not applicable

- At Head Start entry, 27 percent of children have at least one parent who attends courses, classes, or workshops for work-related or personal reasons. Among those attending, 14 percent of parents received help from Head Start to locate or enroll in the course. Among those not enrolled, the most common reasons parents report for not participating are time constraints (47 percent) and lack of child care or other child-related reasons (29 percent). Thirteen percent of parents report they did not need more or have an interest in courses, classes, or workshops. From Head Start entry to Head Start exit, the percentage of parents attending increases to 36 percent.
- At Head Start entry, 24 percent of mothers and 14 percent of fathers attend courses, classes, or workshops. Among those attending, 15 percent of mothers and 4 percent of fathers received help from Head Start to locate or enroll in the course. Among those not enrolled, the most common reason parents report for not participating is time constraints (33 percent of mothers and 55 percent of fathers). A common reason for mothers' non-participation is lack of child care or other child-related reason (31 percent). From Head Start entry to Head Start exit, the percentage of mothers attending courses, classes, or workshops increases to 31 percent while the percentage of fathers remains similar.

Table B.67. Ongoing Education, Training, and Workshops by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children															
	White, Non-Hispanic				African American, Non-Hispanic				Hispanic/Latino				Other, Non-Hispanic			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Percentage of Children Living with Either or Both Parents^a	93.9	93.5	93.8		90.7	92.1	92.3		97.5	97.3	98.2		98.5	97.2	98.7	
Parents attended courses, classes, or workshops for work-related reasons or personal interest	30.5	39.1	36.1		33.0	43.7	43.8	†	20.4	28.2	20.4	†,‡	30.9	33.4	24.6	
Head Start helped those parents take or locate the programs, courses, classes, or workshops	4.4	8.3	n.a.		11.5	10.9	n.a.		19.0	28.8	n.a.		!	!	n.a.	
Main reason non-attending parents did not take any programs, courses, classes, or workshops																
Cost	11.5	11.9	n.a.		5.6	5.5	n.a.		8.9	8.8	n.a.		12.0	14.1	n.a.	
Inconvenient location/transportation not available	1.5	4.8	n.a.		2.0	6.3	n.a.	†	2.9	2.6	n.a.		3.3	0.0	n.a.	
Time constraints (home or work)	42.5	37.3	n.a.		42.8	39.1	n.a.		52.0	60.6	n.a.	†	43.9	36.4	n.a.	
Lack of child care or other child related reasons (pregnant/stay at home with child)	33.0	21.4	n.a.	†	16.7	17.5	n.a.		34.5	28.1	n.a.		23.0	16.0	n.a.	
Health/mental health problem or learning/physical disability	6.0	11.4	n.a.		6.3	8.1	n.a.		4.5	3.8	n.a.		2.0	4.8	n.a.	
Language barrier	0.0	0.8	n.a.		0.0	0.2	n.a.		2.3	1.5	n.a.		1.2	1.7	n.a.	
Lack of confidence	0.7	0.3	n.a.		0.1	0.3	n.a.		0.6	0.0	n.a.		0.0	1.1	n.a.	
Don't like learning	0.0	0.6	n.a.		0.0	0.2	n.a.		1.0	1.5	n.a.		0.0	0.0	n.a.	
Did not need more or did not have interest	17.3	24.5	n.a.		16.3	23.5	n.a.		9.1	11.3	n.a.		18.4	21.2	n.a.	
Admission requirement/qualification or too old to take courses	1.0	0.0	n.a.		0.0	0.4	n.a.		1.5	2.2	n.a.		1.8	2.2	n.a.	
No information about offering	0.0	0.6	n.a.		1.5	0.0	n.a.		3.0	5.6	n.a.		0.0	0.0	n.a.	
Other	12.9	3.1	n.a.	†	16.4	7.4	n.a.	†	9.9	4.3	n.a.	†	6.6	9.7	n.a.	
Percentage of Children Living with their Mother^a	87.3	85.6	84.4		88.2	89.5	89.7		96.6	96.5	97.3		94.5	94.2	94.9	
Mothers attended courses, classes, or workshops for work-related reasons or personal interest	26.2	36.2	33.5		32.5	39.9	39.6		17.1	23.5	16.5	†,‡	27.2	31.3	22.5	
Head Start helped those mothers take or locate the programs, courses, classes, or workshops	3.5	9.8	n.a.		11.9	11.7	n.a.		23.0	26.9	n.a.		!	!	n.a.	
Main reason non-attending mothers did not take any programs, courses, classes, or workshops																
Cost	11.2	13.1	n.a.		4.4	5.4	n.a.		8.3	8.6	n.a.		13.4	16.7	n.a.	
Inconvenient location/transportation not available	1.7	5.1	n.a.		2.3	7.0	n.a.	†	2.5	2.7	n.a.		3.7	0.0	n.a.	
Time constraints (home or work)	32.0	26.9	n.a.		39.1	30.4	n.a.		29.0	36.2	n.a.		33.2	33.5	n.a.	
Lack of child care or other child related reasons (pregnant/stay at home with child)	35.3	23.7	n.a.		16.3	19.8	n.a.		38.4	32.6	n.a.		25.6	17.0	n.a.	
Health/mental health problem or learning/physical disability	4.1	5.8	n.a.		5.0	5.7	n.a.		3.0	2.3	n.a.		0.8	4.3	n.a.	
Language barrier	0.0	1.0	n.a.		0.0	0.3	n.a.		2.2	1.1	n.a.		0.0	2.0	n.a.	
Lack of confidence	0.0	0.4	n.a.		0.1	0.3	n.a.		0.1	0.0	n.a.		0.0	0.0	n.a.	
Don't like learning	0.0	0.0	n.a.		0.0	0.3	n.a.		1.2	0.6	n.a.		0.0	0.0	n.a.	
Did not need more or did not have interest	7.0	20.8	n.a.	†	16.1	22.9	n.a.		6.6	7.9	n.a.		13.8	16.7	n.a.	
Admission requirement/qualification or too old to take courses	1.2	0.0	n.a.		0.0	0.5	n.a.		0.7	1.0	n.a.		2.0	0.0	n.a.	
No information about offering	0.0	0.0	n.a.		0.0	0.0	n.a.		3.0	4.6	n.a.		0.0	0.0	n.a.	
Other	7.4	3.2	n.a.		16.7	7.4	n.a.	†	4.9	2.5	n.a.		7.4	9.9	n.a.	
Percentage of Children Living with their Father^a	51.0	49.2	51.5		25.6	24.5	29.3		63.0	62.4	66.4		44.1	47.0	44.7	
Fathers attended courses, classes, or workshops for work-related reasons or personal interest	22.4	26.1	23.5		14.0	25.4	29.6		9.3	13.2	11.0		17.7	20.2	10.8	
Head Start helped those fathers take or locate the programs, courses, classes, or workshops	!	0.0	n.a.		!	!	n.a.		4.2	22.0	n.a.		!	!	n.a.	

Table B.67. (continued)

	Percent of Children															
	White, Non-Hispanic				African American, Non-Hispanic				Hispanic/Latino				Other, Non-Hispanic			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Main reason non-attending fathers did not take any programs, courses, classes, or workshops																
Cost	3.9	4.9	n.a.		9.0	3.0	n.a.		7.3	4.3	n.a.		!	!	n.a.	
Inconvenient location/transportation not available	0.0	1.9	n.a.		0.0	3.6	n.a.		1.7	0.5	n.a.		!	!	n.a.	
Time constraints (home or work)	41.3	41.4	n.a.		47.6	55.5	n.a.		62.1	68.0	n.a.		!	!	n.a.	
Lack of child care or other child related reasons (pregnant/stay at home with child)	5.3	8.0	n.a.		9.1	3.5	n.a.		2.1	0.5	n.a.		!	!	n.a.	
Health/mental health problem or learning/physical disability	5.8	14.9	n.a.		7.0	12.7	n.a.		3.1	3.1	n.a.		!	!	n.a.	
Language barrier	0.0	0.0	n.a.		0.0	0.0	n.a.		1.3	1.5	n.a.		!	!	n.a.	
Lack of confidence	1.6	0.0	n.a.		0.0	0.0	n.a.		0.8	0.0	n.a.		!	!	n.a.	
Don't like learning	0.0	1.2	n.a.		0.0	0.0	n.a.		0.0	1.9	n.a.		!	!	n.a.	
Did not need more or did not have interest	28.5	24.6	n.a.		9.4	20.6	n.a.		7.0	10.4	n.a.		!	!	n.a.	
Admission requirement/qualification or too old to take courses	0.0	0.0	n.a.		0.0	0.0	n.a.		1.6	1.8	n.a.		!	!	n.a.	
No information about offering	0.0	1.2	n.a.		5.8	0.0	n.a.		3.2	3.8	n.a.		!	!	n.a.	
Other	13.7	1.9	n.a.	†	12.2	1.1	n.a.	†	9.7	4.3	n.a.	†	!	!	n.a.	

Source Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Households with neither a mother nor father are not included in the relevant percentage calculations.

^a Includes both biological and adoptive parents. Percentage of children living with their mother includes households living with the mother only or the mother and a non-biological father. Percentage of children living with their father includes households living with the father only or the father and a non-biological mother.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

n.a. = not applicable

! Too few cases for a reliable estimate

- At Head Start entry, Hispanic/Latino children are less likely to have at least one parent who attends courses, classes, or workshops for work-related or personal reasons as compared to White children or African American children (20 percent versus 31 percent or 33 percent, respectively). From Head Start entry to Head Start exit, the percentage of parents attending increases for African American children and Hispanic/Latino children (33 to 44 percent and 20 to 28 percent, respectively). At Head Start exit, Hispanic/Latino children continue to be less likely to have a parent attending as compared to White children or African American children. Among those attending, Hispanic/Latino children are more likely to have parents who report receiving help from Head Start to locate or enroll in the course as compared to White children at Head Start entry and Head Start exit (19 percent versus 4 percent and 29 percent versus 9 percent, respectively). The percentage of Hispanic/Latino children's parents attending courses decreases from Head Start exit to the spring of kindergarten.
- Among those not enrolled, the most common reason parents report for not participating is time constraints. Hispanic/Latino children are more likely to have parents reporting time constraints than African American children at entry and exit and as compared to White children at exit. The next most common reasons--lack of child care and not seeing need or interest for courses--also differ by race/ethnicity. At Head Start entry and exit, Hispanic/Latino children's parents are more likely than African American children's parents to report lack of child care but less likely to report not needing courses or lack of interest as a reason for not participating. While at Head Start entry White children's parents are also more likely to report child care issues than African American children's parents, by Head Start exit differences are not evident. White children are more likely to have parents who report not needing courses or lack of interest as compared to Hispanic/Latino children at both time points.
- A similar pattern between racial/ethnic groups is found when considering mothers' participation, with a few exceptions. From Head Start entry to Head Start exit, the percentage of mothers attending courses, classes, or workshops increases only for Hispanic/Latino children. Among those not enrolled, while the most common reasons are similar, the percentage of mothers not participating due to time constraints does not differ by race/ethnicity.
- Looking at fathers' participation, fewer differences by race/ethnicity exist. At Head Start entry, Hispanic/Latino children are less likely to have a father who attends courses, classes or workshops as compared to White children. While for parents in general participation increases over time for some racial/ethnic groups, the percentage of fathers attending does not change for any group from Head Start entry to Head Start exit or from Head Start exit to the spring of kindergarten. Among those not enrolled, Hispanic/Latino children are more likely than White children to have a father not enrolled because of time constraints but less likely due to lack of interest.

Table B.68. Ongoing Education, Training, and Workshops by Number of Family Risks: Fall 2009-Spring 2011 or Spring 2012

	Percent of Children											
	0 Risks ^a				1 Risk ^a				2 or More Risks ^a			
	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Percentage of Children Living with Either or Both Parents^b	100.0	100.0	100.0		99.9	99.2	98.8		100.0	99.3	99.5	
Parents attended courses, classes, or workshops for work-related reasons or personal interest	35.2	49.0	46.4	†	29.3	37.6	32.0	†	23.7	29.3	24.1	
Head Start helped those parents take or locate the programs, courses, classes, or workshops	5.0	3.2	n.a		12.4	18.3	n.a		17.8	19.9	n.a	
Main reason non-attending parents did not take any programs, courses, classes, or workshops												
Cost	13.6	8.0	n.a		11.3	14.4	n.a		6.0	5.8	n.a	
Inconvenient location/transportation not available	0.9	1.7	n.a		1.4	2.4	n.a		3.7	5.4	n.a	
Time constraints (home or work)	53.9	47.6	n.a		48.1	49.7	n.a		44.4	47.7	n.a	
Lack of child care or other child related reasons (pregnant/stay at home with child)	20.5	23.7	n.a		26.0	17.0	n.a	†	32.8	28.4	n.a	
Health/mental health problem or learning/physical disability	1.5	7.3	n.a	†	7.9	8.7	n.a		4.1	5.4	n.a	
Language barrier	0.7	1.2	n.a		1.1	1.0	n.a		1.4	0.9	n.a	
Lack of confidence	2.2	1.2	n.a		0.0	0.2	n.a		0.1	0.0	n.a	
Don't like learning	2.0	1.2	n.a		0.0	0.7	n.a		0.4	1.0	n.a	
Did not need more or did not have interest	18.9	32.5	n.a	†	15.2	16.8	n.a		10.5	13.6	n.a	
Admission requirement/qualification or too old to take courses	1.4	0.0	n.a		0.3	1.4	n.a		1.6	1.3	n.a	
No information about offering	1.1	3.4	n.a		0.0	2.7	n.a		3.3	2.9	n.a	
Other	22.8	3.2	n.a	†	12.0	5.7	n.a	†	8.8	5.8	n.a	
Percentage of Children Living with their Mother^b	100.0	99.4	99.0		99.9	98.9	98.3		100.0	99.2	99.0	
Mothers attended courses, classes, or workshops for work-related reasons or personal interest	28.2	39.0	38.2		25.4	32.5	27.2		22.6	27.5	22.8	
Head Start helped those mothers take or locate the programs, courses, classes, or workshops	6.3	3.3	n.a		14.3	19.1	n.a		18.7	18.8	n.a	
Main reason non-attending mothers did not take any programs, courses, classes, or workshops												
Cost	12.2	8.2	n.a		11.0	15.5	n.a		5.8	5.2	n.a	
Inconvenient location/transportation not available	1.2	1.5	n.a		0.6	2.7	n.a		3.9	5.3	n.a	
Time constraints (home or work)	35.3	26.5	n.a		34.7	35.2	n.a		31.1	32.9	n.a	
Lack of child care or other child related reasons (pregnant/stay at home with child)	22.5	27.8	n.a		28.0	19.4	n.a		34.2	30.7	n.a	
Health/mental health problem or learning/physical disability	0.0	3.0	n.a		5.6	3.5	n.a		3.2	4.6	n.a	
Language barrier	0.0	0.6	n.a		1.3	1.2	n.a		1.1	0.6	n.a	
Lack of confidence	0.2	0.6	n.a		0.0	0.3	n.a		0.1	0.0	n.a	
Don't like learning	2.5	1.5	n.a		0.0	0.4	n.a		0.4	0.1	n.a	
Did not need more or did not have interest	10.4	24.6	n.a	†	11.1	15.5	n.a		8.6	12.1	n.a	
Admission requirement/qualification or too old to take courses	0.0	0.0	n.a		0.1	0.4	n.a		1.3	0.9	n.a	
No information about offering	0.0	2.6	n.a		0.0	0.8	n.a		2.6	2.9	n.a	
Other	15.6	3.0	n.a	†	7.7	5.1	n.a		7.7	4.6	n.a	
Percentage of Children Living with their Father^b	91.6	84.1	86.5		55.1	54.1	56.0		31.5	34.5	37.9	
Fathers attended courses, classes, or workshops for work-related reasons or personal interest	17.7	29.6	27.0		15.2	20.0	16.2		6.3	7.8	7.4	
Head Start helped those fathers take or locate the programs, courses, classes, or workshops	!	1.1	n.a		0.0	6.2	n.a		!	!	n.a	

Table B.68. (continued)

	Percent of Children										
	0 Risks ^a			p	1 Risk ^a			p	2 or More Risks ^a		
	Head Start Entry	Head Start Exit	Spring Kindergarten		Head Start Entry	Head Start Exit	Spring Kindergarten		Head Start Entry	Head Start Exit	Spring Kindergarten
Main reason non-attending fathers did not take any programs, courses, classes, or workshops											
Cost	8.9	6.5	n.a		7.7	4.4	n.a		7.8	4.4	n.a
Inconvenient location/transportation not available	0.0	0.7	n.a		1.8	0.6	n.a		1.0	2.2	n.a
Time constraints (home or work)	50.3	52.0	n.a		50.1	57.5	n.a		63.5	65.4	n.a
Lack of child care or other child related reasons (pregnant/stay at home with child)	3.2	3.8	n.a		3.8	2.0	n.a		1.7	1.5	n.a
Health/mental health problem or learning/physical disability	1.9	6.4	n.a		6.7	11.3	n.a		3.3	3.7	n.a
Language barrier	0.8	0.9	n.a		0.0	0.0	n.a		2.2	1.9	n.a
Lack of confidence	2.6	0.8	n.a		0.0	0.0	n.a		0.0	0.0	n.a
Don't like learning	0.0	0.0	n.a		0.0	1.3	n.a		0.0	2.4	n.a
Did not need more or did not have interest	15.3	25.8	n.a		16.8	13.4	n.a		7.8	8.4	n.a
Admission requirement/qualification or too old to take courses	1.7	0.0	n.a		0.4	2.1	n.a		1.1	1.2	n.a
No information about offering	1.4	2.1	n.a		0.0	4.0	n.a		6.8	1.9	n.a
Other	13.8	1.0	n.a	†	12.7	3.5	n.a	†	4.8	7.1	n.a

Source: Fall 2009, Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Households with neither a mother nor father are not included in the relevant percentage calculations.

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

^b Includes both biological and adoptive parents. Percentage of children living with their mother includes households living with the mother only or the mother and a non-biological father. Percentage of children living with their father includes households living with the father only or the father and a non-biological mother.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

n.a. = not applicable

! Too few cases for a reliable estimate

- At Head Start entry, children with 2 or more risks are less likely to have at least one parent who attends courses, classes, or workshops for work-related or personal reasons as compared to children with no risks (24 percent versus 35 percent). From Head Start entry to Head Start exit, the percentage of parents enrolled increases for children with no risks and 1 risk. At Head Start exit, children with no risks are the most likely to participate (49 percent), followed by children with 1 risk (38 percent), and children with 2 or more risks (29 percent). Among those attending, children with 2 or more risks are more likely to have parents who report receiving help from Head Start to locate or enroll in the course as compared to children with no risks at Head Start entry and Head Start exit. The percentage of parents attending in courses does not change from Head Start exit to the spring of kindergarten, regardless of the number of family risks.
- Among those not enrolled, the most common reason parents report for not participating is time constraints, with no differences by the number of family risks. The next most common reasons--lack of child care and not seeing need or interest for courses--do differ. At Head Start entry, children with no risks are more likely than children with 2 or more risks to report lack of interest as a reason for not participating (19 percent versus 11 percent). At Head Start exit, the percentage of parents reporting lack of child care as a reason is more common for children with 2 or more risks as compared to children with 1 risk (28 percent versus 17 percent). Children with no risks are more likely to report lack of interest for not enrolling than other children (33 percent versus 14 or 17 percent). While less frequent, children with 1 risk are more likely to have parents who report cost as an issue as compared to children with 2 or more risks at Head Start entry and Head Start exit. An inconvenient location or transportation was more of an issue for parents of children with 2 or more risks as compared to children with no risks.
- Fewer differences in mothers' participation are evident by the number of family risks. Attendance is similar across groups, but among those attending, children with 2 or more risks are more likely to report Head Start helping to locate courses as compared to children with no risks. Among those not enrolled, the reasons reported parallel that noted for parents overall, except child care and location or transportation issues do not differ by the number of family risks.
- Among children living with their fathers, few differences exist in fathers' ongoing education by the number of family risks. At Head Start entry, children with 2 or more risk factors are less likely to have a father who attends courses, classes or workshops as compared to other children (6 percent versus 15 to 18 percent). Otherwise, no consistent patterns of differences appear by the number of family risks in Head Start's assistance among those attending or in the reasons for not participating among those not enrolled.

**Connections to Peers and Community
(Head Start Exit, Spring Kindergarten)**

Table B.69. Social Support: Spring 2010-Spring 2011 or Spring 2011-Spring 2012

Types of Support	Percent of Children		
	Head Start Exit	Spring Kindergarten	p
If I Need to Do an Errand, I Can Easily Find Someone to Watch My Child			
Never true	13.2	10.9	
Sometimes true	39.6	33.6	‡
Always true	47.3	55.5	‡
If I Need Ride to Get My Child to the Doctor, Friends or Family Will Help Me			
Never true	9.6	8.0	
Sometimes true	25.8	18.	‡
Always true	64.6	73.3	‡
If My Child Is Sick, Friends or Family Will Call or Come By			
Never true	6.9	6.0	
Sometimes true	26.7	24.5	
Always true	66.4	69.5	
If My Child Is Having Problems at Head Start/Kindergarten, There Is a Friend, Relative, or Neighbor I Can Talk It Over With			
Never true	9.7	7.5	
Sometimes true	23.8	20.4	
Always true	66.5	72.1	‡
If I Have an Emergency and Need Cash, Family or Friends Will Loan It to Me			
Never true	9.9	8.5	
Sometimes true	34.0	30.9	
Always true	56.1	60.6	
If I Have Troubles or Need Advice, I Have Someone I Can Talk to			
Never true	4.3	3.6	
Sometimes true	23.6	22.1	
Always true	72.2	74.3	
Number of Types Of Help Parent Can Always Get (Mean)	3.7	4.1	‡
Types of People Parent Finds Very Helpful			
Family member(s) ^a	86.1	87.1	
Friends and others ^b	47.6	52.5	
Head Start/Kindergarten staff	56.1	57.4	
Professional(s) other than Head Start/Kindergarten staff ^c	59.5	60.2	

Source: Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

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

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

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

In the table column labeled "p" we identify statistically significant change over time at the p≤.05 level. Statistically significant change between Head Start exit and spring kindergarten is represented by '‡'.

Table B.69. (continued)

- During Head Start, parents of the majority of children report that they can always find support to meet various needs with one exception (only 47 percent of parents report it is always true that they can find someone to watch their child so they can run an errand). By the spring of kindergarten, the majority of parents report they can always find someone to watch their child (56 percent).
- Parents are most likely to report they find family members very helpful (86 percent in Head Start and 87 percent in kindergarten). Fifty-six percent report finding Head Start staff very helpful.
- From Head Start exit to the spring of kindergarten, parents increasingly report that they always find support when they need a ride to get their child to the doctor and to talk with someone if their child is having problems at kindergarten. Change reported does not take into account how often parents have such a need, which may also vary.

Table B.70. Social Support by Race/Ethnicity: Spring 2010-Spring 2011 or Spring 2011-Spring 2012

Types of Support	Percent of Children											
	White, Non-Hispanic			African American, Non-Hispanic			Hispanic/Latino			Other, Non-Hispanic		
	Head Start	Exit Kindergarten	p	Head Start	Exit Kindergarten	p	Head Start	Exit Kindergarten	p	Head Start	Exit Kindergarten	p
If I Need to Do an Errand, I Can Easily Find Someone to Watch My Child												
Never true	7.6	6.3		9.3	5.0		18.2	17.8		11.7	8.2	
Sometimes true	46.8	35.8		32.7	29.0		41.0	34.4		46.7	46.6	
Always true	45.6	58.0		58.0	66.0		40.8	47.7		41.6	45.2	
If I Need a Ride to Get My Child to the Doctor, Friends or Family Will Help Me												
Never true	2.4	3.7		10.2	5.4		13.4	12.9		5.6	2.2	
Sometimes true	22.0	16.3		19.6	14.1		33.7	24.6	‡	17.9	14.7	
Always true	75.6	80.0		70.3	80.5	‡	53.0	62.4	‡	76.6	83.1	
If My Child Is Sick, Friends or Family Will Call or Come By												
Never true	6.0	4.4		4.7	3.4		8.6	8.8		11.1	4.1	
Sometimes true	26.1	22.8		24.1	22.8		29.0	28.2		26.8	19.6	
Always true	68.0	72.8		71.2	73.8		62.4	62.9		62.1	76.3	
If My Child Is Having Problems at Head Start/Kindergarten, There Is a Friend, Relative, or Neighbor I Can Talk It Over With												
Never true	4.6	5.6		5.6	4.2		15.3	10.5		5.2	7.5	
Sometimes true	18.5	15.8		18.2	18.2		32.1	26.8		12.8	9.6	
Always true	76.9	78.7		76.2	77.6		52.6	62.7	‡	82.0	82.9	
If I Have an Emergency and Need Cash, Family or Friends Will Loan It to Me												
Never true	8.3	4.1		10.5	7.0		10.1	11.8		1.2	5.9	
Sometimes true	23.5	25.9		33.9	29.9		40.2	35.9		33.0	24.9	
Always true	68.3	70.0		55.6	63.1		49.6	52.3		65.8	69.1	
If I Have Troubles or Need Advice, I Have Someone I Can Talk to												
Never true	3.6	1.4		2.8	3.3		6.2	5.2		1.1	0.0	
Sometimes true	15.7	17.5		20.4	16.3		31.5	30.7		10.3	13.6	
Always true	80.7	81.1		76.8	80.3		62.2	64.1		88.6	86.4	
Number of Types of Help Parent Can Always Get (Mean)	4.2	4.4		4.1	4.4		3.2	3.5		4.2	4.4	

Table B.70. (continued)

Types of Support	Percent of Children											
	White, Non-Hispanic			African American, Non-Hispanic			Hispanic/Latino			Other, Non-Hispanic		
	Head Start Exit	Spring Kindergarten	p	Head Start Exit	Spring Kindergarten	p	Head Start Exit	Spring Kindergarten	p	Head Start Exit	Spring Kindergarten	p
Types of People Parent Finds Very Helpful												
Family member(s) ^a	87.4	90.0		91.7	91.5		79.6	81.7		97.9	89.9	
Friends and others ^b	59.1	66.4		60.1	61.1		31.1	36.1		54.8	63.2	
Head Start/Kindergarten staff	66.4	63.3		62.2	63.3		46.9	48.7		52.1	60.2	
Professional(s) other than Head Start/Kindergarten staff ^c	68.6	64.7		67.4	67.0		50.6	51.8		52.1	62.3	

Source: Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

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

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

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start exit and spring kindergarten is represented by '†'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- While across racial/ethnic groups the majority of parents (50 percent or higher) generally report that they can always find support to meet various needs, differences do exist. White or African American children's parents are more likely than Hispanic/Latino children's parents to report that they can always find a ride to get their child to the doctor (76 percent or 70 percent, respectively, versus 53 percent), find someone to talk with if their child is having problems at Head Start (77 percent or 76 percent, respectively, versus 53 percent), or find someone to talk with to get advice (81 percent or 77 percent, respectively, versus 62 percent). White children's parents are more likely than African American or Hispanic/Latino children's parents to report that they can always get a loan in an emergency (68 percent versus 56 percent or 50 percent, respectively). African American children's parents are more likely to report that they can find someone to watch their child than the parents of Hispanic/Latino children (58 percent versus 41 percent). From Head Start exit to the spring of kindergarten, Hispanic/Latino children's parents report increases in always finding a ride or finding someone to talk to about kindergarten.
- White and African American children's parents are more likely than the parents of Hispanic/Latino children to report having different types of people being very helpful: friends, Head Start staff, and other professionals (generally over 60 percent versus under 50 percent). While large numbers of parents report family members helpful, African American children's parents report this more often than Hispanic/Latino children's parents (92 percent versus 80 percent).

Table B.71. Social Support by Number of Family Risks: Spring 2010-Spring 2011 or Spring 2011-Spring 2012

Types of Support	Percent of Children								
	0 Risks ^a			1 Risk ^a			2 or More Risks ^a		
	Head Start	Exit Kindergarten	p	Head Start	Exit Kindergarten	p	Head Start	Exit Kindergarten	p
If I Need to Do an Errand, I Can Easily Find Someone to Watch My Child									
Never true	15.1	12.3		11.5	9.5		14.9	12.3	
Sometimes true	31.7	35.4		43.2	33.3		42.4	33.0	‡
Always true	53.2	52.3		45.3	57.1	‡	42.7	54.7	‡
If I Need a Ride to Get My Child to the Doctor, Friends or Family Will Help Me									
Never true	7.1	10.4		8.2	7.2		12.7	8.2	
Sometimes true	18.6	14.4		28.6	19.8		29.0	19.1	‡
Always true	74.3	75.2		63.2	73.0		58.3	72.7	‡
If My Child Is Sick, Friends or Family Will Call or Come By									
Never true	3.0	7.1		9.1	5.0		7.5	6.9	
Sometimes true	32.6	26.6		24.3	25.2		28.2	22.6	
Always true	64.4	66.3		66.6	69.8		64.3	70.5	
If My Child Is Having Problems at Head Start/Kindergarten, There Is a Friend, Relative, or Neighbor I Can Talk it Over With									
Never true	2.7	6.8		9.8	6.2		11.5	7.8	
Sometimes true	26.5	14.9		21.1	19.8		27.3	22.7	
Always true	70.7	78.2		69.1	74.0		61.3	69.5	
If I Have an Emergency and Need Cash, Family or Friends Will Loan It to Me									
Never true	7.1	10.4		7.4	6.6		10.6	9.3	
Sometimes true	31.5	25.2		36.8	34.0		33.9	30.7	
Always true	61.4	64.4		55.8	59.4		55.5	60.0	
If I Have Troubles or Need Advice, I Have Someone I Can Talk to									
Never true	3.9	0.3		1.5	2.5		5.4	5.3	
Sometimes true	14.6	17.2		28.0	21.7		25.0	23.4	
Always true	81.5	82.5		70.5	75.8		69.6	71.3	
Number of Types of Help Parent Can Always Get (Mean)	4.1	4.2		3.7	4.1		3.5	4.0	‡
Types of People Parent Finds Very Helpful									
Family member(s) ^b	97.6	95.9		88.2	89.2		79.1	85.0	
Friends and others ^c	51.4	48.1		50.7	50.6		42.2	54.1	‡
Head Start/Kindergarten staff	55.5	61.1		63.1	57.0		49.1	56.5	
Professional(s) other than Head Start/Kindergarten staff ^d	56.7	64.9		66.8	60.1		53.3	59.4	

Source: Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

Table B.71. (continued)

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

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

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

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start exit and spring kindergarten is represented by '‡'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- The percentage of parents reporting that they can always find support does not differ by the number of family risks with one exception. Children with no risks are more likely to have parents who report they can always find a ride to get their child to the doctor than children with 2 or more risks (74 percent versus 58 percent). From Head Start exit to the spring of kindergarten, this increases to 73 percent for children with 2 or more risks.
- Children who have 2 or more risks are less likely as compared to children with 1 risk to report finding Head Start staff or other professionals very helpful (49 to 53 percent versus 63 to 67 percent).

Table B.72. Social Support by Family Structure: Spring 2010-Spring 2011 or Spring 2011-Spring 2012

Types of Support	Percent of Children								
	Lives with Mother and Father ^a			Lives with Mother Only or Father Only ^a			Lives with Neither Mother nor Father ^a		
	Head Start Exit	Spring Kindergarten	p	Head Start Exit	Spring Kindergarten	p	Head Start Exit	Spring Kindergarten	p
If I Need to Do An Errand, I Can Easily Find Someone to Watch My Child									
Never true	15.5	12.8		12.0	9.5		8.2	7.4	
Sometimes true	42.7	33.8	‡	39.4	35.3		19.8	10.9	
Always true	41.8	53.4	‡	48.6	55.2		72.0	81.8	
If I Need a Ride to Get My Child to the Doctor, Friends or Family Will Help Me									
Never true	10.3	8.7		9.4	7.6		7.0	5.2	
Sometimes true	32.5	20.5	‡	22.3	17.4		12.4	14.2	
Always true	57.1	70.8	‡	68.3	75.0		80.7	80.6	
If My Child Is Sick, Friends or Family Will Call or Come By									
Never true	8.9	5.7		5.0	6.6		10.3	2.3	
Sometimes true	28.3	26.8		27.5	21.6		8.4	31.4	
Always true	62.9	67.5		67.5	71.7		81.3	66.3	
If My Child is Having Problems at Head Start/Kindergarten, There Is a Friend, Relative, or Neighbor I Can Talk it Over With									
Never true	10.5	8.1		10.0	7.4		1.6	2.2	
Sometimes true	28.9	20.7	‡	21.5	19.7		11.1	23.7	
Always true	60.6	71.1	‡	68.5	72.9		87.3	74.1	
If I Have an Emergency and Need Cash, Family or Friends Will Loan It to Me									
Never true	9.6	9.4		10.0	8.0		10.4	4.7	
Sometimes true	37.8	33.4		32.1	29.0		26.8	27.5	
Always true	52.7	57.2		57.9	63.0		62.8	67.8	
If I Have Troubles or Need Advice, I Have Someone I Can Talk to									
Never true	3.3	2.5		5.4	5.0		0.0	0.0	
Sometimes true	28.9	25.0		20.7	19.2		14.2	23.8	
Always true	67.8	72.5		73.9	75.8		85.8	76.2	
Number of Types of Help Parent Can Always Get (Mean)	3.4	3.9	‡	3.8	4.1		4.7	4.5	
Types of People Parent Finds Very Helpful									
Family member(s) ^b	89.9	92.2		82.4	82.9		93.9	81.7	
Friends and others ^c	40.8	45.0		50.1	59.3	‡	70.1	55.8	
Head Start/Kindergarten staff	55.7	57.5		53.9	57.2		78.6	58.0	
Professional(s) other than Head Start/Kindergarten staff ^d	59.0	60.3		57.9	60.0		78.3	60.7	

Source: Spring 2010, Spring 2011, and Spring 2012 FACES Parent Interview. .

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Includes both biological and adoptive parents. The “Lives with mother only or father only” group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

Table B.72. (continued)

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

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

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

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start exit and spring kindergarten is represented by '†'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- During Head Start, in many situations children's families report that they can always find support regardless of family structure. However, children who live with neither parent (about 5 percent of the population) are more likely to have a caregiver report always finding a ride to get the child to the doctor than the parents of other children (81 percent versus 57 to 60 percent). The percentage of families who report always finding someone to talk with if their child is having problems at Head Start also varies by family structure with children living with neither parent being more likely than children living with a single parent and both groups being more likely than children living with both parents (87 percent, 69 percent, and 61 percent, respectively).
- From Head Start exit to the spring of kindergarten, the percentage of parents reporting they can find someone to watch their child, to get a ride, and to find someone to talk with if their child is having programs at kindergarten increases for children living with both parents.
- Children living with neither parent are more likely to be in households that report finding friends very helpful than children living with both parents or a single parent (70 percent versus 41 or 50 percent, respectively). They are also more likely to report finding family members or Head Start staff very helpful than children living with a single parent (94 percent versus 82 percent and 79 percent versus 54 percent, respectively).

Table B.73. Community Services Received at Head Start Exit: Spring 2010 or Spring 2011

Community Services Received	Percent of Children	
	Anyone in Household Received Service	Among Recipients, Head Start Made Aware or Helped Obtain
Help with housing	7.9	17.3
Training for a job	4.4	32.2
Help finding a job	3.1	51.8
Help to go to school or college	5.6	75.2
Classes in English as a Second Language	6.1	66.1
Transportation to or from work	1.5	!
Child care	5.9	59.7
Alcohol or drug treatment or counseling	0.5	!
Advice from a lawyer	2.1	!
Mental health services or counseling	3.9	43.3
Help dealing with family violence	1.2	!
Help or counseling for other family problems	4.0	66.5
Dental or orthodontic care	18.6	60.2
Medical care	13.3	20.5

Source: Spring 2010 and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

! Too few cases for a reliable estimate

- With the exception of dental or orthodontic care and medical care, small percentages of Head Start children's parents report obtaining various community services by Head Start exit (8 percent or less). Nineteen percent report receiving dental or orthodontic care and 13 percent report receiving medical care.
- Among those who receive community services, the most common services parents report that Head Start made them aware of or helped them obtain are help to go to school or college (75 percent), help or counseling for family problems (67 percent), and classes in English as a Second Language (66 percent). Parents are least likely to report that Head Start helped make them aware of or obtain help with housing (17 percent) or medical care (21 percent).

Table B.74. Community Services Received at Head Start Exit by Race/Ethnicity: Spring 2010 or Spring 2011

Community Services Received by Any Household Member	Percent of Children			
	White, Non-Hispanic	African American, Non-Hispanic	Hispanic/Latino	Other, Non-Hispanic
Help with housing	6.7	12.4	4.7	9.2
Training for a job	4.8	4.3	3.7	7.9
Help finding a job	1.2	4.0	2.9	6.4
Help to go to school or college	5.3	5.9	5.5	6.6
Classes in English as a Second Language	0.4	1.8	12.5	5.3
Transportation to or from work	0.4	1.5	2.2	1.0
Child care	4.8	8.4	5.0	3.7
Alcohol or drug treatment or counseling	0.0	0.6	0.4	1.5
Advice from a lawyer	5.4	1.3	1.2	1.8
Mental health services or counseling	12.5	2.3	1.6	0.0
Help dealing with family violence	1.2	0.8	1.7	0.0
Help or counseling for other family problems	8.7	2.0	3.4	4.6
Dental or orthodontic care	25.7	18.9	14.2	23.7
Medical care	17.6	14.3	10.9	12.0

Source: Spring 2010 and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- In general, fewer than 10 percent of parents across racial/ethnic groups report receiving various community services by Head Start exit, but differences do exist. White children are more likely to be in households where a member receives mental health services or counseling for other family problems than African American or Hispanic/Latino children (13 percent versus 2 percent; 9 percent versus 2 or 3 percent, respectively). White children are also more likely than Hispanic/Latino children to be in households that receive dental or medical care (26 percent versus 14 percent or 18 percent versus 11 percent, respectively). White children are more likely than African American children to have parents report receiving advice from a lawyer (5 percent versus 1 percent). African American children are more likely than White children to have parents report getting help to find a job (4 percent versus 1 percent). Hispanic/Latino children are more likely to have parents report taking classes in English as a Second Language than White or African American children (13 percent versus 4 or 2 percent, respectively). Hispanic/Latino children are less likely to have parents report receiving help with housing than African American children (5 percent versus 12 percent).

Table B.75. Community Services Received at Head Start Exit by Number of Family Risks: Spring 2010 or Spring 2011

Community Services Received by Any Household Member	Percent of Children		
	0 Risks ^a	1 Risk ^a	2 or More Risks ^a
Help with housing	3.2	6.0	9.1
Training for a job	2.8	4.7	4.4
Help finding a job	4.5	1.1	3.9
Help to go to school or college	4.2	4.7	7.2
Classes in English as a Second Language	1.8	5.5	6.8
Transportation to or from work	0.7	2.2	1.6
Child care	3.4	4.6	7.6
Alcohol or drug treatment or counseling	0.0	0.5	0.7
Advice from a lawyer	1.8	1.5	2.3
Mental health services or counseling	7.3	4.0	2.7
Help dealing with family violence	1.2	1.2	1.3
Help or counseling for other family problems	2.9	4.8	4.0
Dental or orthodontic care	14.4	23.8	16.1
Medical care	11.1	12.7	14.8

Source: Spring 2010 and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Overall the percentages of parents reporting various community services does not differ by the number of family risks. However, children with 1 risk are more likely to have parents report receiving dental or orthodontic care than children with no risks or 2 or more risks (24 percent versus 14 or 16 percent, respectively). Children with 2 or more risks are more likely than children with no risks to have parents report receiving help with housing or with child care. Children with 1 risk or children with 2 or more risks are more likely to have parents report receiving classes in English as a Second Language than children with no risks (7 or 6 percent versus 2 percent).

Table B.76. Community Services Received at Head Start Exit by Family Structure: Spring 2010 or Spring 2011

Community Services Received by Any Household Member	Percent of Children		
	Lives with Mother and Father ^a	Lives with Mother Only or Father Only ^a	Lives with Neither Mother nor Father ^a
Help with housing	6.1	9.0	16.8
Training for a job	3.2	5.5	0.0
Help finding a job	3.0	3.6	0.9
Help to go to school or college	6.3	5.6	2.8
Classes in English as a Second Language	11.2	2.5	1.9
Transportation to or from work	1.8	1.7	0.0
Child care	3.8	8.0	3.8
Alcohol or drug treatment or counseling	0.5	0.6	0.0
Advice from a lawyer	1.9	2.2	6.0
Mental health services or counseling	4.2	3.7	5.5
Help dealing with family violence	0.5	2.0	0.0
Help or counseling for other family problems	3.8	4.4	5.1
Dental or orthodontic care	17.3	19.6	24.3
Medical care	11.4	14.8	16.8

Source: Spring 2010 and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Includes both biological and adoptive parents. The "Lives with mother only or father only" group does not mean that the biological/adoptive parent (either mother or father) is the only adult in the household, but that she or he is the only biological/adoptive parent in the household.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Few differences exist in service receipt by family structure. Children who live with neither parent are more likely to be in households receiving help with housing than children who live with both parents (17 percent versus 6 percent). Children who live with both parents are more likely than other children to have household members taking classes in English as a Second Language (11 percent versus 2 or 3 percent). Children who live with a single parent are more likely to have parents receiving help with child care than children who live with both parents (8 percent versus 4 percent).

C. CHILDREN'S LEARNING ENVIRONMENTS

**Head Start Classroom Learning Environment
(Head Start Entry, Head Start Exit)**

Table C.1. Frequencies of Reading and Language Activities, as Reported by Head Start Children's Classroom Teachers: Fall 2009 - Spring 2010 or Spring 2011

Reading and Language Activity	Percent of Children								p
	Head Start Entry				Head Start Exit				
	Never	Monthly	Weekly	Daily or Almost Daily	Never	Monthly	Weekly	Daily or Almost Daily	
Work on letter naming	0.5	2.3	10.2	87.0	0.1	1.8	6.6	91.5	†
Practice writing letters	4.6	7.4	16.9	71.1	0.5	2.3	13.1	84.2	†
Discuss new words	0.4	2.4	11.8	85.4	0.1	1.3	9.7	88.9	†
Dictate stories to an adult	3.4	11.7	23.7	61.3	0.6	11.3	23.7	64.5	
Work on phonics	5.5	4.9	14.5	75.2	2.8	3.3	12.0	81.9	†
Listen to teacher read stories where they see the print	0.0	1.1	6.1	92.8	0.0	0.2	3.6	96.2	†
Listen to teacher read stories where they don't see the print	52.6	9.3	11.8	26.4	40.0	13.1	15.1	31.9	†
Retell stories	2.6	9.7	30.8	56.8	0.4	9.1	25.4	65.2	†
Learn about conventions of print	2.4	8.2	8.8	80.8	0.1	3.1	11.7	85.1	†
Write own name	6.2	10.0	12.8	71.0	0.0	0.5	4.9	94.6	†
Learn about rhyming words and word families	8.8	14.3	30.5	46.4	0.4	11.3	23.3	64.9	†
Learn about common prepositions	2.7	8.2	24.0	65.2	0.0	11.6	20.8	67.6	

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Head Start Teacher Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

In the table column labeled "p" we identify statistically significant change at the $p \leq .05$ level. Statistically significant change for daily or almost daily occurrence between Head Start entry and exit is represented by '†'.

- At Head Start entry, more than half of children are in classrooms where the teachers report engaging in a variety of reading and language activities daily or almost daily. The most common activities which at least 75 percent of children's teachers report engaging in daily or almost daily include: working on letter naming, discussing new words, working on phonics, listening to teacher read stories where children see the print, and learning about conventions of print. Listening to the teacher read stories where children do not see print and learning about rhyming words and word families occur less often (26 percent and 46 percent occurring daily or almost daily, respectively).
- From Head Start entry to Head Start exit the percentage of children in classrooms where teachers report that activities occur daily or almost daily increases for all activities except dictating stories to an adult and learning about common prepositions, which do not change. The increase for most activities ranges from 3 to 8 percent while writing own name increases by 24 percent, learning about rhyming words and word families increases by 19 percent, and practicing writing letters increases by 13 percent.
- At Head Start exit, the most common reading and language activities in which children's teachers report engaging in daily or almost daily include: listening to teacher read stories where children see the print (96 percent), writing own name (95 percent), working on letter naming (92 percent), discussing new words (89 percent), learning about conventions of print (85 percent), practicing writing letters (84 percent), and working on phonics (82 percent). Listening to the teacher read stories where children do not see print still occurs less often (32 percent), while learning about rhyming words and word families increases to 65 percent of children.

Table C.2. Frequencies of Mathematics Activities, as Reported by Head Start Children's Classroom Teachers: Fall 2009 - Spring 2010 or Spring 2011

Mathematics Activity	Percent of Children								p
	Head Start Entry				Head Start Exit				
	Never	Monthly	Weekly	Daily or Almost Daily	Never	Monthly	Weekly	Daily or Almost Daily	
Count out loud	0.0	0.2	3.5	96.2	0.1	0.5	1.8	97.6	
Work with geometric manipulatives	0.2	2.6	7.2	89.9	0.3	2.8	10.5	86.4	†
Work with counting manipulatives	3.2	3.0	13.4	80.3	1.1	2.2	11.9	84.8	†
Play math-related games	2.6	11.2	22.1	64.2	0.2	5.1	18.1	76.6	†
Use music to understand math concepts	4.8	12.8	18.6	63.9	2.2	9.9	23.4	64.5	
Use creative movement or creative drama to understand math concepts	8.8	12.6	27.5	51.2	4.2	13.6	22.4	59.8	†
Work with rulers or other measuring instruments	9.4	17.9	20.0	52.7	0.9	18.2	23.5	57.5	†
Engage in calendar-related activities	4.8	4.5	4.6	86.0	2.5	3.8	5.4	88.3	
Engage in activities related to telling time	22.1	13.1	9.8	55.0	4.7	16.6	14.4	64.4	†
Engage in activities that involve shapes and patterns	0.9	4.0	14.7	80.4	0.0	2.2	12.5	85.3	†

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Head Start Teacher Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

In the table column labeled “p” we identify statistically significant change at the $p \leq .05$ level. Statistically significant change for daily or almost daily occurrence between Head Start entry and exit is represented by ‘†’.

- At Head start entry, counting out loud is the most common math activity, with almost all children (96 percent) in classrooms where it is a daily or almost daily activity. Focusing on daily or almost daily activities, at least 80 percent of children experience: working with geometric manipulatives, working with counting manipulatives, engaging in calendar-related activities, and engaging in activities that involve shapes and patterns. At least half of children experience all other math activities daily or almost daily.
- From Head Start entry to Head Start exit the percentage of children in classrooms where teachers report that activities occur daily or almost daily increases by 5 to 12 percent for all activities with four exceptions. Counting out loud, using music to understand math concepts, and engaging in calendar related activities do not change. Working with geometric manipulatives is the only activity to decrease in frequency, although the decrease is minor (90 percent to 86 percent).
- At Head Start exit, the most common math activities which children's teachers report engaging in daily or almost daily include: counting out loud (98 percent), engaging in calendar related activities (88 percent), working with geometric manipulatives (87 percent), engaging in activities that involve shapes and patterns (85 percent), working with counting manipulatives (85 percent), and playing math related games (77 percent).

Table C.3. Reliability of Head Start Children's Observed Classroom Quality: Spring 2010, Spring 2011

Scales	Number of Items ^b	Spring 2010	Spring 2011 ^a
		Alpha	Alpha
ECERS-R Short Form Total	21	0.90	0.92
ECERS-R Teaching and Interactions	11	0.90	0.92
ECERS-R Provisions for Learning	12	0.91	0.93
CLASS Instructional Support	3	0.90	0.92
Concept Development	3	0.91	0.92
Quality of Feedback	3	0.91	0.92
Language Modeling	3	0.90	0.92
CLASS Emotional Support	4	0.90	0.91
Positive Climate	3	0.91	0.92
Negative Climate	3	0.94	0.95
Teacher Sensitivity	3	0.90	0.91
Regard for Student Perspectives	3	0.90	0.92
CLASS Classroom Organization	3	0.90	0.91
Behavior Management	3	0.91	0.92
Productivity	3	0.90	0.92
Instructional Learning Formats	3	0.91	0.92

Source: Spring 2010 and Spring 2011 FACES Classroom Observation.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Classroom observations included a minimum of three observation cycles of the CLASS. Four cycles were obtained in 64 percent of classrooms in spring 2010 and in 63 percent of classrooms in spring 2011. There were 194 classrooms observed in spring 2010 and 216 classrooms observed in spring 2011.

Researchers in other large scale studies have derived alternative dimensions of quality using a subset of items from the ECERS-R. Two factors reported in the Multi-State Study of Prekindergarten represent the key dimensions of quality tapped by the full ECERS-R: Provisions for Learning and Teaching and Interactions. These factors represent the key dimensions of quality tapped by the full ECERS-R. The reported short form score is calculated by using this subset of items.

^a Spring 2011 observations were conducted for 3-year-olds attending Head Start for a second year.

^b The CLASS Instructional Support, Emotional Support, and Classroom Organization scores are averages of the dimension scores (e.g., Concept Development). The dimension scores are the averages of the number of cycles observed.

ECERS-R = Early Childhood Environment Rating Scale-Revised; CLASS = Classroom Assessment Scoring System

- The internal consistency reliability (alpha) of the various scales range from 0.90 to 0.94 in spring 2010 and from 0.91 to 0.95 in spring 2011.

Table C.4. Summary Statistics for Head Start Children's Observed Classroom Quality at Head Start Exit: Spring 2010 - Spring 2011

Scales	Mean	SE	Reported Response Range	Possible Response Range
ECERS-R Short Form Total	4.4	0.02	2.0 - 6.1	1 - 7
ECERS-R Teaching and Interactions	4.8	0.03	1.4 - 6.6	1 - 7
ECERS-R Provisions for Learning	4.1	0.02	1.5 - 6.2	1 - 7
Class Instructional Support	2.2	0.02	1.0 - 4.6	1 - 7
Concept Development	2.1	0.02	1.0 - 4.7	1 - 7
Quality of Feedback	2.2	0.02	1.0 - 5.0	1 - 7
Language Modeling	2.4	0.02	1.0 - 5.0	1 - 7
Class Emotional Support	5.3	0.01	2.5 - 6.5	1 - 7
Positive Climate	5.3	0.02	2.3 - 7.0	1 - 7
Negative Climate	1.2	0.01	1.0 - 5.7	1 - 7
Teacher Sensitivity	4.7	0.02	2.7 - 6.3	1 - 7
Regard For Student Perspectives	4.6	0.02	2.0 - 6.5	1 - 7
Class Classroom Organization	4.7	0.02	2.3 - 6.7	1 - 7
Behavior Management	5.0	0.02	2.5 - 7.0	1 - 7
Productivity	5.0	0.02	2.3 - 7.0	1 - 7
Instructional Learning Formats	4.1	0.02	2.0 - 6.0	1 - 7
Child/Adult Ratio	6.2	0.05	2.4 - 14.0	n.a.
Group Size	14.5	0.06	8.0 - 20.0	n.a.

Source: Spring 2010 and Spring 2011 FACES Classroom Observation.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Data are drawn from the spring of children's final year in Head Start which is spring 2010 for the 4-year-old cohort and spring 2011 for the 3-year-old cohort. There were 320 classrooms observed at Head Start exit.

Researchers in other large scale studies have derived alternative dimensions of quality using a subset of items from the ECERS-R. Two factors reported in the Multi-State Study of Prekindergarten represent the key dimensions of quality tapped by the full ECERS-R: Provisions for Learning and Teaching and Interactions. These factors represent the key dimensions of quality tapped by the full ECERS-R. The short form score reported here is calculated by taking the mean of this subset of items.

n.a. = not applicable

ECERS-R = Early Childhood Environment Rating Scale-Revised; CLASS = Classroom Assessment Scoring System

- At Head Start exit, children's average observed Head Start classroom has 6 children to each adult, and children's average observed group size is 15, falling well within professional guidelines and Head Start Program Performance Standards. While classrooms are typically mixed age, Head Start Program Performance Standards provide guidelines of 8.5 children per adult in classrooms with 3-year-olds and 10 children per adult in classrooms with 4-year-olds, and a maximum group size of 17 or 20, respectively (see NCCIC 2008).
- The average ECERS-R total short form score is 4.4.
- Children's classrooms are more likely to score higher on ECERS-R Teaching and Interactions (4.8) than on ECERS-R Provisions for Learning (4.1).
- On the Instructional Support domain of the CLASS, children's classrooms score at the lower end of the 7-point scale with average quality of 2.2.
- On the Emotional Support and Classroom Organization domain of the CLASS, children's classrooms score in the middle range of the scale. Average quality is 5.3 and 4.7, respectively.

Table C.5. Distribution of Head Start Children's Observed Classroom Quality at Head Start Exit: Spring 2010 - Spring 2011

	Percent of Children's Classrooms		
	Classroom Quality Level		
	Low	Moderate	High
ECERS-R Short Form Total	6.4	92.9	0.6
ECERS-R Teaching and Interactions	4.1	87.4	8.4
ECERS-R Provisions for Learning	8.6	90.1	1.2
CLASS Instructional Support	90.1	9.9	0.0
CLASS Emotional Support	0.1	92.1	7.8
CLASS Classroom Organization	0.5	98.0	1.6

Source: Spring 2010 and Spring 2011 FACES Classroom Observation.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Data are drawn from the spring of children's final year in Head Start which is spring 2010 for the 4-year-old cohort and spring 2011 for the 3-year-old cohort. There were 320 classrooms observed at Head Start exit.

Researchers in other large scale studies have derived alternative dimensions of quality using a subset of items from the ECERS-R. Two factors reported in the Multi-State Study of Prekindergarten represent the key dimensions of quality tapped by the full ECERS-R: Provisions for Learning and Teaching and Interactions. These factors represent the key dimensions of quality tapped by the full ECERS-R. The short form score reported here is calculated by taking the mean of this subset of items.

Classroom quality was defined as low, moderate, or high based on average observer ratings: low, less than 3; moderate, between 3 and 5; and high, 6 or higher.

ECERS-R = Early Childhood Environment Rating Scale-Revised; CLASS = Classroom Assessment Scoring System.

- Ninety-three percent of children's classrooms fall in the moderate range on the ECERS-R total short form score. Few children's classrooms (6 percent) score in the low range and less than 1 percent score in the high range.
- On the ECERS-R Teaching and Interactions subscale, 87 percent of children's classrooms score in the moderate range, 4 percent score in the low range, and 8 percent score in the high range. Ninety percent of children's classrooms score in the moderate range on the Provisions for Learning subscale, and an additional 9 percent score in the low range.
- On the Instructional Support domain of the CLASS, the majority of children's classrooms (90 percent) are rated in the low range. Ten percent of children's classrooms score in the middle range on the domain and none score in the high range.
- Nearly all children are in classrooms that are rated in the middle range on CLASS Emotional Support and Classroom Organization (92 and 98 percent, respectively).

Home and Classroom Learning Environments

Table C.6. Home Language and Literacy Activities: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children	Response Range
Family member visited a library with child in past month	57.5	n.a.
Family member told child a story in past week	93.5	n.a.
Family member taught child letters, words, or numbers in past week	99.2	n.a.
Number of Times Family Member Read to Child in Past Week		
Zero to two times	11.7	n.a.
Three or more times	88.3	n.a.
Number of Children's Books in the Home		
0 - 49	63.3	n.a.
50 or more	36.7	n.a.
Average score on the home literacy and language index ^a	3.8	0-5
Home Language and Literacy Index		
Low		
0	0.0	n.a.
1	1.5	n.a.
2	8.6	n.a.
Middle		
3	25.1	n.a.
4	42.8	n.a.
High		
5	22.0	n.a.
Average proportion of home language and literacy activities ^b	0.8	0-1

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^aThe home language and literacy index was created using the 4 home language and literacy activities listed in this table and having 50 or more books in the home. The index reflects the number of activities that occurred during the time a child attended Head Start (fall 2009-spring 2010 or spring 2011). Therefore, the index for 3-year-olds was based on 3 times points and for 4-year-olds was based on 2 time points.

^bThe proportion of home language and literacy activities reflects the number of those activities a child experienced divided by the total number of language and literacy activities.

n.a. = not applicable

- On average, Head Start children experience 3.8 of the 5 home language and literacy activities. Ninety percent of children experience at least half of the literacy activities. Ten percent of children have low scores on the home language and literacy index (experiencing less than half of the activities); 68 percent have middle-level scores on the index (experiencing half or more but not all activities measured); and 22 percent of children have high scores (experiencing all activities).

Table C.7. Home Math Activities: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children	Response Range
Family member counted different things with child in past week	95.5	n.a.
Family member played counting games with child in past week	95.8	n.a.
Average score on the home math index ^a	1.9	0-2
Home Math Index		
Low = 0	1.6	n.a.
Middle = 1	5.5	n.a.
High = 2	92.9	n.a.
Average proportion of home math activities ^b	1.0	0-1

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^aThe home mathematics index was created using the 2 home mathematics activities listed in this table. The index reflects the number of activities that occurred during the time a child attended Head Start (fall 2009-spring 2010 or spring 2011). Therefore, the index for 3-year-olds was based on 3 time points and for 4-year-olds was based on 2 time points.

^bThe proportion of home math activities reflects the number of those activities a child experienced divided by the total number of math activities.

n.a. = not applicable

- On average, Head Start children experience 1.9 of the 2 home math activities. Ninety-nine percent experience at least half of the math activities. Two percent of children have low scores on the home math index (experiencing less than half of the activities); 6 percent have middle-level scores on the index (experiencing half or more but not all activities measured); and 93 percent of children have high scores (experiencing all activities).

Table C.8. Home Cognitive/Cultural Activities: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children	Response Range
Family Member's Community Activities with Child in the Past Month		
Went to a play, concert, or other live show	32.7	n.a.
Visited an art gallery, museum, or historical site	35.0	n.a.
Visited a zoo or aquarium	45.8	n.a.
Talked about family history or ethnic heritage	68.3	n.a.
Attended event sponsored by community group	61.3	n.a.
Attended church activity	68.7	n.a.
Average count of community resource activities	3.1	0-6
Family Member's Cultural Activities with Child in the Past Week		
Taught child songs or music	93.3	n.a.
Worked with child on arts and crafts	85.1	n.a.
Average count of cultural activities	1.8	0-2
Average score on the home cognitive/cultural index ^a	4.9	0-8
Home Cognitive/Cultural Index		
Low		
0	0.2	n.a.
1	2.5	n.a.
2	8.3	n.a.
3	13.2	n.a.
Middle		
4	16.4	n.a.
5	20.5	n.a.
6	16.7	n.a.
7	14.0	n.a.
High		
8	8.2	n.a.
Average proportion of home cognitive/cultural activities ^b	0.6	0-1

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^aThe home cognitive/cultural index was created using the 8 home cognitive/cultural activities listed in this table. The index reflects the number of activities that occurred during the time a child attended Head Start (fall 2009-spring 2010 or spring 2011). Therefore, the index for 3-year-olds was based on 3 time points and for 4-year-olds was based on 2 time points.

^bThe proportion of home cognitive/cultural activities reflects the number of those activities a child experienced divided by the total number of cognitive/cultural activities.

n.a. = not applicable

- On average, Head Start children experience 4.9 of the 8 home cognitive/cultural activities. Seventy-six percent of children experience at least half of the cognitive/cultural activities. Twenty-four percent of children have low scores on the home cognitive/cultural index (experiencing less than half of the activities); 68 percent have middle-level scores on the index (experiencing half or more but not all activities measured); and 8 percent of children have high scores (experiencing all activities).

Table C.9. Home Other Supportive Activities: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children	Response Range
Family Members' Activities with Child in Past Week		
Took child along on errands	98.7	n.a.
Involved child in household chores	94.8	n.a.
Talked about what happened in Head Start/Kindergarten	98.3	n.a.
Talked about TV programs or videos	90.7	n.a.
Played with toys or games indoors	99.8	n.a.
Played a board game or a card game	67.4	n.a.
Played with blocks	68.9	n.a.
Average score on the home other supportive activities index ^a	6.2	0-7
Home Other Supportive Activities Index		
Low		
0	0.0	n.a.
1	0.0	n.a.
2	0.1	n.a.
3	1.0	n.a.
Middle		
4	3.2	n.a.
5	16.0	n.a.
6	35.3	n.a.
High		
7	44.4	n.a.
Average proportion of home other supportive activities ^b	0.9	0-1

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^aThe home other supportive activities index was created using the 7 home other supportive activities listed in this table. The index reflects the number of activities that occurred during the time a child attended Head Start (fall 2009-spring 2010 or spring 2011). Therefore, the index for 3-year-olds was based on 3 time points and for 4-year-olds was based on 2 time points.

^bThe proportion of home other supportive activities reflects the number of those activities a child experienced divided by the total number of other supportive activities.

n.a. = not applicable

- On average, Head Start children experience 6.2 of the 7 home other supportive activities. Ninety-nine percent experience at least half of the other supportive activities. One percent of children have low scores on the home other supportive index (experiencing less than half of the activities); 55 percent have middle-level scores on the index (experiencing half or more but not all activities measured); and 44 percent of children have high scores (experiencing all activities).

Table C.10. Classroom Learning Environment Language and Literacy Activity Index: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children	Response Range
Average score on the classroom language and literacy index ^a	10.5	0-12
Classroom Language and Literacy Index		
Low		
0	0.3	n.a.
1	0.0	n.a.
2	0.0	n.a.
3	0.2	n.a.
4	0.0	n.a.
5	0.5	n.a.
Middle		
6	2.2	n.a.
7	4.1	n.a.
8	5.5	n.a.
9	9.3	n.a.
10	11.9	n.a.
11	30.0	n.a.
High		
12	35.9	n.a.
Average proportion of classroom language and literacy activities ^b	0.9	0-1

Source Fall 2009, Spring 2010, and Spring 2011 FACES Head Start Teacher Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^aThe language and literacy index was created using the 12 classroom reading and language activities listed in Table C.1 (for example, work on letter naming and retell stories). The index reflects the number of activities that occurred daily or almost daily during the time a child attended Head Start (fall 2009-spring 2010 or spring 2011). Therefore, the index for 3-year-olds was based on 3 times points and for 4-year-olds was based on 2 time points.

^bThe proportion of classroom language and literacy activities reflects the number of those activities a child experienced divided by the total number of language and literacy activities.

n.a. = not applicable

- On average, Head Start children experience 10.5 of the 12 classroom language and literacy activities. Ninety-nine percent experience at least half of the literacy activities. One percent of children have low scores on the classroom language and literacy index (experiencing less than half of the activities); 63 percent have middle-level scores on the index (experiencing half or more but not all activities measured); and 36 percent of children have high scores (experiencing all activities).

Table C.11. Classroom Learning Environment Math Activity Index: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children	Response Range
Average score on the classroom math index ^a	8.9	0-10
Classroom Math Index		
Low		
0	0.3	n.a.
1	0.0	n.a.
2	0.0	n.a.
3	0.3	n.a.
4	2.4	n.a.
Middle		
5	2.6	n.a.
6	3.4	n.a.
7	6.9	n.a.
8	11.0	n.a.
9	19.9	n.a.
High		
10	53.1	n.a.
Average proportion of classroom math activities ^b	0.9	0-1

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Head Start Teacher Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^aThe classroom math index was created using the 10 classroom math activities listed in Table C.2 (for example, count out loud and play math-related games). The index reflects the number of activities that occurred daily or almost daily during the time a child attended Head Start (fall 2009-spring 2010 or spring 2011). Therefore, the index for 3-year-olds was based on 3 time points and for 4-year-olds was based on 2 time points.

^bThe proportion of classroom math activities reflects the number of those activities a child experienced divided by the total number of math activities.

n.a. = not applicable

- On average, Head Start children experience 8.9 of the 10 classroom math activities. Ninety-seven percent experience at least half of the math activities. Three percent of children have low scores on the classroom math index (experiencing less than half of the activities); 44 percent have middle-level scores on the index (experiencing half or more but not all activities measured); and 53 percent of children have high scores (experiencing all activities).

Table C.12. Total Home and Classroom Learning Activity Levels: Fall 2009-Spring 2010 or Spring 2011

	Percent of Children	Response Range
Average score on the total home activity index ^a	16.8	0-22
Total Home Activity Index Level^b		
Low	0.8	n.a.
Middle	67.4	n.a.
High	31.7	n.a.
Average proportion of total home score ^c	0.8	0-1
Average score on the total classroom activity index ^d	19.4	0-22
Total Classroom Activity Index Level^e		
Low	1.1	n.a.
Middle	48.3	n.a.
High	50.6	n.a.
Average proportion of total classroom score ^f	0.9	0-1

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

The indices reflect the number of activities that occurred during the time a child attended Head Start (fall 2009-spring 2010 or spring 2011). Therefore, the indices for 3-year-olds were based on 3 time points and for 4-year-olds were based on 2 time points.

^aThe total home activity index was created by summing the four home indices: language and literacy, math, cognitive/cultural, and other supportive activities.

^bThe total home activity index levels were defined based on the specific cut points across all home domains. Low reflects 0 to 8 activities (the child would have at least one home domain at a “low” level, though it is important to note the minimum number of activities was 5), middle indicates 9 to 18 activities were experienced, and high represents 19 to 22 activities (such that a child experienced at least one home domain at a “high” level to be high overall).

^cThe proportion of the total home score reflects the number of home activities a child experienced divided by the total number of home activities.

^dThe total classroom activity index was created by summing the two classroom indices: language and literacy and math.

^eThe total classroom activity index levels were defined based on the specific cut points across all classroom domains. Low reflects 0 to 9 activities (the child would have at least one classroom domain at a “low” level), middle indicates 10 to 20 activities were experienced, and high represents 21 to 22 activities (such that a child experienced at least one classroom domain at a “high” level to be high overall).

^fThe proportion of the total classroom score reflects the number of classroom activities a child experienced divided by the total number of classroom activities.

n.a. = not applicable

- On average, Head Start children experience 16.8 of the 22 total home activities. Ninety-nine percent experience at least half of the total home activities. One percent of children have low scores on the total home activity index (experiencing less than half of the activities); 67 percent have middle-level scores on the index (experiencing half or more but not all activities measured); and 32 percent of children have high scores (experiencing all activities).
- On average, Head Start children experience 19.4 of the 22 total classroom activities. Ninety-nine percent experience at least half of the total classroom activities. One percent of children have low scores on the total classroom activity index (experiencing less than half of the activities); 48 percent have middle-level scores on the index (experiencing half or more but not all activities measured); and 51 percent of children have high scores (experiencing all activities).

Table C.13. Total Classroom Learning Activity Index by Total Home Learning Activity Index: Fall 2009-Spring 2010 or Spring 2011

Total Home Activity Index Level ^b	Percent of Children			
	Total	Total Classroom Activity Index Level ^a		
		Low	Middle	High
Low	0.8	0.0	58.2	41.8
Middle	67.4	1.0	50.0	49.0
High	31.7	1.3	44.1	54.5

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview, Fall 2009, Spring 2010, and Spring 2011 FACES Head Start Teacher Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^aThe total classroom activity index levels were defined based on the specific cut points across the classroom language and literacy and math domains. Low reflects 0 to 9 activities (the child would have at least one classroom domain at a “low” level), middle indicates 10 to 20 activities were experienced, and high represents 21 to 22 activities (such that a child experienced at least one classroom domain at a “high” level to be high overall).

^bThe total home activity index levels were defined based on the specific cut points across all home domains: language and literacy, math, cognitive/cultural, and other supportive activities. Low reflects 0 to 8 activities (the child would have at least one home domain at a “low” level, though it is important to note the minimum number of activities was 5), middle indicates 9 to 18 activities were experienced, and high represents 19 to 22 activities (such that a child experienced at least one home domain at a “high” level to be high overall).

- Across low, middle, and high total home learning activity environments, about one-half of children experience high levels of total classroom activities (42, 49, and 55 percent, respectively).

Table C.14. Children's Classroom Literacy and Language Index by Home Language and Literacy Index: Fall 2009-Spring 2010 or Spring 2011

Home Language and Literacy Index Level ^b	Percent of Children			
	Classroom Language and Literacy Index Level ^a			
	Total	Low	Middle	High
Low	10.1	0.0	66.4	33.6
Middle	67.9	1.3	62.0	36.8
High	22.0	0.7	64.2	35.1

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview, Fall 2009, Spring 2010, and Spring 2011 FACES Head Start Teacher Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^aThe classroom language and literacy index was created using the 12 classroom literacy activities. Low levels reflect less than half of the activities (0-5), middle at least half but not all activities (6-11), and high levels being all activities (12).

^bThe home language and literacy index was created using 5 home activities or resources: visiting a library in the past month, being told a story in the past week, being taught letters, words, or numbers in the past week, being read to three or more times a week, and having 50 or more books in the home. Low levels reflect less than half of the activities (0-2), middle at least half but not all activities (3-4), and high levels being all activities (5).

- Across low, middle, and high home literacy activity environments, about one-third of children experience a high level of classroom literacy activities (34, 37, and 35 percent, respectively).

Table C.15. Children's Classroom Math Index by Home Math Index: Fall 2009-Spring 2010 or Spring 2011

		Percent of Children		
		Classroom Math Index Level ^a		
Home Math Index Level ^b	Total	Low	Middle	High
Low	1.6	13.1	32.1	54.8
Middle	5.5	0.8	45.6	53.6
High	92.9	2.8	44.0	53.2

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview, Fall 2009, Spring 2010, and Spring 2011 FACES Head Start Teacher Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^aThe classroom math index was created using the 10 classroom math activities. Low levels reflect less than half of the activities (0-4), middle at least half but not all activities (5-9), and high levels reflect all activities (10).

^bThe home math index was created using 2 home activities: counting different things in the past week and playing counting games. Low levels reflect less than half of the activities (0), middle at least half but not all activities (1), and high levels reflect all activities (2).

- Across low, middle, and high home math activity learning environments, about one-half of children experience high levels of classroom math activities (55, 54, and 53 percent, respectively).

Table C.16. Children's Observed Classroom Quality, by Total Home Learning Activity Index during Head Start: Fall 2009-Spring 2010 or Spring 2011

Head Start Classroom Quality	Percent of Children		
	Total Home Learning Activity Index Levels		
	Low	Middle	High
ECERS-R Provisions for Learning			
Mean	3.5	4.0	4.0
SD	1.1	0.9	0.8
CLASS Instructional Support			
Mean	2.0	2.3	2.2
SD	0.6	0.6	0.6

Source: Fall 2009, Spring 2010, and Spring 2011 FACES Parent Interview, Spring 2010 and Spring 2011 FACES Classroom Observation.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

The total home activity index levels were defined based on the specific cut points across all home domains: language and literacy, math, cognitive/cultural, and other supportive activities. Low reflects 0 to 8 activities (the child would have at least one home domain at a “low” level, though it is important to note the minimum number of activities was 5), middle indicates 9 to 18 activities were experienced, and high represents 19 to 22 activities (such that a child experienced at least one home domain at a “high” level to be high overall).

ECERS-R = Early Childhood Environment Rating Scale-Revised; CLASS = Classroom Assessment Scoring System

- Across total home learning activity index levels, ECERS-R Provisions for Learning scores are in the minimal to good range (3.5 to 4.0). CLASS Instructional Support scores are in the low range for low, middle, and high home learning environments (2.0, 2.3, and 2.2, respectively). T-tests show that the average ECERS-R Provisions for Learning and CLASS Instructional Support scores did not differ between children from middle- or high-home learning activity levels. Given less than one percent of children score low on the total home learning activity index, comparisons of observed quality were not tested.

D. KINDERGARTEN SCHOOL AND CLASSROOM CHARACTERISTICS

Table D.1. Children's Kindergarten School Characteristics: 2009-2010 or 2010-2011 School Year

Kindergarten School Characteristics	Percent of Children
School Type	
Public ^a	98.3
Regular	95.1
Charter	2.8
Magnet	2.0
Other	0.1
Private	1.7
Highest Grade Taught	
Prekindergarten/Kindergarten	4.8
Elementary school (grade 1 through 5)	64.2
Middle or high school (grade 6 through 12)	31.0
Ungraded	0.0
School Size	
Less than 250 students	6.4
250 – 499 students	45.2
500 – 749 students	31.8
750 or more students	16.7
Title I Eligibility^b	
Individual student services	94.4
School-wide program services	90.7
Percentage of Public School Students Eligible for Free or Reduced-Price Lunch^c	
Less than 25 percent of students	3.7
25 – 49 percent of students	14.2
50 – 74 percent of students	31.6
75 or greater percent of students	50.5
Percentage of Minority Enrollment in the School	
Less than 25 percent of students	18.1
25 – 49 percent of students	23.4
50 – 74 percent of students	12.6
75 percent or greater of students or greater percent of students	45.9

Source: Common Core of Data 2010-2011, Private School Survey 2009-2010, U.S. Department of Education, Institute for Education Sciences, National Center for Education Statistics.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^aOther public school types include special education, vocational, or other/alternative schools.

^bSchools may be eligible for Title I funds to provide services at different levels. Local education agencies target funds to public schools with the highest percentage of students from low-income families. In this case, Title I services must focus on individual students who are failing, or most at risk of failing, to meet state academic standards. If at least 40 percent of students at the school are from low-income families, Title I funds can be used to fund school-wide programs that benefit all students.

^cInformation on free or reduced-price lunch status is only available for public schools.

- Nearly all Head Start children attend a public school kindergarten (98 percent). A small percent of children in public schools attend charter and magnet schools (3 percent and 2 percent, respectively).
- Most children attend public elementary schools that are eligible for Title I funding (94 percent), and 91 percent attend schools that are eligible to use their Title I funds for school-wide programs.
- Eighty-two percent of children attend kindergarten in public schools where at least one-half of the student body is eligible for free- or reduced-priced lunch. Fifty-one percent attend public schools where 75 percent or more of the student body is eligible for free- or reduced-priced lunch.
- Almost one-half of children (46 percent) attend schools where 75 percent or more of the student body are students from racial/ethnic minorities.

Table D.2. Kindergarten Transition Activities in Children's Elementary Schools: Spring 2011 or Spring 2012

Kindergarten School Transition Activities	Percent of Children
Phone or send information about kindergarten program to parents	87.8
Preschoolers spend time in kindergarten classroom	39.6
Shorter school days at beginning of school year	15.6
Parents and children visit kindergarten prior to start of school year	74.3
Teachers visit homes of children at beginning of school year	4.6
Orientation for parents prior to start of school year	79.0
Other transition activities	8.3

Source Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

- Children attend schools that provide a range of kindergarten transition activities, as reported by their kindergarten teachers. The most common activities are phoning or sending information to parents (88 percent), an orientation for parents prior to the start of the school year (79 percent), and having parents and children visit the kindergarten program (74 percent). Almost 40 percent of children attend schools that have preschoolers spend time in a kindergarten classroom as a transition activity.

Table D.3. Children's Kindergarten Classroom Characteristics by Primary Language Spoken to Child at Home and Race/Ethnicity: Spring 2011 or Spring 2012

Classroom Characteristics	Percent of Children						
	All Children	English	Non-English	White, Non-Hispanic	African American, Non-Hispanic	Hispanic/Latino	Other, Non-Hispanic
Kindergarten Program Type							
Full-day program ^a	89.0	91.1	84.3	88.3	93.7	85.7	89.5
Half-day program	11.0	8.9	15.7	11.7	6.3	14.3	10.5
Class Size							
Fewer than 17 students	13.6	13.8	12.6	15.1	13.8	11.3	18.7
17 – 24 students	66.8	69.1	62.2	77.2	68.4	60.8	65.0
25 or more students	19.6	17.1	25.2	7.7	17.8	27.9	16.4
Mean							
Class size	20.7	20.3	21.4	19.7	20.3	21.6	20.0
Student: teacher/aide ratio	13.2	12.9	13.9	13.4	12.2	14.1	12.8
Race/Ethnicity of Classmates (As a Percentage of Total Classroom Enrollment)							
White, Non-Hispanic	35.5	43.2	17.2	72.6	26.4	20.5	45.2
African American, Non-Hispanic	28.7	35.9	10.8	14.3	58.8	12.1	23.0
Hispanic/Latino	31.7	16.7	67.2	10.0	11.3	64.1	17.4
American Indian or Alaska Native	1.0	1.3	0.4	1.2	0.5	0.7	4.0
Asian or Pacific Islander	3.6	3.3	4.5	3.1	3.0	2.9	10.9
Percentage of students eligible for free-/reduced-price lunch	75.3	71.9	83.5	60.1	78.3	82.3	70.6
Percentage of students with limited English proficiency	22.7	9.3	54.6	7.0	6.2	47.0	15.9

Source: Fall 2009 FACES Parent Interview; Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire and Teacher Child Report.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Full-day kindergarten includes children participating in a full-day program or in both a morning class and an afternoon class.

Any between group differences described below are statistically significant at the p<.05 level.

- About 90 percent of Head Start children attend a full day of kindergarten as reported by their kindergarten teachers, and the average student-to-teacher ratio is 13 to 1.
- The average class size of children's kindergarten classrooms is 21 children.

Table D.3. (continued)

- The classroom composition is diverse with children in classrooms that on average have 29 to 36 percent each of White, African American, and Hispanic/Latino classmates. The mean percentage of classmates who are eligible to receive free- or reduced-priced lunch is approximately 75 percent. On average, children are in classrooms where 23 percent of their classmates have limited English proficiency.
- Children whose primary home language is not English are less likely to attend a full-day program than children with English as the primary home language (84 percent versus 91 percent). Children whose primary home language is not English are more likely to be in the largest classes (25 or more children) as compared to children with English as the primary home language (25 percent versus 17 percent).
- The composition of children's kindergarten classrooms differs by primary home language. Children whose primary home language is not English as compared to children whose primary home language is English have a higher percentage of classmates who are Hispanic/Latino (67 percent versus 17 percent), are eligible to receive free- or reduced-priced lunch (84 percent versus 72 percent), and have limited English proficiency (55 percent versus 9 percent). They are less likely to have classmates who are White (17 percent versus 43 percent) or African American (11 percent versus 36 percent).
- Kindergarten classroom characteristics also differ by race/ethnicity. African American children are more likely to attend a full day of kindergarten than Hispanic/Latino children. On average, Hispanic/Latino children are in larger classes than White or African American children, with an average class size of 22 versus 20 children, respectively. Hispanic/Latino children are also more likely than those children to be in classes with 25 or more students (28 percent versus 8 or 18 percent, respectively). While the overall mean is similar, African American children are more likely to be in classes with 25 or more students than White children (18 percent versus 8 percent).
- The composition of children's kindergarten classrooms differs by children's race/ethnicity. For the most part, children attend kindergarten classrooms where more than one-half of classmates are the same racial/ethnic background. For example, White children are in classrooms where on average 73 percent of their classmates are White; this pattern is also seen for African American children (59 percent same-race peers) and Hispanic/Latino children (64 percent same-ethnicity peers). Hispanic/Latino children are more likely than White children or African American children to have classmates who are eligible to receive free- or reduced-priced lunch (on average, 82 percent of classmates versus 60 or 78 percent, respectively) and have classmates with limited English proficiency (47 percent versus 7 or 6 percent, respectively). African American children have higher percentages of classmates who are eligible to receive free- or reduced-priced lunch than White children.

Table D.4. Children's Kindergarten Classroom Characteristics by Number of Family Risks: Spring 2011 or Spring 2012

Classroom Characteristics	Percent of Children		
	0 Risks ^a	1 Risk ^a	2 or More Risks ^a
Kindergarten Program Type			
Full-day program	89.4	90.4	89.2
Half-day program	10.6	9.6	10.8
Class Size			
Fewer than 17 students	15.2	13.9	12.9
17 – 24 students	66.5	69.2	64.8
25 or more students	18.3	16.9	22.3
	Mean		
Class size	20.3	20.4	20.9
Student: teacher/aide ratio	13.5	13.5	13.2
Percent Race/Ethnicity of Classmates			
White, non-Hispanic	37.4	41.5	31.2
African American, non-Hispanic	28.1	26.7	27.9
Hispanic/Latino	30.3	27.3	37.1
American Indian or Alaska Native	1.6	1.0	0.9
Asian or Pacific Islander	2.4	4.0	3.3
Percentage of students eligible for free-/reduced-price lunch	74.3	69.1	80.1
Percentage of students with limited English proficiency	19.6	19.7	27.7

Source Fall 2009 FACES Parent Interview, Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire and Teacher Child Report.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^aNumber of family risks is based on three family characteristics in the Fall 2009 FACES Parent Interview: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

Any between group differences described below are statistically significant at the $p < .05$ level.

- Children's kindergarten program type and class size do not vary by the number of family risks.
- The composition of children's kindergarten classrooms differs somewhat by the number of family risks. Children with 2 or more risks are in classrooms with higher percentages of classmates who are Hispanic/Latino and lower percentages of classmates who are White than children with 1 risk (37 percent versus 27 percent and 31 percent versus 42 percent, respectively). On average, children who have 2 or more risks are in classrooms with a higher percentage of classmates who are eligible to receive free- or reduced-priced lunch and classmates with limited English proficiency than children with no risks or children with 1 risk (80 percent versus 69 percent and 28 percent versus 20 percent, respectively).

Table D.5. Children's Kindergarten Teacher Demographic Characteristics by Primary Language Spoken to Child at Home and Race/Ethnicity: Spring 2011 or Spring 2012

Teacher Background	Percent of Children						
	All Children	English	Non-English	White, Non-Hispanic	African American, Non-Hispanic	Hispanic/Latino	Other, Non-Hispanic
Gender							
Female	98.3	98.1	98.9	97.3	98.6	98.6	98.9
Male	1.7	1.9	1.1	2.7	1.4	1.4	1.1
Age							
Under 30	14.3	14.3	14.5	16.3	14.0	14.8	9.0
30 – 39	29.9	27.7	35.2	32.3	25.7	33.5	24.7
40 – 49	23.2	24.1	21.8	24.0	23.4	22.2	24.8
50 – 59	24.5	26.0	21.1	20.7	30.0	20.7	31.3
60 or Older	8.1	8.0	7.4	6.7	6.9	8.8	10.2
Race/Ethnicity							
White, non-Hispanic	71.1	80.8	49.0	95.7	72.5	53.8	85.2
African American, non-Hispanic	10.6	11.6	7.6	2.0	22.4	6.7	2.2
Hispanic/Latino	15.5	5.2	39.6	1.4	1.9	36.7	6.1
Other, non-Hispanic	2.8	2.4	3.8	0.9	3.3	2.8	6.4

Source Fall 2009 FACES Parent Interview, Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Any between group differences described below are statistically significant at the $p < .05$ level.

- Most children have a kindergarten teacher who is female, and about one-half of children's kindergarten teachers are between the ages of 30 and 49. Seventy-one percent of children have a teacher who is White, and about 16 percent have a teacher who is Hispanic/Latino.
- Children's kindergarten teachers' gender and age do not vary by their home language, except that children whose primary home language is not English are more likely to have teachers who are 30 to 39 years old. Children whose primary home language is not English are also more likely to have a teacher who is Hispanic/Latino than children whose primary home language is English (40 percent versus 5 percent) and in turn less likely to have a teacher who is White.
- Children's kindergarten teachers differ in age by child race/ethnicity. Hispanic/Latino children are more likely to have a teacher age 30 to 39 than African American children (34 percent versus 26 percent). African American children are more likely to have teachers between the ages of 50 and 59 than White children or Hispanic/Latino children (30 percent versus 20 percent).
- Children's kindergarten teachers' race/ethnicity varies by the child's own race/ethnicity. While the majority of children's teachers are White, African American children are more likely to have a teacher who is African American as compared to other children (22 percent versus 2 to 7 percent). Similarly, Hispanic/Latino children are more likely to have a teacher who is also Hispanic/Latino as compared to other children (37 percent versus 1 to 6 percent). Across racial/ethnic groups, White children are most likely to have a teacher who is White, followed by African American children, with Hispanic/Latino children being least likely to have a teacher who is White (96 percent versus 73 percent versus 54 percent).

Table D.6. Children's Kindergarten Teacher Demographic Characteristics by Number of Family Risks: Spring 2011 or Spring 2012

Teacher Background	Percent of Children		
	0 Risks ^a	1 Risk ^a	2 or More Risks ^a
Gender			
Female	99.2	97.1	98.6
Male	0.8	2.9	1.4
Age			
Under 30	14.6	17.2	13.5
30 – 39	24.3	27.2	33.9
40 – 49	21.9	24.3	21.2
50 – 59	26.2	24.4	24.0
60 or Older	13.0	6.9	7.4
Race/Ethnicity			
White, non-Hispanic	76.6	75.6	67.2
African American, non-Hispanic	7.4	8.1	12.3
Hispanic/Latino	14.8	12.6	19.0
Other, non-Hispanic	1.2	3.6	1.6

Source Fall 2009 FACES Parent Interview, Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Number of family risks is based on three family characteristics in the Fall 2009 FACES Parent Interview: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

Any between group differences described below are statistically significant at the $p < .05$ level.

- Children's kindergarten teachers' gender and age do not vary by the number of family risks.
- Children's teachers' race/ethnicity differs by the number of family risks. Children with 2 or more risks are more likely to have teachers who are Hispanic/Latino and children with 1 risk factor (13 percent versus 19 percent). They are also less likely to have teachers who are White than children with no risks or 1 risk (67 percent versus 77 or 76 percent, respectively).

Table D.7. Children's Kindergarten Teacher Education and Credentials by Primary Language Spoken to Child at Home and Race/Ethnicity: Spring 2011 or Spring 2012

Teacher Education and Credentials	Percent of Children						
	All Children	English	Non-English	White, Non-Hispanic	African American, Non-Hispanic	Hispanic/Latino	Other, Non-Hispanic
Years Teaching							
Less than 3 years	7.4	7.9	6.0	9.1	7.3	6.7	6.1
3 – 9 years	32.1	30.5	36.3	32.3	30.2	35.8	24.2
10 – 19 years	30.5	28.9	35.2	28.4	30.0	34.1	24.9
20 years or more	30.0	32.8	22.5	30.2	32.5	23.5	44.9
Years Teaching Kindergarten							
Less than 3 years	23.6	22.5	26.4	22.3	21.4	26.2	24.6
3 – 9 years	41.6	40.9	42.8	42.4	42.7	41.3	36.9
10 – 19 years	23.3	23.8	22.5	24.2	21.2	25.2	18.3
20 years or more	11.5	12.8	8.4	11.1	14.7	7.3	20.1
Highest Level of Education^a							
No Bachelor's Degree (BA)	0.1	0.1	0.0	0.0	0.3	0.0	0.0
Bachelor's Degree (BA)	48.2	49.7	44.4	50.7	53.8	45.7	30.9
Graduate or Professional Degree	51.7	50.1	55.6	49.3	45.9	54.3	69.1
Field of Study^a							
Child Development	3.0	2.4	4.4	1.3	2.0	4.6	3.8
Early Childhood Education	25.3	28.4	18.5	23.9	33.5	20.9	19.7
Elementary Education	53.6	51.5	58.7	57.9	48.2	55.3	57.3
Special Education	4.4	4.5	4.2	5.6	3.2	4.2	7.4
Teaching Certificate Type							
No Certificate	0.3	0.1	0.6	0.0	0.0	0.6	0.0
Temporary	2.7	2.5	2.4	2.5	1.8	3.4	1.2
Alternate	3.2	2.4	5.2	2.0	2.0	5.3	1.2
Regular	81.5	82.1	81.1	84.2	84.7	79.9	75.0
Advanced Professional	12.4	12.9	10.7	11.3	11.6	10.8	22.6

Source Fall 2009 FACES Parent Interview, Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Education and field of study may not sum to 100 percent based on "Other" category not presented.

Any between group differences described below are statistically significant at the $p < .05$ level.

- Sixty percent of children have kindergarten teachers with 10 or more years experience teaching while 7 percent have teachers with less than 3 years of teaching experience. About one-third of children have teachers with 10 or more years experience teaching kindergarten while about 24 percent of children have teachers with less than 3 years experience teaching kindergarten.

Table D.7. (continued)

- One-half of children have kindergarten teachers who have earned a graduate or professional degree. For all children, just over one-half of their teachers have elementary education as their field of study, and one-quarter of children have teachers who focused on early childhood education.
- Children whose primary home language is not English are less likely to have teachers with 20 or more years of experience both in general (33 percent versus 23 percent) and in teaching kindergarten (8 percent versus 13 percent).
- Teacher education and credentials differ by the primary home language. While teachers' highest level of education is similar, children whose primary home language is not English are more likely to have teachers whose field of study is early childhood education but less likely to have teachers from elementary education fields than children whose primary home language is English. In terms of teacher credentials, children whose primary home language is not English are more likely than children whose primary home language is English to have teachers with alternate certification (5 percent versus 2 percent).
- Teacher years of experience in terms of the least (under 3) and most (20 or more) years generally do not differ by children's race/ethnicity. One exception is that African American children are more likely than Hispanic/Latino children to have teachers with 20 or more years of teaching experience (33 percent versus 24 percent) or teaching kindergarten (15 percent versus 7 percent).
- While teachers' highest level of education is similar, children's teachers' fields of study vary by race/ethnicity. White children are more likely to have teachers who focused on elementary education than African American children (58 percent versus 48 percent). However, African American children are more likely to have teachers who focused on early childhood education than White children or Hispanic/Latino children (34 percent versus 24 percent or 21 percent, respectively). In terms of teacher credentials, Hispanic/Latino children are more likely than White children or African American children to have teachers with alternate certification (5 percent versus 2 percent).

Table D.8. Children's Kindergarten Teacher Education and Credentials by Number of Family Risks: Spring 2011 or Spring 2012

Teacher Education and Credentials	Percent of Children		
	0 Risks ^a	1 Risk ^a	2 or More Risks ^a
Years Teaching			
Less than 3 years	9.3	8.7	7.0
3 – 9 years	30.1	33.1	32.7
10 – 19 years	24.6	29.9	32.5
20 years or more	36.1	28.3	27.8
Years Teaching Kindergarten			
Less than 3 years	24.9	28.0	22.0
3 – 9 years	40.0	40.0	40.4
10 – 19 years	17.0	21.5	26.7
20 years or more	18.1	10.4	10.9
Highest Level of Education^b			
No Bachelor's Degree (BA)	0.0	0.3	0.0
Bachelor's Degree (BA)	49.1	48.5	47.4
Graduate or Professional Degree	50.9	51.3	52.6
Field of Study^b			
Child Development	4.6	2.2	2.9
Early Childhood Education	20.9	29.1	25.7
Elementary Education	55.0	51.0	53.6
Special Education	6.2	2.9	5.1
Teaching Certificate Type			
No Certificate	0.0	0.6	0.1
Temporary	4.6	2.7	2.4
Alternate	3.7	3.3	3.7
Regular	77.4	82.2	81.1
Advanced Professional	14.3	11.3	12.6

Source: Fall 2009 FACES Parent Interview, Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

^b Education and fields of study may not sum to 100 percent based on "Other" category not presented.

- Children's teachers' experience, education, and credentials do not differ by the number of family risks.

Table D.9. Language of Instruction in Children's Kindergarten Classrooms by Primary Language Spoken to Child at Home and Race/Ethnicity: Spring 2011 or Spring 2012

Language of Instruction	Percent of Children						
	All Children	English	Non-English	White, Non-Hispanic	African American, Non-Hispanic	Hispanic/Latino	Other, Non-Hispanic
English only	79.5	90.1	54.6	91.6	93.0	60.5	82.9
Spanish only	1.2	0.3	3.3	0.4	0.1	2.9	0.0
English and Spanish	15.5	6.7	36.0	2.4	6.1	33.2	4.2
English and other, non-Spanish language	2.5	2.5	2.7	3.6	0.8	1.2	12.9
Other combinations	1.3	0.4	3.4	2.0	0.0	2.2	0.0

Source: Fall 2009 FACES Parent Interview, Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Any between group differences described below are statistically significant at the $p < .05$ level.

- Nearly all children attend kindergarten classrooms where English is used for instruction. Eighty percent of children attend kindergarten classrooms where the language of instruction is English only. An additional 16 percent of children are in classrooms where English and Spanish are both used for instruction.
- The language of instruction children experience in kindergarten differs by their home language. Children whose primary home language is not English are more likely than children whose primary home language is English to receive instruction in both English and Spanish (36 percent versus 7 percent), in Spanish only (3 percent versus 0 percent), or some other non-English combination (3 percent versus 0 percent). Children whose primary home language is English are more likely to be in classrooms that use English only for instruction (90 percent versus 55 percent).
- The language of instruction children receive in kindergarten differs by their race/ethnicity. Hispanic/Latino children are less likely to be in classrooms where instruction is provided in English only compared to other groups (61 percent versus 83 to 93 percent). In turn, these children are more likely to be in classrooms where instruction is in English and Spanish (33 percent versus 2 to 6 percent) or Spanish only (3 percent versus 0 percent). Additionally, African American children are more likely to experience instruction in both English and Spanish than White children (6 percent versus 2 percent).

Table D.10. Language of Instruction in Children's Kindergarten Classroom by Number of Family Risks: Spring 2011 or Spring 2012

Language of Instruction	Percent of Children		
	0 Risks ^a	1 Risk ^a	2 or More Risks ^a
English only	87.6	82.4	73.6
Spanish only	1.1	2.0	1.0
English and Spanish	8.6	12.3	21.3
English and other, non-Spanish language	1.2	1.9	2.7
Other combinations	1.6	1.4	1.4

Source: Fall 2009 FACES Parent Interview, Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a Number of family risks is based on three family characteristics in the Fall 2009 FACES Parent Interview: whether the child resides in a single parent household, whether the household income is below the poverty threshold, and whether the mother has less than a high school diploma.

Any between group differences described below are statistically significant at the $p < .05$ level.

- The language of instruction children receive in kindergarten differs by the number of family risks. Children who have 2 or more risks are more likely than children with no risks or 1 risk to be in classrooms where instruction is in both English and Spanish (21 percent versus 9 or 12 percent) and less likely to receive instruction in English only (74 percent versus 88 or 82 percent, respectively).

Table D.11. Time Spent on Different Subjects, as Reported by Children's Kindergarten Teachers: Spring 2011 or Spring 2012

Subject	Percent of Children ^a				Mean Hours per Week ^b
	Never	Monthly	Weekly	Daily or Almost Daily	All Children
Reading and Language Arts	0.0	0.3	0.5	99.1	6.5
Mathematics	0.2	0.2	0.7	98.9	4.6
Social Studies	0.7	5.5	36.7	57.2	1.3
Science	0.6	7.7	36.1	55.7	1.3
Physical Education	3.6	4.3	57.4	34.7	1.2

Source: Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^a Monthly refers to a subject being taught "less than once a week;" weekly as "1-2 times a week," and daily or almost daily includes both responses for frequency of "daily" and "3-4 times a week."

^b Mean hours is based on two survey items: (1) frequency of activity ("never," "less than once a week," "1-2 times a week," "3-4 times a week," and "daily") and (2) how much time (academic subjects: "1-30 minutes a day," "31-60 minutes a day," "61-90 minutes a day," and "more than 90 minutes a day"; physical education time: "1-15 minutes per day," "16-30 minutes per day," "31-60 minutes per day," and "more than 60 minutes per day"). Each response was recoded to a numeric value based on the midpoint of a range, exact response, or top response possible: (1) frequency of activity--"never"=0, "less than once a week"=0.5, "1-2 times a week"=1.5, "3-4 times a week"=3.5, and "daily"=5; (2) how much time--academic subjects: "1-30 minutes a day"=15, "31-60 minutes a day"=45, "61-90 minutes a day"=75, and "more than 90 minutes a day"=90; physical education time: "1-15 minutes per day"=7, "16-30 minutes per day"=22, "31-60 minutes per day"=45, and "more than 60 minutes per day"=60. The mean hours was calculated by multiplying the two values and dividing by 60.

- Almost all children receive instruction in reading and language arts and mathematics daily or almost daily. Children spend approximately 7 hours per week on reading and language arts and 5 hours on mathematics (averaged across children in full-day and part-day kindergarten programs).
- Compared to reading and mathematics, social studies and science are taught less frequently. Just over one-half of children receive instruction in social studies and science daily or almost daily (57 and 56 percent, respectively). Instructional time in these subjects averages about 1 hour per week.
- Fifty-seven percent of children receive physical education weekly, with another third participating daily or almost daily. On average, children spend about 1 hour per week in physical education.

Table D.12. Daily Classroom Recess Time, as Reported by Children's Kindergarten Teachers by Kindergarten Program Type: Spring 2011 or Spring 2012

Daily Classroom Recess Time	Percent of Children		
	Kindergarten Program Type		
	All Children	Full-Day	Part-Day
No recess	10.9	6.7	44.1
1 to 15 minutes	25.6	23.5	42.3
16 to 30 minutes	50.5	55.7	12.1
More than 30 minutes	13.0	14.1	1.4

Source: Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire and Teacher Child Report.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Program type is derived from the Spring 2011 or Spring 2012 FACES Kindergarten Teacher Child Report.

Any between group differences described below are statistically significant at the $p < .05$ level.

- Most children have recess as reported by kindergarten teachers (92 percent). Sixty-four percent of children participate in recess more than 15 minutes a day. Only 13 percent of children participate in recess for more than 30 minutes a day.
- Children's frequency of daily recess varies by kindergarten program type. Children in full-day programs are more likely to experience recess than those in part-day programs (44 percent versus 7 percent, respectively). Also children in full-day kindergarten programs participate in recess longer. Fourteen percent of children in full-day programs participate for more than 30 minutes a day compared to approximately 1 percent of children in part-day programs. Recess time for those in part-day programs is most typically 15 minutes or less.

Table D.13. Frequency of Physical Activity and Daily Recess Time of Children's Classrooms, as Reported by Kindergarten Teachers, by Child Spring Kindergarten Body Mass Index Classification: Spring 2011 or Spring 2012

	Percent of Children			
	Body Mass Index Classification ^a			
	Child is Underweight	Child is Normal Weight	Child is Overweight	Child is Obese
Physical Education^b				
Never	0.0	3.2	2.1	8.5
Monthly	2.2	5.2	2.5	4.5
Weekly	68.7	55.9	57.0	51.8
Daily or almost daily	29.1	35.8	38.4	35.2
Recess				
No recess	0.8	10.0	12.9	13.5
1 to 15 minutes a day	35.5	26.6	18.7	27.0
16 to 30 minutes a day	51.8	51.6	54.6	48.3
More than 30 minutes a day	11.9	11.9	13.8	11.1
Physical Education				
	Mean Hours Per Week ^c			
All children	1.2	1.2	1.4	1.2

Source: Spring 2011 or Spring 2012 FACES Direct Child Assessment, Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Body mass index is derived from the Spring 2011 or Spring 2012 FACES Direct Child Assessment. Frequency of physical activity and daily recess time are derived from the Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

^a For the percentage of children by body mass index classification see Table G.7.

^b Monthly refers to physical education being taught "less than once a week;" weekly as "1-2 times a week," and daily or almost daily includes both responses for frequency of "daily" and "3-4 times a week."

^c Mean hours is based on two survey items: (1) frequency of physical education ("never," "less than once a week," "1-2 times a week," "3-4 times a week," and "daily") and (2) how much physical education time ("1-15 minutes per day," "16-30 minutes per day," "31-60 minutes per day," and "more than 60 minutes per day"). Each response was recoded to a numeric value based on the midpoint of a range, exact response, or top response possible: (1) frequency of physical education -- "never"=0, "less than once a week"=0.5, "1-2 times a week"=1.5, "3-4 times a week"=3.5, and "daily"=5; (2) how much physical education time -- "1-15 minutes per day"=7, "16-30 minutes per day"=22, "31-60 minutes per day"=45, and "more than 60 minutes per day"=60. The mean hours was calculated by multiplying the two values and dividing by 60.

Any between group differences described below are statistically significant at the $p < .05$ level.

- The amount of time children spend in physical education and recess does not differ by body mass index (BMI) classification.

Table D.14. Frequency of Reading and Language Activities in Children's Classrooms, as Reported by Kindergarten Teachers: Spring 2011 or Spring 2012

Reading and Language Activity	Percent of Children ^a			
	Never	Monthly	Weekly	Daily or Almost Daily
Work on letter naming	0.1	2.3	2.3	95.3
Practice writing letters	0.0	1.4	7.1	91.5
Discuss new words	0.0	0.2	5.8	94.0
Work on phonics	0.2	0.0	0.6	99.3
Listen to teacher read stories where they see the print	0.8	1.9	6.7	90.6
Listen to teacher read stories where they don't see the print	9.9	11.1	21.0	57.9
Retell stories	0.1	6.3	28.1	65.6
Learn about conventions of print	0.1	1.6	5.4	92.9
Write own name	0.0	0.2	1.4	98.4
Learn about rhyming words and word families	0.0	2.6	11.9	85.5
Learn about common prepositions	0.2	15.3	29.4	55.1

Source: Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^a Monthly refers to an activity occurring "once a month or less" or "2-3 times a month;" weekly was reported as "1-2 times a week," and daily or almost daily includes both responses for frequency of "daily" and "3-4 times a week."

- For all reading and language activities, more than half of children are in classrooms where the teachers report engaging in the activities daily or almost daily.
- The most common reading and language activities include: working on letter naming, practicing writing letters, discussing new words, working on phonics, listening to the teacher read stories where children see the print, learning about conventions of print, and writing their own name. At least 90 percent of children's teachers report engaging in these activities daily or almost daily.
- Compared to other activities, smaller percentages of teachers have children "listen to teacher read stories where they don't see the print" (58 percent) or "learn about common prepositions" (55 percent) on a daily basis.

Table D.15. Frequency of Math Activities in Children's Classrooms, as Reported by Kindergarten Teachers: Spring 2011 or Spring 2012

Math Activity	Percent of Children ^a			
	Never	Monthly	Weekly	Daily or Almost Daily
Count out loud	0.0	0.4	2.5	97.1
Work with geometric manipulatives	0.2	15.8	34.0	50.1
Work with counting manipulatives	0.1	3.5	18.9	77.6
Play math-related games	0.0	8.6	26.8	64.7
Work with rulers or other measuring instruments	3.6	58.2	24.4	13.8
Engage in calendar-related activities	0.0	0.3	1.8	97.9

Source: Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^aMonthly refers to an activity occurring "once a month or less" or "2-3 times a month;" weekly was reported as "1-2 times a week," and daily or almost daily includes both responses for frequency of "daily" and "3-4 times a week."

- More than half of children are in kindergarten classrooms where teachers report engaging in various math activities daily or almost daily. Counting out loud and engaging in calendar-related activities are the most common math activities, with almost all children in classrooms where those are daily or almost daily activities (97 percent and 98 percent, respectively). The next highest frequency math activities include: working with counting manipulatives (78 percent) and playing math-related games (65 percent).
- Compared to other activities, a small percentage of children "work with rulers or other measuring instruments" on a daily or almost daily basis (14 percent). They do this more typically on a monthly basis (58 percent).

Table D.16. Provision of Interest Centers in Children's Classrooms, as Reported by Kindergarten Teachers: Spring 2011 or Spring 2012

Interest Center	Percent of Children
Reading area	99.2
Listening center	78.3
Writing center	94.0
Pocket chart or flannel board	86.8
Math area	95.6
Puzzle and block area	89.9
Water or sand table	23.4
Computer area	83.9
Science or nature area	44.8
Dramatic play area	49.4
Art area	66.7

Source: Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

- Children attend kindergarten classrooms that have several interest centers. Most children (90 percent or more) have access to a reading area, writing center, math area, and puzzle and block area. Less frequently seen in children's kindergarten classrooms are science or nature areas (45 percent) and water or sand tables (23 percent).

Table D.17. Children's Kindergarten Classroom Behavior, as Reported by Kindergarten Teachers: Spring 2011 or Spring 2012

	Percent of Children
Group misbehaves very frequently	0.8
Group misbehaves frequently	11.9
Group misbehaves occasionally	44.6
Group behaves well	35.8
Group behaves exceptionally well	6.9

Source: Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

- Children attend kindergarten classrooms in which the group is generally well behaved (36 percent) or where the group misbehaves occasionally (45 percent). Thirteen percent of children attend classrooms where student misbehavior is a frequent or very frequent problem.

E. CHILD COGNITIVE DEVELOPMENT

Head Start Entry, Head Start Exit, Spring Kindergarten

Table E.1. Reliability of FACES Direct Child Assessment Measures: Fall 2009, Spring 2010, Spring 2011, and Spring 2012

Scales	Cronbach Alphas			
	Fall 2009	Spring 2010	Spring 2011	Spring 2012
PPVT-4	0.97	0.95	0.93	0.91
TVIP	0.93	0.94	0.92	0.89
EOWPVT	0.86	0.80	0.90	0.90
WJ III: Letter-Word Identification	0.85	0.88	0.93	0.93
WJ III: Spelling	0.79	0.83	0.87	0.83
WJ III: Applied Problems	0.87	0.89	0.90	0.88
WJ III: Word Attack	n.a.	n.a.	0.87	0.86
ECLS-B Letter-Sounds IRT Score	0.66	0.79	0.97	0.96
Combined ECLS-B Letter-Sounds/WJ III Letter-Word Identification IRT Score	0.79	0.79	0.97	0.96
ECLS-B Math IRT Score	0.80	0.82	0.92	0.95
ECLS-B Number/Shape Proficiency Probability Score ^a	0.38	0.39	0.20	0.27
Combined ECLS-B Math/WJ III Applied Problems IRT Score	0.80	0.82	0.92	0.95

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^a This reliability coefficient is split-half.

n.a. = not available. The Word Attack measure is not administered until the spring 2011 data collection wave.

Table E.1a. Correlations of FACES Direct Child Assessment Measures: Fall 2009, Spring 2010, Spring 2011, and Spring 2012

Scales	Head Start Entry												
	PPVT-4	TVIP	EOWPVT	EOWPVT-SBE	WJ III: Letter-Word	WJ III: Spelling	WJ III: Applied Problems	WJ III: Word Attack	ECLS Letter-Sounds IRT	ECLS/WJ Letter-Word	ECLS Math IRT	ECLS Num/Shape	ECLS/WJ App Probs
PPVT-4 Standard Score	1.00	n.s.	0.71	0.57	0.36	0.32	0.52	n.a.	0.22	0.23	0.48	0.47	0.48
TVIP Standard Score	n.s.	1.00	0.29	0.24	n.s.	0.16	n.s.	n.a.	n.s.	0.32	n.s.	n.s.	n.s.
EOWPVT Standard Score	0.71	0.29	1.00	0.99	0.34	0.32	0.48	n.a.	0.26	0.26	0.49	0.47	0.50
EOWPVT-SBE Standard Score	0.57	0.24	0.99	1.00	0.26	0.34	0.22	n.a.	0.39	0.36	0.42	0.42	0.42
WJ III: Letter-Word Identification Standard Score	0.36	n.s.	0.34	0.26	1.00	0.37	0.36	n.a.	0.55	0.60	0.37	0.36	0.37
WJ III: Spelling Standard Score	0.32	0.16	0.32	0.34	0.37	1.00	0.38	n.a.	0.38	0.37	0.34	0.33	0.34
WJ III: Applied Problems Standard Score	0.52	n.s.	0.48	0.22	0.36	0.38	1.00	n.a.	0.25	0.24	0.70	0.67	0.71
WJ III: Word Attack Standard Score	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
ECLS-B Letter-Sounds IRT Score	0.22	n.s.	0.26	0.39	0.55	0.38	0.25	n.a.	1.00	0.96	0.46	0.41	0.45
Combined ECLS-B Letter-Sounds/WJ III Letter-Word Identification IRT Score	0.23	0.32	0.26	0.36	0.60	0.37	0.24	n.a.	0.96	1.00	0.47	0.43	0.46
ECLS-B Math IRT Score	0.48	n.s.	0.49	0.42	0.37	0.34	0.70	n.a.	0.46	0.47	1.00	0.97	1.00
ECLS-B Number/Shape Proficiency Probability Score	0.47	n.s.	0.47	0.42	0.36	0.33	0.67	n.a.	0.41	0.43	0.97	1.00	0.96
Combined ECLS-B Math/WJ III Applied Problems IRT Score	0.48	n.s.	0.50	0.42	0.37	0.34	0.71	n.a.	0.45	0.46	1.00	0.96	1.00
	Head Start Exit												
PPVT-4 Standard Score	1.00	0.18	0.72	0.56	0.38	0.37	0.62	n.a.	0.28	0.30	0.66	0.63	0.67
TVIP Standard Score	0.18	1.00	0.37	0.36	0.21	0.31	0.27	n.a.	n.s.	n.s.	0.26	0.23	0.25
EOWPVT Standard Score	0.72	0.37	1.00	1.00	0.42	0.41	0.57	n.a.	0.34	0.34	0.57	0.54	0.57
EOWPVT-SBE Standard Score	0.56	0.36	1.00	1.00	0.32	0.34	0.52	n.a.	0.22	0.19	0.50	0.46	0.49
WJ III: Letter-Word Identification Standard Score	0.38	0.21	0.42	0.32	1.00	0.56	0.41	n.a.	0.71	0.77	0.52	0.49	0.52
WJ III: Spelling Standard Score	0.37	0.31	0.41	0.34	0.56	1.00	0.45	n.a.	0.44	0.44	0.52	0.49	0.52
WJ III: Applied Problems Standard Score	0.62	0.27	0.57	0.52	0.41	0.45	1.00	n.a.	0.31	0.31	0.82	0.79	0.83
WJ III: Word Attack Standard Score	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
ECLS-B Letter-Sounds IRT Score	0.28	n.s.	0.34	0.22	0.71	0.44	0.31	n.a.	1.00	0.97	0.52	0.40	0.51
Combined ECLS-B Letter-Sounds/WJ III Letter-Word Identification IRT Score	0.30	n.s.	0.34	0.19	0.77	0.44	0.31	n.a.	0.97	1.00	0.54	0.44	0.54
ECLS-B Math IRT Score	0.66	0.26	0.57	0.50	0.52	0.52	0.82	n.a.	0.52	0.54	1.00	0.94	1.00
ECLS-B Number/Shape Proficiency Probability Score	0.63	0.23	0.54	0.46	0.49	0.49	0.79	n.a.	0.40	0.44	0.94	1.00	0.95
Combined ECLS-B Math/WJ III Applied Problems IRT Score	0.67	0.25	0.57	0.49	0.52	0.52	0.83	n.a.	0.51	0.54	1.00	0.95	1.00

Table E.1a. (continued)

Scales	PPVT-4	TVIP	EOWPVT	EOWPVT-SBE	WJ III: Letter-Word	WJ III: Spelling	WJ III: Applied Problems	WJ III: Word Attack	ECLS Letter-Sounds IRT	ECLS/WJ Letter-Word	ECLS Math IRT	ECLS Num/Shape	ECLS/WJ App Probs
Spring Kindergarten													
PPVT-4 Standard Score	1.00	0.14	0.76	0.62	0.35	0.32	0.51	0.31	0.29	0.32	0.49	0.34	0.49
TVIP Standard Score	0.14	1.00	0.24	0.24	0.13	0.16	0.29	0.14	n.s.	0.12	0.29	0.18	0.28
EOWPVT Standard Score	0.76	0.24	1.00	1.00	0.36	0.32	0.49	0.35	0.31	0.35	0.50	0.34	0.50
EOWPVT-SBE Standard Score	0.62	0.24	1.00	1.00	0.30	0.26	0.46	0.32	0.25	0.30	0.44	0.37	0.44
WJ III: Letter-Word Identification Standard Score	0.35	0.13	0.36	0.30	1.00	0.69	0.47	0.74	0.75	0.82	0.43	0.35	0.43
WJ III: Spelling Standard Score	0.32	0.16	0.32	0.26	0.69	1.00	0.45	0.58	0.55	0.60	0.48	0.36	0.48
WJ III: Applied Problems Standard Score	0.51	0.29	0.49	0.46	0.47	0.45	1.00	0.43	0.43	0.45	0.82	0.59	0.82
WJ III: Word Attack Standard Score	0.31	0.14	0.35	0.32	0.74	0.58	0.43	1.00	0.53	0.59	0.37	0.27	0.37
ECLS-B Letter-Sounds IRT Score	0.29	n.s.	0.31	0.25	0.75	0.55	0.43	0.53	1.00	0.94	0.57	0.44	0.57
Combined ECLS-B Letter-Sounds/WJ III Letter-Word Identification IRT Score	0.32	0.12	0.35	0.30	0.82	0.60	0.45	0.59	0.94	1.00	0.60	0.39	0.60
ECLS-B Math IRT Score	0.49	0.29	0.50	0.44	0.43	0.48	0.82	0.37	0.57	0.60	1.00	0.68	1.00
ECLS-B Number/Shape Proficiency Probability Score	0.34	0.18	0.34	0.37	0.35	0.36	0.59	0.27	0.44	0.39	0.68	1.00	0.70
Combined ECLS-B Math/WJ III Applied Problems IRT Score	0.49	0.28	0.50	0.44	0.43	0.48	0.82	0.37	0.57	0.60	1.00	0.70	1.00

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

n.a. = not available. The Word Attack measure is not administered until the spring of kindergarten.

n.s.= not significant. Only correlations that are statistically significant at the .05 level are presented in the table.

Table E.2. FACES Direct Child Assessment Measures — PPVT-4 and EOWPVT Standard Scores by Child and Family Characteristics: Fall 2009-Spring 2011 or Spring 2012

	PPVT-4					EOWPVT				
		Head Start Entry	Head Start Exit	Spring Kindergarten	p		Head Start Entry	Head Start Exit	Spring Kindergarten	p
	n	Mean	Mean	Mean		n	Mean	Mean	Mean	
All Children	1003	84.9	90.4	93.5	†,‡	916	80.4	84.7	86.3	†,‡
Age^a										
3 years old or younger	553	85.5	91.6	94.1	†,‡	585	78.8	84.5	86.4	†,‡
4 years old or older	441	84.2	88.9	92.9	†,‡	323	83.2	85.2	86.4	
Race/Ethnicity										
White, non-Hispanic	215	92.3	97.3	99.1	†	221	86.5	90.0	90.8	†
African American, non-Hispanic	360	86.7	90.6	93.7	†,‡	362	79.8	83.5	85.3	†
Hispanic/Latino	346	76.7	84.3	89.1	†,‡	250	76.5	82.0	83.8	†
Other, non-Hispanic	71	89.9	95.0	96.4	†	73	80.0	84.9	87.6	
Gender										
Female	503	85.2	90.6	93.3	†,‡	469	80.6	84.1	85.0	†
Male	491	84.6	90.2	93.8	†,‡	439	80.3	85.5	88.0	†,‡
Family Risks^b										
0	129	91.8	95.3	97.5		119	85.4	90.3	90.3	†
1	316	86.6	93.1	95.6	†	288	83.9	88.0	89.1	†
2 or more	450	81.2	87.5	90.8	†,‡	406	77.3	81.7	83.7	†

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment and Fall 2009 Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

The PPVT-4 and EOWPVT are administered to all children, regardless of performance on the language screener. Following administration of these measures, children from households where English is not the primary spoken language are assessed in English, Spanish, or administered an abbreviated battery. Data in this table reflect the performance of all children on the PPVT-4 and EOWPVT assessment, regardless of performance on the screener or language of assessment. Mean scores are only reported for those with valid scores at Head Start entry, Head Start exit, and spring of kindergarten (for example, those who established a basal on the PPVT-4 at all three time points).

^a Age as of September 1, 2009.

Table E.2. (continued)

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

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Children, regardless of demographic characteristics, score below norms in their expressive and English receptive vocabulary skills at Head Start entry, Head Start exit, and the spring of kindergarten. Across most groups, however, children make progress towards norms during this period. For example, aside from children with no family risks, all children move towards norms in English receptive vocabulary between Head Start entry and exit. On average, children gain about 5 standard score points in this area during this period. Hispanic/Latino children show greater gains than White and African American children in receptive vocabulary between program entry and exit, gaining about 8 standard score points on the PPVT-4. On expressive vocabulary, children gain about 5 standard score points between Head Start entry and exit, with children in all groups making progress in this area during this period.
- Between Head Start exit and the spring of kindergarten, children gain about 3 standard score points in English receptive vocabulary and 2 standard score points in expressive vocabulary. Across many (but not all) subgroups, children make progress towards norms in both areas. Notably, children who enter the program at age 4 do not make progress in expressive vocabulary between Head Start entry and exit or between Head Start exit and the spring of kindergarten.

Table E.3. FACES Direct Child Assessment Measures — PPVT-4, EOWPVT, EOWPVT-SBE, and TVIP Standard Scores by Child Home and Assessment Language: Fall 2009-Spring 2011 or Spring 2012

Scale	n	PPVT-4 Standard Score ^a			p
		Head Start Entry	Head Start Exit	Spring Kindergarten	
All children	1003	84.9	90.4	93.5	†,‡
All children: English home language	741	89.3	93.9	96.0	†,‡
All dual language learner (DLL) children	262	71.5	79.8	86.1	†,‡
DLL children passing language screener					
Spanish home language	151	75.8	83.7	88.8	†,‡
Other home language	14	!	!	!	
DLL children not passing language screener					
Spanish home language	92	62.5	72.0	81.0	†,‡
Other home language	5	!	!	!	
		EOWPVT Standard Score ^{a, b}			
All children	916	80.4	84.7	86.3	†,‡
All children: English home language	751	83.2	86.3	87.8	†
All DLL children	165	68.4	78.1	80.1	†
DLL children passing language screener					
Spanish home language	54	71.3	82.1	83.4	†
Other home language	13	!	!	!	†
DLL children not passing language screener					
Spanish home language	89	68.5	75.9	77.4	†
Other home language	9	!	!	!	†
		EOWPVT-SBE Standard Score ^{b, c}			
All DLL children: Spanish home language	202	91.5	94.9	99.9	‡
DLL children passing language screener:					
Spanish home language	104	98.5	103.2	107.2	
DLL children not passing language screener:					
Spanish home language	98	84.9	86.9	92.9	‡
		TVIP Standard Score ^c			
All DLL children: Spanish home language	305	85.1	85.6	88.1	
DLL children passing language screener:					
Spanish home language	135	84.5	84.2	88.3	‡
DLL children not passing language screener:					
Spanish home language	170	85.5	86.7	87.9	

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^a Standard scores on this measure provide information on children's skills relative to English speaking peers nationally.

^b The EOWPVT standard scores provide a measure of children's expressive vocabulary relative to young children in the U.S., while the EOWPVT-SBE standard scores reflect Spanish-speaking children's vocabulary skills relative to young Hispanic children nationally. EOWPVT-SBE standard scores are only available for children age 4 and older at assessment.

^c Standard scores on this measure provide information on children's skills relative to Spanish-dominant or Spanish-bilingual peers.

Table E.3. (continued)

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

! Too few cases for a reliable estimate.

- Across language groups, at Head Start entry, Head Start exit, and the spring of kindergarten children score below norms in the areas of expressive vocabulary and English receptive vocabulary skills, with children from homes where English is primarily spoken having the highest scores in these areas and children who are dual language learners (DLLs) and unable to pass the language screener having the lowest scores. In both English receptive vocabulary and expressive vocabulary, all groups make progress toward norms between Head Start entry and exit. While all groups continue to make progress toward norms between Head Start exit and the spring of kindergarten in their English receptive vocabulary skills, not all groups do so in expressive vocabulary during this period. DLLs make greater gains toward norms than children with English home language in both English receptive (+14.6 versus 6.7 standard score points, respectively) and expressive vocabulary relative to English-speaking peers (+11.7 versus 4.6 standard score points, respectively) between Head Start entry and the spring of kindergarten.
- Among children from Spanish-speaking homes, when looking at expressive vocabulary relative to Spanish-dominant or Spanish-bilingual peers, those who are able to pass the language screener have stronger skills than those who do not pass the language screener at program entry, program exit, and the spring of kindergarten. Neither group makes progress toward norms during Head Start, while those who do not pass the language screener make progress toward norms between Head Start exit and the spring of kindergarten. In fact, those not passing the screener gain approximately 6 standard score points and score above norms in the spring of kindergarten (107.2). Regardless of performance on the screener, both groups score closer to Spanish-bilingual norms than to English norms on expressive vocabulary at Head Start entry, Head Start exit, and spring of kindergarten.
- When examining children’s Spanish receptive vocabulary skills, there are no differences based on children’s ability to pass the language screener. That is, both those who do and do not demonstrate enough English proficiency to be assessed in English have similar Spanish receptive vocabulary skills at Head Start entry, Head Start exit, and the spring of kindergarten, scoring below norms at each time point. Neither group makes progress toward norms in this area during Head Start, on average. Those who pass the language screener, however, make progress toward norms in Spanish receptive vocabulary between Head Start exit and the spring of kindergarten.

Table E.4. FACES Direct Child Assessment — Standardized Scores for Children Taking the Assessment in English Across Waves: Fall 2009-Spring 2011 or Spring 2012

Scales	n	Mean			p
		Head Start Entry	Head Start Exit	Spring Kindergarten	
PPVT-4 Standard Score	906	87.1	92.2	94.7	†,‡
EOWPVT Standard Score	818	82.1	85.9	87.5	†,‡
WJ III: Letter-Word Identification Standard Score	864	95.5	101.3	108.4	†,‡
WJ III: Spelling Standard Score	876	94.5	98.2	106.6	†,‡
WJ III: Applied Problems Standard Score	800	89.0	91.5	95.0	†,‡
WJ III: Word Attack Standard Score	909	n.a.	n.a.	113.7	n.a.
ECLS-B Letter-Sounds IRT Score	245	0.9	3.2	8.1	†,‡
Combined ECLS-B Letter-Sounds/WJ III Letter-Word Identification IRT Score	245	9.5	16.1	31.7	†,‡
ECLS-B Math IRT Score	916	7.9	13.0	19.5	†,‡
ECLS-B Number/Shape Proficiency Probability Score	916	0.27	0.71	0.97	†,‡
Combined ECLS-B Math/WJ III Applied Problems IRT Score	916	14.4	24.9	37.4	†,‡
PPVT-4 Growth Score Value (GSV) Score	906	101.4	120.3	135.2	†,‡
WJ III: Letter-Word Identification W Ability Score	864	309.0	338.9	391.8	†,‡
WJ III: Spelling W Ability Score	876	347.9	383.1	425.9	†,‡
WJ III: Applied Problems W Ability Score	800	377.0	402.4	428.1	†,‡
WJ III: Word Attack W Ability Score	909	n.a.	n.a.	438.9	n.a.

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. IRT and W ability scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, IRT and W ability scores are an indicator of absolute, rather than relative, performance. The WJ III W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W ability scores and can range from 12 to 271.

Some children were administered the assessments in Spanish (or not at all) at Head Start entry and then in English at subsequent time points. Similarly, some children were unable to achieve a basal at Head Start entry but were able to at later time points. Data in this table reflect the performance of children assessed in English at Head Start entry, Head Start exit, spring of kindergarten. In addition, mean scores are only reported for those with valid scores at all three occasions (for example, those who established a basal on the PPVT-4 across time points).

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

n.a. = not available. The Word Attack measure is not administered until children are in kindergarten.

- With the exception of letter-word knowledge and early writing, children assessed in English score below norms across measures at Head Start entry, Head Start exit, and the spring of kindergarten. However, across areas, children make progress toward norms during Head Start and the year following Head Start. For example, they gain approximately 4 standard score points in expressive vocabulary, 5 points in English receptive vocabulary, and 2 points in applied

Table E.4. (continued)

problems during Head Start. They also gain about 4 points in early writing and 5 points in letter-word knowledge, scoring at or near norms at the end of Head Start in both areas (98.2 and 101.3, respectively). In all other areas, despite making progress toward norms during the program year, children assessed in English remain below norms at the end of Head Start.

- Across areas children continue to make progress toward and beyond norms between Head Start exit and the spring of kindergarten. In fact, they score above norms in letter-word knowledge and early writing in the spring of kindergarten (108.4 and 106.6, respectively). They also score above norms on the word attack task at the end of kindergarten (113.7). Word attack provides information on children's phonic and structural analysis skills.
- In terms of absolute performance, children assessed in English make progress across developmental areas during Head Start and the year following Head Start. For example, on the ECLS-B math items, while only 27 percent of children are able to identify numbers and shapes at the start of Head Start, by program exit 71 percent are able to do so, and 97 percent can do so by the spring of kindergarten. Children also know more letter sounds by the end of Head Start than they do at program entry (mean=0.9 out of a possible 10) and more letter sounds by the spring of kindergarten (8.1) than they do at program exit (3.2). Mean scores on this assessment suggest that children have not fully developed letter-sound skills by the end of Head Start.

Table E.5. FACES Direct Child Assessment — Standardized Scores by Age for Children Taking the Assessment in English Across Waves: Fall 2009-Spring 2011 or Spring 2012

Scales	3-Year-Olds ^a					4-Year-Olds ^a				
		Head Start Entry	Head Start Exit	Spring Kindergarten		Head Start Entry	Head Start Exit	Spring Kindergarten		
	n	Mean	Mean	Mean	p	n	Mean	Mean	Mean	p
PPVT-4 Standard Score	493	87.9	93.3	95.5	†,‡	404	86.5	90.9	94.1	†,‡
EOWPVT Standard Score	487	81.5	86.5	88.5	†,‡	323	83.2	85.2	86.4	
WJ III: Letter-Word Identification Standard Score	455	96.4	102.7	109.8	†,‡	400	94.4	99.8	107.0	†,‡
WJ III: Spelling Standard Score	465	95.3	98.8	107.9	†,‡	402	93.6	97.6	105.1	†,‡
WJ III: Applied Problems Standard Score	409	89.2	92.6	96.5	†,‡	383	88.9	90.5	93.6	‡
WJ III: Word Attack Standard Score	501	n.a.	n.a.	115.0	n.a.	399	n.a.	n.a.	112.2	n.a.
ECLS-B Letter-Sounds IRT Score	90	0.8	4.4	8.6	†,‡	151	0.9	2.6	7.8	†,‡
Combined ECLS-B Letter-Sounds/WJ III Letter-Word Identification IRT Score	90	9.3	19.3	35.0	†,‡	151	9.8	14.6	30.1	†,‡
ECLS-B Math IRT Score	498	6.6	13.3	19.9	†,‡	409	9.4	12.6	19.1	†,‡
ECLS-B Number/Shape Proficiency Probability Score	498	0.15	0.74	0.97	†,‡	409	0.41	0.68	0.97	†,‡
Combined ECLS-B Math/WJ III Applied Problems IRT Score	498	11.6	25.6	38.1	†,‡	409	17.7	24.2	36.6	†,‡
PPVT-4 Growth Score Value (GSV) Score	493	95.4	121.2	135.9	†,‡	404	108.5	119.3	134.7	†,‡
WJ III: Letter-Word Identification W Ability Score	455	302.8	341.3	395.2	†,‡	400	315.5	336.5	388.4	†,‡
WJ III: Spelling W Ability Score	465	335.7	383.6	427.8	†,‡	402	361.1	382.7	423.6	†,‡
WJ III: Applied Problems W Ability Score	409	366.6	403.8	430.3	†,‡	383	387.5	400.9	425.9	†,‡
WJ III: Word Attack W Ability Score	501	n.a.	n.a.	441.1	n.a.	399	n.a.	n.a.	436.6	n.a.

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment and Fall 2009 Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. IRT and W ability scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, IRT and W ability scores are an indicator of absolute, rather than relative, performance. The WJ III W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W ability scores and can range from 12 to 271.

Some children were administered the assessments in Spanish (or not at all) at Head Start entry and then in English at subsequent time points. Similarly, some children were unable to achieve a basal at Head Start entry but were able to at later time points. Data in this table reflect the performance of children assessed in English at Head Start entry, Head Start exit, spring of kindergarten. In addition, mean scores are only reported for those with valid scores at all three occasions (for example, those who established a basal on the PPVT-4 across time points).

^a Age as of September 1, 2009.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

Table E.5. (continued)

n.a. = not available. The Word Attack measure is not administered until children are in kindergarten.

- With the exception of letter-word knowledge and early writing, children who entered the program at age 3 score below norms across measures at Head Start entry, Head Start exit, and the spring of kindergarten. However, across areas, 3-year-olds make progress toward norms during Head Start and the year following Head Start. For example, they gain approximately 5 standard score points in expressive vocabulary, 5 points in English receptive vocabulary, and 3 points in applied problems during Head Start. They also make progress toward norms in their literacy development during Head Start. In the area of letter-word knowledge they gain 6 standard score points during this period and score above the national average by Head Start exit (102.7). They gain about 4 standard score points in early writing and score near norms by the end of Head Start (98.8). Across areas, children who entered the program at age 3 continue to make progress toward and beyond norms between Head Start exit and the spring of kindergarten. In fact, they score above norms in letter-word knowledge and early writing in the spring of kindergarten (109.8 and 107.9, respectively). They also score above norms on the word attack task at the end of kindergarten (115.0).
- Like 3-year-olds, children who entered the program at age 4 score below norms on several measures at Head Start entry, Head Start exit, and the spring of kindergarten. The two exceptions are the areas of letter-word knowledge and early writing. They gain about 5 standard score points in the former area and score at norms by the end of Head Start (99.8) and gain about 4 points in early writing, scoring near norms at Head Start exit (97.6). They also make progress toward norms in receptive vocabulary during Head Start, gaining approximately 4 points in the area. Children who enter the program at age 4 do not make progress toward norms in their expressive vocabulary or applied problems during Head Start. Compared to same-age peers, those who entered Head Start at age 3 and take the assessment in English generally perform closer to their same-age peers nationally than those who entered at age 4 across measures. Children who enter at age 4 continue to make similar progress between the end of Head Start and the spring of kindergarten, making gains in receptive vocabulary (+3 standard score points), letter-word knowledge (+7 standard score points), and early writing (+7 standard score points). They make progress toward norms in applied problems during this period (+3 standard score points) but do not make progress in expressive vocabulary.
- In terms of absolute performance, both children who entered at age 3 and age 4 make progress across developmental areas. For example, while 15 percent of children in the 3-year-old cohort are able to identify numbers and shapes at the start of Head Start, by Head Start exit 74 percent are able to do so, and 97 percent do so in the spring of kindergarten. The percentage increases from 41 percent to 68 and 97 percent among the 4-year-old cohort. Both cohorts also know more letter sounds by the spring of kindergarten.

Table E.6. FACES Direct Child Assessment — Standardized Scores by Gender for Children Taking the Assessment in English Across Waves: Fall 2009-Spring 2011 or Spring 2012

Scales	Girls					Boys				
	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p
		Mean	Mean	Mean			Mean	Mean	Mean	
PPVT-4 Standard Score	453	87.3	91.9	94.2	†,‡	444	87.2	92.5	95.4	†,‡
EOWPVT Standard Score	415	82.6	85.4	86.1	†	395	81.8	86.6	89.2	†,‡
WJ III: Letter-Word Identification Standard Score	442	97.8	103.3	109.9	†,‡	413	92.9	99.2	106.9	†,‡
WJ III: Spelling Standard Score	446	96.4	100.1	108.1	†,‡	421	92.5	96.2	104.9	†,‡
WJ III: Applied Problems Standard Score	406	89.8	91.2	95.0	‡	386	88.3	92.0	95.1	†,‡
WJ III: Word Attack Standard Score	457	n.a.	n.a.	114.5	n.a.	443	n.a.	n.a.	112.9	n.a.
ECLS-B Letter-Sounds IRT Score	151	0.9	3.4	8.3	†,‡	90	0.8	2.9	7.8	†,‡
Combined ECLS-B Letter-Sounds/WJ III Letter-Word Identification IRT Score	151	9.8	16.6	32.4	†,‡	90	9.3	15.5	30.9	†,‡
ECLS-B Math IRT Score	461	8.0	13.1	19.6	†,‡	446	7.8	12.9	19.5	†,‡
ECLS-B Number/Shape Proficiency Probability Score	461	0.28	0.72	0.97	†,‡	446	0.26	0.70	0.96	†,‡
Combined ECLS-B Math/WJ III Applied Problems IRT Score	461	14.7	25.1	37.6	†,‡	446	14.2	24.7	37.2	†,‡
PPVT-4 Growth Score Value (GSV) Score	453	101.7	120.0	134.8	†,‡	444	101.3	120.6	135.9	†,‡
WJ III: Letter-Word Identification W Ability Score	442	312.0	342.3	394.7	†,‡	413	305.7	335.4	388.9	†,‡
WJ III: Spelling W Ability Score	446	351.0	386.1	427.9	†,‡	421	344.5	380.0	423.5	†,‡
WJ III: Applied Problems W Ability Score	406	377.8	401.6	427.9	†,‡	386	376.3	403.2	428.3	†,‡
WJ III: Word Attack W Ability Score	457	n.a.	n.a.	440.1	n.a.	443	n.a.	n.a.	437.9	n.a.

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment and Fall 2009 Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. IRT and W ability scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, IRT and W ability scores are an indicator of absolute, rather than relative, performance. The WJ III W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W ability scores and can range from 12 to 271.

Some children were administered the assessments in Spanish (or not at all) at Head Start entry and then in English at subsequent time points. Similarly, some children were unable to achieve a basal at Head Start entry but were able to at later time points. Data in this table reflect the performance of children assessed in English at Head Start entry, Head Start exit, spring of kindergarten. In addition, mean scores are only reported for those with valid scores at all three occasions (for example, those who established a basal on the PPVT-4 across time points).

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

n.a. = not available. The Word Attack measure is not administered until children are in kindergarten.

Table E.6. (continued)

- Both girls and boys score below norms in the areas of expressive vocabulary, English receptive vocabulary, and applied problems skills at Head Start entry, Head Start exit, and the spring of kindergarten. However, both girls and boys make progress relative to peers during Head Start in their expressive vocabulary (+2.8 and 4.8 standard score points, respectively) and English receptive vocabulary (+4.6 and 5.3 standard score points, respectively). Only boys make progress relative to peers in applied problems during Head Start (+3.7 standard score points). Both groups gain approximately 6 standard score points in the area of letter-word knowledge during Head Start and score at or above the national average in this area by Head Start exit (103.3 and 99.2 for girls and boys, respectively). Girls and boys also both make progress in early writing (+3.7 and 3.7 standard score points) during this time period, with girls scoring at the national mean by the end of Head Start (100.1).
- Between Head Start exit and the spring of kindergarten, both girls and boys continue to make progress relative to same-age peers in letter-word knowledge (+6.6 and 7.7 standard score points, respectively) and early writing (+8.0 and 8.7 standard score points, respectively), scoring above norms in both areas in the spring of kindergarten. Both groups also make progress toward norms in English receptive vocabulary (+2.3 and 2.9 standard score points for girls and boys, respectively) and applied problems (+3.8 and 3.1 standard score points, respectively) between Head Start exit and the spring of kindergarten, but only boys make such progress in expressive vocabulary during this time period (+2.6 points). Both groups also score above national averages on the word attack task in the spring of kindergarten.
- In terms of absolute performance, both girls and boys make progress across developmental areas. For example, while 28 percent of girls are able to identify numbers and shapes at the start of Head Start, by Head Start exit 72 percent are able to do so, and 97 percent do so in the spring of kindergarten. The percentage increases from 26 percent to 70 and 96 percent among boys. Both genders also know more letter sounds by Head Start exit and the spring of kindergarten.

Table E.7. FACES Direct Child Assessment — Standardized Scores by Race/Ethnicity for Children Taking the Assessment in English Across Waves: Fall 2009-Spring 2011 or Spring 2012

Scales	White, Non-Hispanic					African American, Non-Hispanic					Hispanic/Latino					Other, Non-Hispanic				
	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p
PPVT-4 Standard Score	212	92.6	97.5	99.2	†	359	86.7	90.6	93.7	†,‡	256	82.0	88.7	92.0	†,‡	68	90.6	95.3	96.6	
EOWPVT Standard Score	218	87.0	90.1	90.9		361	79.9	83.5	85.3	†	163	80.9	85.5	87.4	†	67	82.5	86.6	88.9	
WJ III: Letter-Word Identification Standard Score	203	93.7	100.5	107.6	†,‡	337	97.6	103.3	109.6	†,‡	247	92.8	98.9	107.5	†,‡	66	99.2	102.5	108.0	
WJ III: Spelling Standard Score	208	94.8	97.2	105.5	‡	340	93.8	97.5	107.2	†,‡	252	93.9	99.3	106.2	†,‡	65	97.5	101.0	107.4	‡
WJ III: Applied Problems Standard Score	200	93.1	95.4	97.3		313	87.6	88.1	93.0	‡	219	86.8	92.3	96.1	†,‡	59	90.1	93.2	94.4	
WJ III: Word Attack Standard Score	212	n.a.	n.a.	112.2	n.a.	359	n.a.	n.a.	113.6	n.a.	259	n.a.	n.a.	114.5	n.a.	68	n.a.	n.a.	115.1	n.a.
ECLS-B Letter-Sounds IRT Score	54	1.0	3.1	7.7	†,‡	112	0.9	3.3	8.2	†,‡	55	0.7	2.7	8.1	†,‡	20	0.8	3.9	8.2	†,‡
Combined ECLS-B Letter-Sounds/WJ III Letter-Word Identification IRT Score	54				†,‡	112				†,‡	55				†,‡	20				†,‡
ECLS-B Math IRT Score	214	9.7	15.7	29.9		362	9.8	16.5	32.4		262	8.8	15.2	31.6		67	9.8	17.5	33.3	
ECLS-B Math/WJ III Applied Problems IRT Score	214	8.6	13.6	19.8	†,‡	362	7.7	12.3	19.0	†,‡	262	7.5	13.0	19.9	†,‡	67	8.2	13.9	20.2	†,‡
ECLS-B Number/Shape Proficiency Probability Score	214	0.35	0.75	0.97	†,‡	362	0.25	0.66	0.95	†,‡	262	0.22	0.72	0.98	†,‡	67	0.31	0.79	0.99	†,‡
Combined ECLS-B Math/WJ III Applied Problems IRT Score	214	16	26.2	37.8	†,‡	362	14.0	23.7	36.4	†,‡	262	13.6	25.1	38.2	†,‡	67	15.2	26.7	38.6	†,‡
PPVT-4 Growth Score Value (GSV) Score	212	107.7	125.7	139.5	†,‡	359	100.8	118.8	134.4	†,‡	256	96.8	116.7	132.3	†,‡	68	103.0	123.9	137.7	†,‡
WJ III: Letter-Word Identification W Ability Score	203	307.6	336.6	388.7	†,‡	337	311.3	343.2	395.7	†,‡	247	306.1	334.5	389.2	†,‡	66	311.6	341.4	391.9	†,‡
WJ III: Spelling W Ability Score	208	349.4	380.5	423.3	†,‡	340	346.0	382.2	427.1	†,‡	252	348.9	385.5	425.5	†,‡	65	348.7	388.2	427.4	†,‡
WJ III: Applied Problems W Ability Score	200	383.1	407.0	430.4	†,‡	313	374.9	397.9	425.5	†,‡	219	374.8	403.5	429.8	†,‡	59	376.2	405.5	427.7	†,‡
WJ III: Word Attack W Ability Score	212	n.a.	n.a.	435.3	n.a.	359	n.a.	n.a.	439.4	n.a.	259	n.a.	n.a.	440.3	n.a.	68	n.a.	n.a.	442.5	n.a.

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment and Fall 2009 Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. IRT and W ability scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, IRT and W ability scores are an indicator of absolute, rather than relative, performance. The WJ III W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W ability scores and can range from 12 to 271.

Some children were administered the assessments in Spanish (or not at all) at Head Start entry and then in English at subsequent time points. Similarly, some children were unable to achieve a basal at Head Start entry but were able to at later time points. Data in this table reflect the performance of children assessed in English at Head Start entry, Head Start exit, spring of kindergarten. In addition, mean scores are only reported for those with valid scores at all three occasions (for example, those who established a basal on the PPVT-4 across time points).

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

n.a. = not available. The Word Attack measure is not administered until children are in kindergarten.

- With the exception of letter-word knowledge and early writing, across racial/ethnic groups, children score below national norms on measures at Head Start entry, Head Start exit, and the spring of kindergarten. In the areas of English receptive vocabulary and letter-word knowledge, all but Other race children make progress toward norms during Head Start. In fact, White, African American, and Hispanic/Latino children gain 4.9, 3.9, and 6.7 standard score points, respectively, in English receptive vocabulary during Head Start, and they gain 6.8, 5.7, and 6.1 standard score points in letter-word knowledge during this period. Only African American and Hispanic/Latino children make progress toward norms in expressive vocabulary (+3.6 and 4.6 standard score points, respectively) and early writing (+3.7 and 5.4 standard score points, respectively) during Head Start, and only Hispanic/Latino children make progress in applied problems during this period (+5.5 standard score points). Notably, children from all racial/ethnic groups score near, at, or above norms in letter-word knowledge and early writing by the end of Head Start.
- Between Head Start exit and the spring of kindergarten White, African American, and Hispanic/Latino children make gains relative to same-age peers in their letter-word knowledge (+7.1, 6.3, and 6.9 standard score points, respectively) and early writing skills (+8.3, 9.7, and 6.9 standard score points, respectively). Only African American and Hispanic/Latino children make progress in English receptive vocabulary (+3.1 and 3.3 standard score points, respectively) and applied problems (+4.9 and 3.8 standard score points, respectively) during this period. However, across groups, children score above norms in letter-word knowledge and early writing in the spring of kindergarten. They all also score above norms on the word attack task at the end of kindergarten, on average.
- In terms of absolute performance, children from all racial/ethnic backgrounds make progress across developmental areas. In fact, across groups, children make similar amounts of progress in number and shape skills during Head Start and the year following Head Start. For example, while 35 percent of White children are able to identify numbers and shapes at the start of Head Start, by Head Start exit and the spring of kindergarten 75 and 97 percent, respectively, are able to do so. The percentage increases from 25 percent to 66 and 95 percent among African American children, from 22 percent to 72 and 98 percent among Hispanic/Latino children, and from 31 percent to 79 and 99 percent among Other race children. Across groups, children also know more letter sounds by Head Start exit and the spring of kindergarten.

Table E.8. FACES Direct Child Assessment — Standardized Scores by Number of Family Risks for Children Taking the Assessment in English Across Waves: Fall 2009-Spring 2011 or Spring 2012

Scales	0 Risks ^a					1 Risk ^a					2 or More Risks ^a				
	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p
		Mean	Mean	Mean			Mean	Mean	Mean			Mean	Mean		
PPVT-4 Standard Score	116	94.1	97.3	99.0		287	88.6	94.8	96.7	‡	397	84.1	89.7	92.2	‡,‡
EOWPVT Standard Score	106	87.3	91.6	91.2		266	85.0	88.5	89.7	‡	348	79.1	83.0	85.2	‡
WJ III: Letter-Word Identification Standard Score	114	100.5	104.3	110.1	‡	279	97.3	102.5	108.5	‡,‡	375	91.7	99.2	106.8	‡,‡
WJ III: Spelling Standard Score	112	97.6	103.7	109.5	‡,‡	279	95.0	99.3	106.9	‡,‡	383	93.3	96.4	104.5	‡,‡
WJ III: Applied Problems Standard Score	107	96.5	97.8	100.3		255	90.1	93.4	95.4		341	86.7	89.4	93.0	‡,‡
WJ III: Word Attack Standard Score	114	n.a.	n.a.	115.9	n.a.	291	n.a.	n.a.	113.9	n.a.	400	n.a.	n.a.	112.7	n.a.
ECLS-B Letter-Sounds IRT Score	45	0.9	3.6	7.8	‡,‡	78	1.1	3.5	8.2	‡,‡	89	0.6	3.0	7.9	‡,‡
Combined ECLS-B Letter-Sounds/WJ III Letter-Word Identification IRT Score	45	9.7	17.1	31.1	‡,‡	78	10.3	17.1	32.7	‡,‡	89	8.7	15.5	30.5	‡,‡
ECLS-B Math IRT Score	116	9.1	14.5	21.1	‡,‡	292	8.1	13.5	19.9	‡,‡	403	7.5	12.4	18.9	‡,‡
ECLS-B Number/Shape Proficiency Probability Score	116	0.37	0.81	0.97	‡,‡	292	0.29	0.75	0.97	‡,‡	403	0.23	0.67	0.96	‡,‡
Combined ECLS-B Math/WJ III Applied Problems IRT Score	116	17.1	27.9	40.3	‡,‡	292	14.9	25.9	38.0	‡,‡	403	13.5	23.7	36.2	‡,‡
PPVT-4 Growth Score Value (GSV) Score	116	108.0	125.3	139.3	‡,‡	287	103.1	123.1	137.4	‡,‡	397	98.3	117.7	132.7	‡,‡
WJ III: Letter-Word Identification W Ability Score	114	314.2	343.6	395.3	‡,‡	279	311.3	341.4	392.7	‡,‡	375	304.5	335.5	388.2	‡,‡
WJ III: Spelling W Ability Score	112	352.2	392.0	430.0	‡,‡	279	349.0	385.4	426.8	‡,‡	383	345.9	380.3	422.4	‡,‡
WJ III: Applied Problems W Ability Score	107	386.4	410.1	434.5	‡,‡	255	378.3	405.2	428.8	‡,‡	341	374.3	399.8	425.6	‡,‡
WJ III: Word Attack W Ability Score	114	n.a.	n.a.	442.3	n.a.	291	n.a.	n.a.	440.2	n.a.	400	n.a.	n.a.	437.2	n.a.

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment and Fall 2009 Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. IRT and W ability scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, IRT and W ability scores are an indicator of absolute, rather than relative, performance. The WJ III W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W ability scores and can range from 12 to 271.

Some children were administered the assessments in Spanish (or not at all) at Head Start entry and then in English at subsequent time points. Similarly, some children were unable to achieve a basal at Head Start entry but were able to at later time points. Data in this table reflect the performance of children assessed in English at Head Start entry, Head Start exit, spring of kindergarten. In addition, mean scores are only reported for those with valid scores at all three occasions (for example, those who established a basal on the PPVT-4 across time points).

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

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '‡' and between Head Start exit and spring kindergarten by '‡,‡'.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

n.a. = not available. The Word Attack measure is not administered until children are in kindergarten.

- Regardless of number of family risks, children score below norms in the areas of expressive vocabulary at Head Start entry, Head Start exit, and the spring of kindergarten. However, all groups make progress relative to peers during Head Start in their early writing skills, gaining between 3.1 and 6.1 standard score points in this area. Only those with 1 and 2 or more family risk make progress relative to same-age peers in letter-word knowledge during Head Start (+5.2 and 7.5 standard score points), with children in all groups scoring at or above norms in this area at Head Start exit. Only children with 2 or more family risks make progress toward norms in English receptive vocabulary and applied problems (+5.6 and 2.7 standard score points, respectively) during Head Start. Notably, children with the greatest number of family risks have lower skills relative to same-age peers than those with no or 1 family risk across time points.
- Between Head Start exit and the spring of kindergarten children in all risk groups make progress across literacy measures. In fact, all groups make progress in letter-word knowledge (gaining between 5.8 and 7.6 standard score points) and early writing (gaining between 5.8 and 8.1 standard score points), scoring above national norms in both areas by the spring of kindergarten. Children with 1 and 2 or more family risks make small but statistically significant progress in English receptive vocabulary (+1.9 and 2.5 standard score points, respectively) and expressive vocabulary (+1.2 and 2.2 standard score points, respectively) during this period, and only those with 2 or more family risks make progress toward norms in applied problems (+3.6 standard score points). Notably, children with no family risks score at or above norms in several areas at program exit, including English receptive vocabulary, letter-word knowledge, early writing, and applied problems. All groups score above norms on the word attack subtest in the spring of kindergarten.
- In terms of absolute performance, across risk groups children make progress across developmental areas during Head Start and the year following Head Start. On the ECLS-B math items, across groups, children make progress in number and shape skills during Head Start and the year following Head Start. For example, while 37 percent of children with no family risks are able to identify numbers and shapes at the start of Head Start, by Head Start exit and the spring of kindergarten 81 and 97 percent, respectively, are able to do so. The percentage increases from 29 percent to 75 and 97 percent among children with 1 family risk, and from 23 percent to 67 and 96 percent among children with 2 or more family risks. Across groups, children also know more letter sounds by Head Start exit and the spring of kindergarten.

Table E.9. Head Start Exit and Spring Kindergarten PPVT-4 Standard Score Distribution by Head Start Entry Standard Score Distribution: Fall 2009-Spring 2011 or Spring 2012

PPVT-4 Standard Score Category	Head Start Entry (Percent of Children) ^a			
	70 or Lower	71 to 85	86 to 99	100 or Higher
Head Start Exit				
70 or lower	42.9	6.6	2.0	0.8
71 to 85	45.3	40.2	12.3	3.8
86 to 99	9.1	38.5	48.8	20.8
100 or higher	2.7	14.7	36.9	74.6
Spring Kindergarten				
70 or lower	9.2	0.7	0.4	0.0
71 to 85	59.7	33.1	8.4	0.4
86 to 99	26.2	50.1	50.4	29.1
100 or higher	4.9	16.2	40.9	70.5
Total^b	17.1	34.6	30.8	17.5

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. In this table, reported standard scores have been categorized using standard deviation units: scores less than or equal to 70 (at least two standard deviations below norms), 71 to 85 (between one and two standard deviations below norms), 86 to 99 (within one standard deviation of norms), and greater than or equal to 100 (at or above norms).

The PPVT-4 and EOWPVT are administered to all children, regardless of performance on the language screener. Following administration of these measures, children from households where English is not the primary spoken language are assessed in English, Spanish, or administered an abbreviated battery, depending on performance on the language screener. Data in this table reflect the performance of all children on the PPVT-4 assessment, regardless of performance on the screener or language of assessment.

^a Percentages in each column sum to 100.

^b Percentages in this row reflect the percentage of children whose scores fell into each standard score group at Head Start entry. Ten percent of children did not achieve a basal on the PPVT-4 in fall 2009 and are excluded from this table.

- Many children make progress in English receptive vocabulary during Head Start and the year following Head Start, regardless of their skills at program entry. A majority of children who enter the program with receptive vocabulary skills at least two standard deviations below norms make progress during this time. For example, about half of those who enter with English receptive vocabulary skills at least two standard deviations below norms have vocabulary scores between one and two standard deviations below norms at Head Start exit (45 percent), and close to two-thirds do so in the spring of kindergarten (60 percent). Few children scoring more than two standard deviations below norms at Head Start entry make enough progress to score at or above norms by Head Start exit (3 percent) or the spring of kindergarten (5 percent). Forty-three percent of those who enter with English receptive vocabulary skills of at least two standard deviations below norms have skills of similarly low levels at Head Start exit, and less than 10 percent have skills that remain that low in the spring of kindergarten.
- About three-quarters of children who enter Head Start with English receptive vocabulary skills at or above their peers continue to perform at this level at the end of Head Start (75 percent) and in the spring of kindergarten (71 percent).

Table E.10. Head Start Exit and Spring Kindergarten EOWPVT Standard Score Distribution by Head Start Entry Standard Score Distribution: Fall 2009-Spring 2011 or Spring 2012

EOWPVT Standard Score Category	Head Start Entry (Percent of Children) ^a			
	70 or Lower	71 to 85	86 to 99	100 or Higher
Head Start Exit				
70 or lower	45.2	6.8	2.6	0.0
71 to 85	41.8	50.5	22.9	12.6
86 to 99	11.7	36.7	53.9	29.4
100 or higher	1.3	6.1	20.6	58.0
Spring Kindergarten				
70 or lower	34.6	7.4	1.7	0.0
71 to 85	48.2	48.1	21.2	2.5
86 to 99	16.2	39.6	58.9	47.4
100 or higher	1.0	4.9	18.2	50.0
Total^b	27.3	31.4	31.6	9.7

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. In this table, reported standard scores have been categorized using standard deviation units: scores less than or equal to 70 (at least two standard deviations below norms), 71 to 85 (between one and two standard deviations below norms), 86 to 99 (within one standard deviation of norms), and greater than or equal to 100 (at or above norms).

The PPVT-4 and EOWPVT are administered to all children, regardless of performance on the language screener. Following administration of these measures, children from households where English is not the primary spoken language are assessed in English, Spanish, or administered an abbreviated battery, depending on performance on the language screener. Data in this table reflect the performance of all children on the EOWPVT assessment, regardless of performance on the screener or language of assessment.

^a Percentages in each column sum to 100.

^b Percentages in this row reflect the percentage of children whose scores fell into each standard score group at Head Start entry.

- Many children make progress in English expressive vocabulary during Head Start and the year following Head Start, regardless of their skills at program entry. A majority of children who enter the program with expressive vocabulary skills at least two standard deviations below norms make progress during this time. For example, about half of those who enter with expressive vocabulary skills at least two standard deviations below norms have vocabulary scores between one and two standard deviations below norms at Head Start exit (42 percent) and in the spring of kindergarten (48 percent). Very few children scoring more than two standard deviations below norms at Head Start entry make enough progress to score at or above norms by Head Start exit (1 percent) or the spring of kindergarten (1 percent). Forty-five percent of those who enter with expressive vocabulary skills of at least two standard deviations below norms have skills of similarly low levels at Head Start exit, and 35 percent have skills that remain that low in the spring of kindergarten.
- About half of children who enter Head Start with expressive vocabulary skills at or above their peers continue to perform at this level at the end of Head Start (58 percent) and in the spring of kindergarten (50 percent). A fair number score within one standard deviation of norms at Head Start exit and in the spring of kindergarten -- about one-third (29 percent) and nearly half (47 percent), respectively.

Table E.11. Head Start Exit and Spring Kindergarten WJ III Letter-Word Standard Score Distribution by Head Start Entry Standard Score Distribution for Children Taking the Assessment in English Across Waves: Fall 2009-Spring 2011 or Spring 2012

WJ III Letter-Word Standard Score Category	Head Start Entry (Percent of Children) ^a			
	70 or Lower	71 to 85	86 to 99	100 or Higher
Head Start Exit				
70 or lower	2.5	2.8	1.0	0.4
71 to 85	13.5	19.9	10.6	2.9
86 to 99	42.2	46.4	29.5	13.8
100 or higher	41.8	31.0	58.9	82.9
Spring Kindergarten				
70 or lower	1.1	1.9	0.0	0.0
71 to 85	3.6	6.4	2.2	0.7
86 to 99	39.0	25.1	19.2	9.7
100 or higher	56.3	66.6	78.6	89.6
Total^b	10.3	21.4	30.3	38.0

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. In this table, reported standard scores have been categorized using standard deviation units: scores less than or equal to 70 (at least two standard deviations below norms), 71 to 85 (between one and two standard deviations below norms), 86 to 99 (within one standard deviation of norms), and greater than or equal to 100 (at or above norms).

Some children were administered the assessments in Spanish (or not at all) at Head Start entry and then in English at Head Start exit. Similarly, some children were unable to achieve a basal at Head Start entry but were able to by Head Start exit. Data in this table reflect the performance of children assessed in English at both Head Start entry and exit.

^a Percentages in each column sum to 100.

^b Percentages in this row reflect the percentage of children whose scores fell into each standard score group at Head Start entry.

- Many children assessed in English and scoring below norms at Head Start entry show progress during Head Start and the year following Head Start. At least one-third of children scoring below norms at Head Start entry score at or above norms in this area by Head Start exit and the end of kindergarten, including those who scored more than two standard deviations below norms at entry (41 and 56 percent, respectively). This pattern differs from what we see in the area of receptive and expressive vocabulary, where far fewer children make such progress.
- Children who enter the Head Start program with letter-word knowledge skills at or above norms maintain their standing relative to peers at the end of Head Start and the year following Head Start. For example, at Head Start exit, 83 percent score at or above norms, and 90 percent also do so in the spring of kindergarten.

Table E.12. Head Start Exit and Spring Kindergarten WJ III Spelling Standard Score Distribution by Head Start Entry Standard Score Distribution for Children Taking the Assessment in English Across Waves: Fall 2009-Spring 2011 or Spring 2012

WJ III Spelling Standard Score Category	Head Start Entry (Percent of Children) ^a			
	70 or Lower	71 to 85	86 to 99	100 or Higher
Head Start Exit				
70 or lower	20.3	7.9	2.3	2.2
71 to 85	28.5	24.0	14.2	5.3
86 to 99	41.4	43.4	42.4	23.3
100 or higher	9.9	24.7	41.1	69.1
Spring Kindergarten				
70 or lower	2.0	2.2	1.9	0.9
71 to 85	15.5	9.7	3.7	2.0
86 to 99	46.8	21.3	23.5	12.0
100 or higher	35.7	66.8	70.9	85.0
Total^b	3.0	18.8	46.6	31.7

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. In this table, reported standard scores have been categorized using standard deviation units: scores less than or equal to 70 (at least two standard deviations below norms), 71 to 85 (between one and two standard deviations below norms), 86 to 99 (within one standard deviation of norms), and greater than or equal to 100 (at or above norms).

Some children were administered the assessments in Spanish (or not at all) at Head Start entry and then in English at Head Start exit. Similarly, some children were unable to achieve a basal at Head Start entry but were able to by Head Start exit. Data in this table reflect the performance of children assessed in English at both Head Start entry and exit.

^a Percentages in each column sum to 100.

^b Percentages in this row reflect the percentage of children whose scores fell into each standard score group at Head Start entry.

- As we see in the area of letter-word knowledge, many children assessed in English and who enter the program with early writing skills below norms make progress toward norms at the end of Head Start and the spring of kindergarten. At least one-third of children scoring below norms at Head Start entry score at or above norms in this area by the end of kindergarten, including those who score more than two standard deviations below at entry. For example, 16 percent of those who enter with writing skills of at least two standard deviations below norms have early writing scores between one and two standard deviations below norms in the spring of kindergarten, nearly half have scores within one standard deviation of norms (47 percent), and one-third make enough progress to score at or above norms (36 percent). Only 2 percent of those who enter with writing skills of at least two standard deviations below norms have skills of similarly low levels at Head Start exit.
- Sixty-nine percent of children who enter the Head Start program with early writing skills at or above norms perform at this level at Head Start exit. In the spring of kindergarten, 85 percent of this children continue to score at or above norms.

Table E.13. Head Start Exit and Spring Kindergarten WJ III Applied Problems Standard Score Distribution by Head Start Entry Standard Score Distribution for Children Taking the Assessment in English Across Waves: Fall 2009-Spring 2011 or Spring 2012

WJ III Applied Problems Standard Score Category	Head Start Entry (Percent of Children) ^a			
	70 or Lower	71 to 85	86 to 99	100 or Higher
Head Start Exit				
70 or lower	17.9	8.4	4.6	0.7
71 to 85	35.7	41.8	20.2	4.0
86 to 99	40.7	35.8	49.7	41.3
100 or higher	5.8	14.0	25.5	53.9
Spring Kindergarten				
70 or Lower	9.6	7.8	1.9	0.2
71 to 85	28.7	29.4	18.3	11.1
86 to 99	51.2	46.4	45.0	19.5
100 or Higher	10.5	16.5	34.8	69.1
Total^b	12.0	23.1	43.2	21.7

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. In this table, reported standard scores have been categorized using standard deviation units: scores less than or equal to 70 (at least two standard deviations below norms), 71 to 85 (between one and two standard deviations below norms), 86 to 99 (within one standard deviation of norms), and greater than or equal to 100 (at or above norms).

Some children were administered the assessments in Spanish (or not at all) at Head Start entry and then in English at Head Start exit. Similarly, some children were unable to achieve a basal at Head Start entry but were able to by Head Start exit. Data in this table reflect the performance of children assessed in English at both Head Start entry and exit.

^a Percentages in each column sum to 100.

^b Percentages in this row reflect the percentage of children whose scores fell into each standard score group at Head Start entry.

- As we see in other areas, many children assessed in English and who enter with fewer applied problems skills show progress through the end of Head Start and spring of kindergarten. For example, more than one-third of children scoring two or more standard deviations below norms at Head Start entry score between one and two standard deviations below norms in this area by the end of Head Start (36 percent), and another third score within one standard deviation of norms at that time point (41 percent). At the end of kindergarten at least one-quarter of these same children score between one and two standard deviations below norms in this area (29 percent), and half score within one standard deviation of norms (51 percent). Only 18 percent of those who enter with writing skills of at least two standard deviations below norms have skills of similarly low levels at Head Start exit, and only 10 percent continue to do so in the spring of kindergarten.
- Children who enter the Head Start program with applied problems skills at or above norms generally maintain their standing relative to peers through the end of Head Start and spring of kindergarten, with about half remaining at or above norms at Head Start exit (54 percent) and more than two-thirds in the spring of kindergarten (69 percent).

Table E.14. Head Start Exit and Spring Kindergarten PPVT-4 Standard Score Distribution by Head Start Entry Standard Score Distribution for Dual Language Learners (DLLs) from Spanish-Language Homes: Fall 2009-Spring 2011 or Spring 2012

PPVT-4 Standard Score Category	Head Start Entry (Percent of Children) ^a			
	70 or Lower	71 to 85	86 to 99	100 or Higher
Head Start Exit				
70 or lower	50.1	8.8	0.0	0.0
71 to 85	42.2	47.6	9.4	0.0
86 to 99	7.7	33.0	82.1	0.0
100 or higher	0.0	10.6	8.4	100.0
Spring Kindergarten				
70 or lower	10.6	0.5	0.0	0.0
71 to 85	64.7	41.9	12.2	0.0
86 to 99	23.6	45.0	61.7	35.8
100 or higher	1.1	12.5	26.1	64.2
Total^b	47.0	40.8	9.9	2.3

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. In this table, reported standard scores have been categorized using standard deviation units: scores less than or equal to 70 (at least two standard deviations below norms), 71 to 85 (between one and two standard deviations below norms), 86 to 99 (within one standard deviation of norms), and greater than or equal to 100 (at or above norms).

The PPVT-4 and EOWPVT (or EOWPVT-SBE) are administered to all children, regardless of performance on the language screener. Following administration of these measures, children from households where English is not the primary spoken language are assessed in English, Spanish, or administered an abbreviated battery, depending on performance on the language screener. Data in this table reflect the performance of all DLLs from Spanish-language households on the PPVT-4 assessment, regardless of performance on the screener or language of assessment.

^a Percentages in each column sum to 100.

^b Percentages in this row reflect the percentage of children whose scores fell into each standard score group at Head Start entry. Ten percent of children did not achieve a basal on the PPVT-4 at Head Start entry and are excluded from this table.

- It is important to keep in mind that estimates for some cells in the table are based on small numbers of DLL children. For example, very few Spanish-speaking DLLs have English receptive vocabulary skills at or above norms at Head Start entry (2 percent).
- Many Spanish-speaking DLLs who enter with English receptive vocabulary skills below norms have similar skills by the end of Head Start. For example, half of those who score more than two standard deviations below norms at entry score at a similar level at Head Start exit. More than half of children who score between one and two standard deviations below norms at Head Start entry have comparable (48 percent) or lower (9 percent) skills at Head Start exit. More than three-quarters of those who score within one standard deviation of norms at program entry score similarly at program exit (82 percent).
- By the spring of kindergarten, children who score below norms continue to make progress toward same-age peers. For example, two-thirds of those who score more than two standard deviations below norms at entry score between one and two standard deviations below norms in the spring of kindergarten (65 percent). Nearly half of those who score between one and two standard deviations below norms at entry score within one standard deviation of norms in kindergarten (45 percent), and about one quarter of those with entering skills within one standard deviation of norms score at or above norms in the spring of kindergarten (26 percent).

Table E.15. Head Start Exit and Spring Kindergarten EOWPVT and EOWPVT-SBE Standard Score Distribution by Head Start Entry Standard Score Distribution for Dual Language Learners (DLLs) from Spanish-Language Homes: Fall 2009-Spring 2011 or Spring 2012

EOWPVT Standard Score Category	Head Start Entry (Percent of Children) ^a			
	70 or Lower	71 to 85	86 to 99	100 or Higher
Head Start Exit				
70 or lower	45.0	9.1	0.0	0.0
71 to 85	42.4	55.4	36.4	0.0
86 to 99	12.2	26.1	33.9	0.0
100 or higher	0.4	9.4	29.6	100.0
Spring Kindergarten				
70 or lower	33.5	14.3	6.1	0.0
71 to 85	54.9	56.9	37.2	24.0
86 to 99	11.6	25.2	50.1	47.3
100 or higher	0.0	3.7	6.6	28.7
Total^b	57.5	25.7	16.4	0.3

EOWPVT-SBE Standard Score Category	Head Start Entry (Percent of Children) ^a			
	70 or Lower	71 to 85	86 to 99	100 or Higher
Head Start Exit				
70 or lower	45.5	4.8	4.5	0.0
71 to 85	34.8	51.6	17.8	7.8
86 to 99	18.0	25.7	36.7	12.4
100 or higher	1.7	17.9	41.0	79.7
Spring Kindergarten				
70 or lower	10.4	11.5	0.6	0.0
71 to 85	31.8	20.8	13.5	9.9
86 to 99	34.0	29.1	31.3	12.0
100 or higher	23.7	38.6	54.6	78.1
Total^b	14.4	22.0	32.3	31.3

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. In this table, reported standard scores have been categorized using standard deviation units: scores less than or equal to 70 (at least two standard deviations below norms), 71 to 85 (between one and two standard deviations below norms), 86 to 99 (within one standard deviation of norms), and greater than or equal to 100 (at or above norms).

The PPVT-4 and EOWPVT (or EOWPVT-SBE) are administered to all children, regardless of performance on the language screener. Following administration of these measures, children from households where English is not the primary spoken language are assessed in English, Spanish, or administered an abbreviated battery, depending on performance on the language screener. Data in this table reflect the performance of all DLLs from Spanish-language households on the EOWPVT/EOWPVT-SBE assessment, regardless of performance on the screener or language of assessment. The EOWPVT standard scores provide a measure of children's expressive vocabulary relative to young children in the U.S., while the EOWPVT-SBE standard scores reflect Spanish-speaking children's vocabulary skills relative to young Hispanic children nationally. EOWPVT-SBE standard scores are only available for children age 4 and older at assessment.

^a Percentages in each column sum to 100.

^b Percentages in this row reflect the percentage of children whose scores fell into each standard score group at Head Start entry.

Table E.15. (continued)

- It is important to keep in mind that estimates for some cells in the table are based on small numbers of DLL children. For example, very few Spanish-speaking DLLs enter Head Start with expressive vocabulary (EOWPVT) scores relative to preschoolers nationally at or above norms (less than 1 percent).
- There are mixed findings on Spanish-speaking DLLs' progress in expressive vocabulary during Head Start and the year after Head Start, relative to English speaking peers (EOWPVT). Many Spanish-speaking DLLs who enter with the lowest vocabulary scores on the EOWPVT make progress toward norms by Head Start exit, while those who enter with higher scores have more variable progress by program exit. For example, at Head Start exit, more than half of those who score more than two standard deviations below norms at entry make progress toward norms and score at higher levels (42 percent between one and two standard deviations below norms and 12 percent within one standard deviation of norms). Conversely, about one-third of those who score between one and two standard deviations at Head Start entry improve their skills relative to peers and score within one standard deviation of norms or higher at program exit (36 percent). Among those who score within one standard deviation of norms at Head Start entry, about one third have comparable skills at program exit (34 percent), another one-third score at or above norms (30 percent), and another one-third score between one and two standard deviations below norms (36 percent). There are somewhat similar patterns by the spring of kindergarten, with Spanish-speaking DLLs who enter with the lowest vocabulary scores making more progress toward norms than those with higher entering scores.
- Turning to children's expressive vocabulary scores relative to Spanish-dominant and bilingual peers (EOWPVT-SBE), there are similar patterns. Many Spanish-speaking DLLs who enter with the lowest vocabulary scores make progress toward norms by Head Start exit, while those who enter with higher scores score similarly at program exit. Across groups, Spanish-speaking DLLs make more progress toward norms between Head Start exit and the spring of kindergarten.

Table E.16. Head Start Exit and Spring Kindergarten TVIP Standard Score Distribution by Head Start Entry Standard Score Distribution for Dual Language Learners (DLLs) from Spanish-Language Homes: Fall 2009-Spring 2011 or Spring 2012

TVIP Standard Score Category	Head Start Entry (Percent of DLL Children) ^a			
	70 or Lower	71 to 85	86 to 99	100 or Higher
Head Start Exit				
70 or lower	51.0	28.8	12.5	3.2
71 to 85	33.9	37.1	19.3	12.8
86 to 99	15.1	23.6	40.5	27.4
100 or higher	0.0	10.4	27.7	56.7
Spring Kindergarten				
70 or lower	38.9	19.7	7.0	4.6
71 to 85	27.4	29.9	19.3	8.4
86 to 99	23.2	37.7	42.0	42.9
100 or higher	10.6	12.8	31.7	44.1
Total^b	15.3	42.5	28.1	14.1

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. In this table, reported standard scores have been categorized using standard deviation units: scores less than or equal to 70 (at least two standard deviations below norms), 71 to 85 (between one and two standard deviations below norms), 86 to 99 (within one standard deviation of norms), and greater than or equal to 100 (at or above norms).

The TVIP is administered to all children from Spanish-language homes, regardless of performance on the language screener. Data in this table reflect the performance of all children from Spanish-language homes on the TVIP assessment, regardless of performance on the screener or language of assessment.

^a Percentages in each column sum to 100.

^b Percentages in this row reflect the percentage of children whose scores fell into each standard score group at Head Start entry.

- Many Spanish-speaking DLLs who enter with Spanish receptive vocabulary skills below norms maintain a similar standing relative to peers at Head Start exit or show declines relative to peers. For example, half (51 percent) of those who score more than two standard deviations below norms at entry score at similar levels at the end of Head Start. Thirty-seven percent of those who enter with Spanish receptive vocabulary scores between one and two standard deviations of norms maintain their position relative to peers at Head Start exit, and an additional 29 percent fall even further behind peers by program exit. We see the same pattern among children who enter the program scoring within one standard deviation of norms. Meanwhile, the majority of children who enter with skills at or above norms have comparable skills relative to peers at the end of Head Start.
- Many Spanish-speaking DLLs scoring below norms at entry, primarily the lowest scoring children, move up at least one standard score group by the spring of kindergarten. Sixty-one percent of those scoring two or more standard deviations below norms at entry move up at least one standard score category between program exit and the spring of kindergarten; 50 percent of those scoring between 71 and 85 standard score points at entry, and 32 percent of those scoring between 86 and 100 at entry move up a standard score category during this time.

F. CHILD SOCIAL-EMOTIONAL DEVELOPMENT

Head Start Entry, Head Start Exit, Spring Kindergarten

Table F.1. Reliability of FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating Measures: Fall 2009 and Spring 2010, 2011, and 2012

Scales	Number of Items	Cronbach Alphas			
		Fall 2009	Spring 2010	Spring 2011	Spring 2012
Direct Child Assessment					
Pencil Tapping (4-year-olds only) ^a	17	0.88	0.86	0.85	0.85
Teacher Child Report					
Social Skills	12	0.89	0.89	0.88	0.90
Total Behavior Problems	14	0.88	0.87	0.86	0.86
Aggressive Behavior	4	0.85	0.85	0.83	0.81
Hyperactive Behavior	3	0.76	0.83	0.77	0.79
Withdrawn Behavior	6	0.73	0.74	0.75	0.77
ECLS–K Approaches to Learning	6	0.91	0.92	0.93	0.93
Parent Interview					
Social Skills/Positive Approaches to Learning	8	0.68	0.69	0.70	0.72
Total Behavior Problems	12	0.72	0.73	0.76	0.79
Assessor Rating					
Leiter Cognitive/Social Raw Score	27	0.90	0.90	0.89	0.93
Attention	10	0.97	0.97	0.97	0.97
Organization/Impulse Control	8	0.94	0.91	0.91	0.94
Activity Level	4	0.92	0.93	0.92	0.90
Sociability	5	0.92	0.93	0.92	0.94
Leiter Cognitive/Social Standard Score ^b	27	0.90	0.90	0.89	0.93

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^a In 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.

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

Table F.1a. Correlations of FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating Measures: Fall 2009 and Spring 2010, 2011, and 2012

Scales	Head Start Entry													
	Pencil Tapping	Social Skills (T)	Behavior Probs (T)	Aggress Beh (T)	Hyper Beh (T)	With-drawn Beh (T)	Approach to Learn (T)	Social Skills (P)	Behavior Probs (P)	Leiter	Attention	Org/Impulse Control	Activity	Sociability
Direct Child Assessment														
Pencil Tapping (4-year-olds only) ^a	1.00	0.22	-0.20	-0.20	-0.23	n.s.	0.26	0.18	-0.09	0.29	0.35	0.30	0.24	0.20
Teacher Child Report														
Social Skills	0.22	1.00	-0.66	-0.57	-0.62	-0.36	0.76	0.17	-0.12	0.25	0.32	0.30	0.25	0.26
Total Behavior Problems	-0.20	-0.66	1.00	0.80	0.86	0.69	-0.61	-0.17	0.10	-0.25	-0.29	-0.28	-0.23	-0.21
Aggressive Behavior	-0.20	-0.57	0.80	1.00	0.67	0.24	-0.52	-0.18	0.12	-0.23	-0.26	-0.26	-0.25	-0.18
Hyperactive Behavior	-0.23	-0.62	0.86	0.67	1.00	0.40	-0.62	-0.15	0.08	-0.22	-0.25	-0.24	-0.20	-0.19
Withdrawn Behavior	n.s.	-0.36	0.69	0.24	0.40	1.00	-0.30	-0.08	n.s.	-0.11	-0.12	-0.13	-0.09	-0.11
ECLS–K Approaches to Learning	0.26	0.76	-0.61	-0.52	-0.62	-0.30	1.00	0.15	-0.11	0.23	0.30	0.28	0.26	0.23
Parent Interview														
Social Skills/Positive Approaches to Learning	0.18	0.17	-0.17	-0.18	-0.15	-0.08	0.15	1.00	-0.32	0.09	0.11	0.12	0.09	0.09
Total Behavior Problems	-0.09	-0.12	0.10	0.12	0.08	n.s.	-0.11	-0.32	1.00	-0.07	-0.09	-0.09	-0.05	-0.07
Assessor Rating														
Leiter Cognitive/ Social Standard Score ^b	0.29	0.25	-0.25	-0.23	-0.22	-0.11	0.23	0.09	-0.07	1.00	0.92	0.92	0.85	0.78
Attention	0.35	0.32	-0.29	-0.26	-0.25	-0.12	0.30	0.11	-0.09	0.92	1.00	0.91	0.78	0.72
Organization/Impulse Control	0.30	0.30	-0.28	-0.26	-0.24	-0.13	0.28	0.12	-0.09	0.92	0.91	1.00	0.82	0.75
Activity Level	0.24	0.25	-0.23	-0.25	-0.20	-0.09	0.26	0.09	-0.05	0.85	0.78	0.82	1.00	0.69
Sociability	0.20	0.26	-0.21	-0.18	-0.19	-0.11	0.23	0.09	-0.07	0.78	0.72	0.75	0.69	1.00
Head Start Exit														
Direct Child Assessment														
Pencil Tapping (4-year-olds only) ^a	1.00	0.28	-0.32	-0.25	-0.32	-0.17	0.34	0.12	-0.19	0.42	0.45	0.44	0.36	0.35
Teacher Child Report														
Social Skills	0.28	1.00	-0.63	-0.59	-0.56	-0.38	0.73	0.13	-0.16	0.24	0.27	0.26	0.21	0.19
Total Behavior Problems	-0.32	-0.63	1.00	0.82	0.85	0.76	-0.63	-0.17	0.24	-0.28	-0.32	-0.29	-0.29	-0.19
Aggressive Behavior	-0.25	-0.59	0.82	1.00	0.64	0.39	-0.54	-0.17	0.21	-0.25	-0.28	-0.26	-0.27	-0.19
Hyperactive Behavior	-0.32	-0.56	0.85	0.64	1.00	0.45	-0.62	-0.13	0.19	-0.27	-0.31	-0.27	-0.28	-0.18
Withdrawn Behavior	-0.17	-0.38	0.76	0.39	0.45	1.00	-0.39	-0.10	0.19	-0.14	-0.16	-0.16	-0.14	-0.09
ECLS–K Approaches to Learning	0.34	0.73	-0.63	-0.54	-0.62	-0.39	1.00	0.14	-0.15	0.26	0.29	0.28	0.23	0.19
Parent Interview														
Social Skills/Positive Approaches to Learning	0.12	0.13	-0.17	-0.17	-0.13	-0.10	0.14	1.00	-0.31	0.13	0.12	0.13	0.11	0.08
Total Behavior Problems	-0.19	-0.16	0.24	0.21	0.19	0.19	-0.15	-0.31	1.00	-0.13	-0.14	-0.12	-0.11	-0.12

Table F.1a. (continued)

Scales	Pencil Tapping	Social Skills (T)	Behavior Probs (T)	Aggress Beh (T)	Hyper Beh (T)	With-drawn Beh (T)	Approach to Learn (T)	Social Skills (P)	Behavior Probs (P)	Leiter	Attention	Org/Impulse Control	Activity	Sociability
Assessor Rating														
Leiter Cognitive/Social Standard Score ^b	0.42	0.24	-0.28	-0.25	-0.27	-0.14	0.26	0.13	-0.13	1.00	0.93	0.93	0.85	0.79
Attention	0.45	0.27	-0.32	-0.28	-0.31	-0.16	0.29	0.12	-0.14	0.93	1.00	0.91	0.80	0.75
Organization/Impulse Control	0.44	0.26	-0.29	-0.26	-0.27	-0.16	0.28	0.13	-0.12	0.93	0.91	1.00	0.82	0.77
Activity Level	0.36	0.21	-0.29	-0.27	-0.28	-0.14	0.23	0.11	-0.11	0.85	0.80	0.82	1.00	0.68
Sociability	0.35	0.19	-0.19	-0.19	-0.18	-0.09	0.19	0.08	-0.12	0.79	0.75	0.77	0.68	1.00
Spring Kindergarten														
Direct Child Assessment														
Pencil Tapping (4-year-olds only) ^a	1.00	0.24	-0.24	-0.13	-0.26	-0.12	0.35	0.26	-0.23	0.29	0.30	0.30	0.22	0.18
Teacher Child Report														
Social Skills	0.24	1.00	-0.76	-0.68	-0.66	-0.50	0.74	0.25	-0.22	0.22	0.23	0.23	0.22	0.16
Total Behavior Problems	-0.24	-0.76	1.00	0.80	0.85	0.76	-0.74	-0.28	0.25	-0.22	-0.24	-0.22	-0.20	-0.15
Aggressive Behavior	-0.13	-0.68	0.80	1.00	0.67	0.34	-0.59	-0.27	0.19	-0.18	-0.21	-0.19	-0.18	-0.14
Hyperactive Behavior	-0.26	-0.66	0.85	0.67	1.00	0.44	-0.73	-0.25	0.23	-0.20	-0.24	-0.21	-0.19	-0.13
Withdrawn Behavior	-0.12	-0.50	0.76	0.34	0.44	1.00	-0.47	-0.14	0.17	-0.10	-0.11	-0.10	-0.10	n.s.
ECLS-K Approaches to Learning	0.35	0.74	-0.74	-0.59	-0.73	-0.47	1.00	0.26	-0.22	0.26	0.29	0.27	0.25	0.19
Parent Interview														
Social Skills/Positive Approaches to Learning	0.26	0.25	-0.28	-0.27	-0.25	-0.14	0.26	1.00	-0.34	0.20	0.21	0.22	0.20	0.18
Total Behavior Problems	-0.23	-0.22	0.25	0.19	0.23	0.17	-0.22	-0.34	1.00	-0.16	-0.15	-0.16	-0.16	-0.13
Assessor Rating														
Leiter Cognitive/Social Standard Score ^b	0.29	0.22	-0.22	-0.18	-0.20	-0.10	0.26	0.20	-0.16	1.00	0.91	0.91	0.84	0.75
Attention	0.30	0.23	-0.24	-0.21	-0.24	-0.11	0.29	0.21	-0.15	0.91	1.00	0.90	0.78	0.70
Organization/Impulse Control	0.30	0.23	-0.22	-0.19	-0.21	-0.10	0.27	0.22	-0.16	0.91	0.90	1.00	0.79	0.75
Activity Level	0.22	0.22	-0.20	-0.18	-0.19	-0.10	0.25	0.20	-0.16	0.84	0.78	0.79	1.00	0.71
Sociability	0.18	0.16	-0.15	-0.14	-0.13	n.s.	0.19	0.18	-0.13	0.75	0.70	0.75	0.71	1.00

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

T = Teacher report; P=Parent report

^a In 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.

n.s. = not significant. Only correlations that are statistically significant at the .05 level are presented in the table.

Table F.2. FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating Measures: Fall 2009-Spring 2011 or Spring 2012

Scales	n	Head Start	Head Start	Spring	p
		Entry	Exit	Kindergarten	
Direct Child Assessment					
Pencil Tapping (4-year-olds only) ^a	481	40.4	62.3	86.8	†,‡
Teacher Child Report					
Social Skills	1291	15.2	18.2	17.8	†
Total Behavior Problems	1293	4.6	3.8	4.9	†,‡
Aggressive Behavior	1293	1.4	1.2	1.4	†,‡
Hyperactive Behavior	1293	1.4	1.1	1.5	†,‡
Withdrawn Behavior	1293	1.4	1.2	1.6	†,‡
ECLS–K Approaches to Learning	1292	1.6	2.0	1.9	†,‡
Parent Interview					
Social Skills/Positive Approaches to Learning	1029	11.9	12.5	12.9	†,‡
Total Behavior Problems	1027	5.9	5.4	5.4	†
Assessor Rating					
Leiter Cognitive/Social Raw Score	1133	51.9	60.0	65.7	†,‡
Attention	1133	18.4	21.8	24.0	†,‡
Organization/Impulse Control	1133	14.7	17.4	19.3	†,‡
Activity Level	1133	7.5	8.4	9.3	†,‡
Sociability	1133	11.3	12.4	13.2	†,‡
Leiter Cognitive/Social Standard Score ^b	1133	87.0	91.1	95.4	†,‡

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

^a In 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.

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

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

- As compared to when they first entered the program, children are able to inhibit their initial impulse and respond correctly across more trials on the pencil tapping task by the end of Head Start. They also show similar changes between the end of Head Start and the spring of kindergarten. In fact, while children respond correctly on the task less than half the time (40 percent) at the beginning of Head Start, by Head Start exit they respond correctly 62 percent of the time, and they do so 87 percent of the time at the end of kindergarten, which is more than chance.
- Head Start teachers report that children demonstrate more social skills, fewer total problem behaviors, and more positive approaches to learning on average at Head Start exit than at Head Start entry. Among the behaviors comprising the total problem behavior score, they also report children as demonstrating fewer aggressive, hyperactive, and withdrawn behaviors. Similar patterns are not evident between Head Start teachers’ ratings at children’s exit from the program and kindergarten teachers’ rating at the end of kindergarten. Instead, kindergarten teachers report higher rates of total behavior problems and fewer positive approaches to learning than Head Start teachers at program exit. They also report more aggressive, hyperactive, and withdrawn behaviors as compared to Head Start teachers at program exit. There are no differences in kindergarten teachers’ reports of children’s social skills and those of Head Start teachers at program exit.

Table F.2. (continued)

- Parents report that children demonstrate more social skills and positive approaches to learning between Head Start entry, Head Start exit, and the end of kindergarten. They report fewer total problem behaviors on average between Head Start entry and exit, but there are not reported differences in the prevalence of these behaviors between Head Start exit and the spring of kindergarten.
- Based on the child's behavior during the direct assessment, assessors rate children as demonstrating better social/cognitive skills at the end of Head Start as compared to Head Start entry, including attention, organization/impulse control, activity level, and sociability. They report similar patterns between Head Start exit and the spring of kindergarten.

Table F.3. FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating Measures by Age: Fall 2009-Spring 2011 or Spring 2012

Scales	3-year-olds ^a					4-year-olds ^a				
	n	Head Start	Head Start	Spring	p	n	Head Start	Head Start	Spring	p
		Entry	Exit	Kindergarten			Entry	Exit	Kindergarten	
Direct Child Assessment										
Pencil Tapping (4-year-olds only) ^b	NA	NA	NA	NA	NA	476	40.4	62.0	86.7	†,‡
Teacher Child Report										
Social Skills	716	14.3	18.4	17.8	†,‡	564	16.3	18.0	17.9	†
Total Behavior Problems	715	5.1	3.8	4.8	†,‡	567	4.0	3.7	5.1	†
Aggressive Behavior	715	1.6	1.2	1.4	†	567	1.2	1.2	1.5	‡
Hyperactive Behavior	715	1.5	1.1	1.5	†,‡	567	1.2	1.1	1.5	‡
Withdrawn Behavior	715	1.6	1.3	1.6	†,‡	567	1.3	1.2	1.6	‡
ECLS–K Approaches to Learning	714	1.5	2.1	1.9	†,‡	567	1.8	2.0	1.8	†,‡
Parent Interview										
Social Skills/Positive Approaches to Learning	571	11.8	12.5	13.0	†,‡	457	12.0	12.5	12.8	†
Total Behavior Problems	570	6.0	5.3	5.5	†	456	5.8	5.6	5.3	
Assessor Rating										
Leiter Cognitive/Social Raw Score	632	48.2	60.6	64.7	†,‡	492	56.2	59.0	67.0	†,‡
Attention	632	16.8	21.8	23.6	†,‡	492	20.3	21.6	24.4	†,‡
Organization/Impulse Control	632	13.5	17.6	19.0	†,‡	492	16.0	17.0	19.7	†,‡
Activity Level	632	7.2	8.5	9.0	†,‡	492	8.0	8.4	9.6	‡
Sociability	632	10.7	12.7	13.0	†,‡	492	12.0	12.0	13.3	‡
Leiter Cognitive/Social Standard Score ^c	632	86.3	91.7	94.5	†,‡	492	87.8	90.1	96.5	†,‡

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

NA = not available. This task is only administered to children age 4 and older at the time of the direct assessment.

^a Age as of September 1, 2009.

^b In 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. This score reflects the percentage of times the child tapped correctly. 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.

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

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

Table F.3. (continued)

- Regardless of age at entry, Head Start teachers report that children demonstrate more social skills, fewer total problem behaviors, and more positive approaches to learning on average at Head Start exit than at Head Start entry. They also report improvements in the prevalence of 3-year-olds' aggressive, hyperactive, and withdrawn behaviors during this time period, but do not report such changes for children who enter the program at age 4. Regardless of age at program entry, kindergarten teachers rate children as having fewer positive approaches to learning behaviors and more hyperactive and withdrawn behaviors than do Head Start teachers at program exit. Kindergarten teachers only report those who entered at age 3 as having fewer social skills and more total behavior problems than Head Start teachers do at Head Start exit, and more aggressive behaviors only for children who entered the program at age 4.
- Parents report that children who entered the program at ages 3 and 4 demonstrate more social skills and positive approaches to learning between Head Start entry and Head Start exit and similar patterns by the spring of kindergarten for those who entered at age 3 only. They also report fewer total problem behaviors on average by the end of Head Start only among those who entered at age 3.
- Based on the child's behavior during the direct assessment, assessors rate both 3- and 4-year-olds as demonstrating better social/cognitive skills by the end of the program, including attention and organization/impulse control. They report similar changes for both age groups between Head Start exit and the spring of kindergarten.

Table F.4. FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating Measures by Gender: Fall 2009-Spring 2011 or Spring 2012

Scales	Girls					Boys				
		Head Start Entry	Head Start Exit	Spring Kindergarten		Head Start Entry	Head Start Exit	Spring Kindergarten		
	n	Mean	Mean	Mean	p	n	Mean	Mean	Mean	p
Direct Child Assessment										
Pencil Tapping (4-year-olds only) ^a	244	41.7	65.0	90.7	†,‡	232	39.1	59.1	82.6	†,‡
Teacher Child Report										
Social Skills	638	16.0	19.2	18.7	†	643	14.4	17.2	16.9	†
Total Behavior Problems	640	3.6	2.8	3.7	†,‡	643	5.6	4.8	6.1	†,‡
Aggressive Behavior	640	1.0	0.8	1.0		643	1.8	1.6	1.9	
Hyperactive Behavior	640	1.1	0.8	1.1	†,‡	643	1.7	1.4	2.0	†,‡
Withdrawn Behavior	640	1.3	1.0	1.4	†,‡	643	1.6	1.5	1.8	‡
ECLS–K Approaches to Learning	640	1.8	2.2	2.0	†,‡	642	1.5	1.9	1.7	†,‡
Parent Interview										
Social Skills/Positive Approaches to Learning	521	12.3	12.8	13.3	†,‡	508	11.5	12.2	12.4	†
Total Behavior Problems	519	5.5	4.9	4.8	†	508	6.3	6.0	6.1	
Assessor Rating										
Leiter Cognitive/Social Raw Score	571	54.5	61.7	67.2	†,‡	553	49.0	58.0	64.2	†,‡
Attention	571	19.5	22.4	24.7	†,‡	553	17.3	21.0	23.2	†,‡
Organization/Impulse Control	571	15.5	17.9	19.7	†,‡	553	13.8	16.8	18.9	†,‡
Activity Level	571	8.0	8.7	9.5	†,‡	553	7.0	8.1	9.0	†,‡
Sociability	571	11.5	12.6	13.3	†,‡	553	11.0	12.1	13.0	†,‡
Leiter Cognitive/Social Standard Score ^b	571	89.2	92.2	96.8	†,‡	553	84.7	89.7	94.1	†,‡

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a In 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.

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

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

Table F.4. (continued)

- As compared to Head Start entry, both boys and girls are able to inhibit their initial impulse and respond correctly across more trials on the pencil tapping task by Head Start exit. There are similar changes in boys' and girls' performance on the pencil tapping task between Head Start exit and the spring of kindergarten. In fact, at Head Start entry, boys and girls responded correctly 39 and 42 percent of the time, respectively. By Head Start exit, boys respond correctly 59 percent of the time and girls are able to do so 65 percent of the time. In the spring of kindergarten, boys and girls respond correctly 83 and 91 percent of the time, respectively.
- Head Start teachers report that both boys and girls demonstrate more social skills, fewer total problem behaviors, and more positive approaches to learning at Head Start exit than at Head Start entry. They report both boys and girls as having fewer hyperactive behaviors but only report girls as having fewer withdrawn behaviors at the end of Head Start. There are not similar patterns between Head Start teachers' ratings at children's exit from the program and kindergarten teachers' ratings at the end of kindergarten, regardless of gender. For example, kindergarten teachers report higher rates of problem behaviors for both boys and girls, including hyperactive and withdrawn behaviors. They also report fewer positive approaches to learning behaviors than do Head Start teachers at program exit. Notably, teachers report boys as having more problem behaviors than girls at each time point.
- Similarly, parents report that both boys and girls demonstrate more social skills and positive approaches to learning on average at Head Start exit than at program entry. They only report girls as having fewer total problem behaviors by the end of the program. They also only report girls as demonstrating more social skills and positive approaches to learning between Head Start exit and the spring of kindergarten. Like teachers, parents report boys as having more problem behaviors than girls at each time point.
- Based on the child's behavior during the direct assessment, assessors rate both boys and girls as demonstrating better social/cognitive skills by the end of Head Start, including attention, organization/impulse control, activity level, and sociability. They report similar patterns between Head Start exit and the spring of kindergarten.

Table F.5. FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating Measures by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

Scales	White, Non-Hispanic					African American, Non-Hispanic					Hispanic/Latino					Other, Non-Hispanic				
	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Direct Child Assessment																				
Pencil Tapping (4-year-olds only) ^a	101	48.2	69.9	90.4	†,‡	141	37.5	60.7	82.8	†,‡	207	36.0	56.2	86.4	†,‡	26	53.5	76.4	95.0	†,‡
Teacher Child Report																				
Social Skills	271	15.5	18.1	17.4	†	410	14.8	17.9	17.5	†	508	15.3	18.4	18.0	†	88	15.5	18.8	19.1	†
Total Behavior Problems	271	5.0	4.4	5.5	‡	409	4.7	4.1	5.5	‡	511	4.4	3.2	4.4	†,‡	88	4.4	3.3	3.7	
Aggressive Behavior	271	1.4	1.4	1.7		409	1.5	1.4	1.7		511	1.3	1.0	1.2	†	88	1.2	1.0	1.0	
Hyperactive Behavior	271	1.4	1.2	1.7	‡	409	1.5	1.2	1.7	‡	511	1.3	0.9	1.3	†,‡	88	1.4	0.9	1.1	†
Withdrawn Behavior	271	1.6	1.5	1.8	‡	409	1.4	1.3	1.8	‡	511	1.4	1.1	1.5	†,‡	88	1.4	1.3	1.4	
ECLS–K Approaches to Learning	271	1.7	2.0	1.8	†,‡	408	1.5	1.9	1.8	†	511	1.7	2.1	1.9	†,‡	88	1.7	2.2	2.0	†
Parent Interview																				
Social Skills/Positive Approaches to Learning	212	11.6	12.2	12.5	†	314	12.3	13.0	13.2	†	442	11.5	12.2	12.7	†,‡	58	13.1	13.3	13.7	
Total Behavior Problems	211	5.5	5.3	5.3		313	4.6	4.6	4.4		442	7.1	6.3	6.2	†	58	4.5	4.4	4.6	
Assessor Rating																				
Leiter Cognitive/Social Raw Score	222	54.8	63.0	67.1	†,‡	368	49.8	58.5	66.8	†,‡	455	51.6	59.0	63.7	†,‡	76	53.5	61.9	67.1	†
Attention	222	19.8	22.9	24.5	†,‡	368	17.6	21.1	24.1	†,‡	455	18.3	21.5	23.5	†,‡	76	18.4	22.4	24.2	†
Organization/Impulse Control	222	15.5	18.5	19.7	†,‡	368	14.0	17.0	19.7	†,‡	455	14.6	16.9	18.6	†,‡	76	15.3	18.1	19.9	†
Activity Level	222	7.8	8.8	9.4	†	368	7.1	8.2	9.5	†,‡	455	7.6	8.3	8.9	†,‡	76	8.1	8.8	9.6	
Sociability	222	11.7	12.7	13.5	†,‡	368	11.2	12.2	13.5	†,‡	455	11.1	12.3	12.6	†	76	11.6	12.6	13.4	
Leiter Cognitive/Social Standard Score ^b	222	89.0	93.5	97.0	†,‡	368	85.3	90.7	96.4	†,‡	455	87.0	89.3	93.5	†,‡	76	88.5	93.6	96.8	

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

^a In 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.

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

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Across racial/ethnic groups, children are able to inhibit their initial impulse and respond correctly across more trials on the pencil tapping task at Head Start exit than at Head Start entry. There are similar patterns in children’s performance on the pencil tapping task between Head Start exit and the spring of kindergarten. In fact, at Head Start entry, White, African American, Hispanic/Latino, and Other race children responded correctly 48, 38, 36, and 54 percent of the time, respectively. In comparison, by Head Start exit, White, African American, Hispanic/Latino, and Other race children are able to respond correctly 70, 61, 56, and 76 percent of the time, respectively. In the spring of kindergarten, they are able to do so 90, 83, 86, and 95 percent of the time, respectively.
- Teachers report that all groups demonstrate more social skills and positive approaches to learning on average by the end of Head Start. They only report Hispanic/Latino children as having fewer total problem behaviors, aggressive behaviors, and withdrawn behaviors by Head Start exit. They report both Hispanic/Latino and Other race children as having fewer hyperactive behaviors by program exit. Kindergarten teachers report White, African American, and Hispanic/Latino children as having more total problem behaviors and hyperactive behaviors than do Head Start teachers at program exit. They also report African American and Hispanic/Latino children as having more withdrawn behaviors than are reported by Head Start teachers at program exit.
- With the exception of Other race children, parents of all groups report that their children demonstrate more social skills and positive approaches to learning on average by Head Start exit. Only parents of Hispanic/Latino children also report their children as demonstrating fewer total problem behaviors at the end of Head Start and more social skills and positive approaches to learning at the end of kindergarten.
- Based on the child’s behavior during the direct assessment, assessors rate all children, aside from Other race children, as demonstrating better social/cognitive skills by the end of the program and by the spring of kindergarten, including attention and organization/impulse control.

Table F.6. FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating Measures by Number of Family Risks: Fall 2009-Spring 2011 or Spring 2012

Scales	0 Risks ^a					1 Risk ^a					2 or More Risks ^a				
	n	Head Start	Head Start	Spring	p	n	Head Start	Head Start	Spring	p	n	Head Start	Head Start	Spring	p
		Entry	Exit	Kindergarten			Entry	Exit	Kindergarten			Entry	Exit	Kindergarten	
Direct Child Assessment															
Pencil Tapping (4-year-olds only) ^b	57	50.4	68.2	88.7	†,‡	152	39.5	63.5	88.8	†,‡	223	37.8	59.9	83.7	†,‡
Teacher Child Report															
Social Skills	167	15.8	18.7	18.1	†	400	15.7	18.2	17.7	†	588	15.0	18.1	17.8	†
Total Behavior Problems	167	4.3	3.4	3.9		401	4.2	3.5	5.0	†,‡	589	4.6	3.9	4.9	†,‡
Aggressive Behavior	167	1.3	1.2	1.2		401	1.3	1.1	1.4	‡	589	1.3	1.3	1.4	
Hyperactive Behavior	167	1.4	1.0	1.2		401	1.3	1.0	1.6	†,‡	589	1.4	1.1	1.5	†,‡
Withdrawn Behavior	167	1.3	1.1	1.2		401	1.3	1.2	1.7	‡	589	1.5	1.3	1.6	†,‡
ECLS-K Approaches to Learning	167	1.7	2.1	2.0	†	400	1.7	2.0	1.9	†,‡	589	1.6	2.0	1.8	†,‡
Parent Interview															
Social Skills/Positive Approaches to Learning	133	12.0	12.4	13.1	‡	332	12.0	12.6	12.8	†	491	11.8	12.5	12.8	†
Total Behavior Problems	133	5.1	4.6	4.9		331	5.7	5.3	5.3		490	6.3	5.6	5.6	†
Assessor Rating															
Leiter Cognitive/Social Raw Score	142	54.1	62.9	66.8	†	349	52.7	62.4	67.0	†,‡	526	51.3	58.3	64.4	†,‡
Attention	142	19.7	23.4	24.4	†	349	18.8	22.7	24.6	†,‡	526	18.1	21.1	23.5	†,‡
Organization/Impulse Control	142	15.3	18.2	19.8	†,‡	349	15.0	18.1	19.6	†,‡	526	14.5	16.9	19.0	†,‡
Activity Level	142	7.8	8.6	9.3		349	7.7	8.9	9.3	†	526	7.5	8.2	9.1	†,‡
Sociability	142	11.3	12.7	13.4	†	349	11.3	12.7	13.4	†,‡	526	11.3	12.1	12.9	†,‡
Leiter Cognitive/Social Standard Score ^c	142	89.1	93.9	96.4	†	349	87.4	93.4	96.7	†,‡	526	86.9	89.4	94.1	†,‡

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment, Teacher Child Report, Parent Interview, and Assessor Rating.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

^b In 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.

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

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Regardless of number of family risks, children are able to inhibit their initial impulse and respond correctly across more trials on the pencil tapping task by the end of the program year and by the spring of kindergarten. In fact, at program entry, children with no, 1, and 2 or more family risks respond correctly 50, 40, and 38 percent of the time. By Head Start exit, children with no, 1, and 2 or more family risks are able to respond correctly about two-thirds of the time (68, 64, and 60 percent, respectively). In the spring of kindergarten 88, 80, and 84 percent of the time those with no, 1, or 2+ family risks are able to do so.
- Regardless of number of family risks, teachers report that all children demonstrate more social skills and more positive approaches to learning on average by the end of Head Start than at Head Start entry. They also report children with 1 and 2 or more family risks as demonstrating fewer total problem behaviors and hyperactive behaviors at Head Start exit. There are not similar patterns between Head Start teachers’ ratings at children’s exit from the program and kindergarten teachers’ ratings at the end of kindergarten. For example, kindergarten teachers report that children with 1 and 2 or more family risks demonstrate more total problem behaviors and hyperactive behaviors than do Head Start teachers at program exit.
- Parents report that children with 1 and 2 or more risks demonstrate more social skills and positive approaches to learning on average at Head Start exit than at Head Start entry. They report those with 2 or more risks as demonstrating fewer total problem behaviors at program exit. Those with no family risks are reported by their parents as having more social skills and positive approaches to learning by the spring of kindergarten.
- Assessors rate all children, regardless of number of family risks, as demonstrating better social/cognitive skills by the end of the program than at program entry, including attention, organization/impulse control, and sociability. Across areas, they only report those with 1 and 2 or more family risks as demonstrating better social/cognitive skills in the spring of kindergarten than at Head Start exit.

G. CHILD HEALTH AND PHYSICAL DEVELOPMENT

Spring Kindergarten

Table G.1. Kindergarten Teacher-Reported Disability Categories for Children: Spring 2011 or Spring 2012

Disability Categorizations	Percent
Percent of Children	
Children with disabilities	10.6
Percent of Children with Disabilities	
Speech or language impairment	71.5
Cognitive impairment ^a	22.9
Behavioral/emotional impairment ^b	22.1
Sensory impairment ^c	8.7
Physical impairment ^d	2.9
Have IEP or IFSP	75.1
Have multiple impairments	24.4

Source: Spring 2011 or Spring 2012 FACES Kindergarten Teacher Child Report.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

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

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

^a Cognitive Impairment includes: developmental delay, intellectual disability, and autism or pervasive developmental delay.

^b Behavioral/Emotional Impairment includes: behavior problems, hyperactivity, and attention deficit.

^c Sensory Impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

^d Physical Impairment includes: motor impairment.

IEP = Individualized Education Program; IFSP = Individual Family Service Plan

- About 11 percent of children are reported by their teachers to have a diagnosed disability in the spring of kindergarten. The majority of children with disabilities are reported to have a either speech/language impairment (72 percent) or a cognitive impairment (23 percent).
- Seventy-five percent of children with teacher-reported disabilities have an IEP or IFSP.
- Twenty-four percent of children with teacher-reported disabilities have more than one disability or impairment.

Table G.2. Kindergarten Teacher-Reported Disability Categories for Children by Age: Spring 2011 or Spring 2012

Disability Categorizations	3-year-olds ^a	4-year-olds ^a
Percent of Children		
Children with disabilities	11.8	9.3
Percent of Children with Disabilities		
Speech or language impairment	69.1	75.1
Cognitive impairment ^b	25.9	18.3
Behavioral/emotional impairment ^c	25.8	16.4
Sensory impairment ^d	3.9	16.0
Physical impairment ^e	4.3	0.8
Have IEP or IFSP	76.6	72.9
Have multiple impairments	24.5	24.1

Source: Spring 2011 or Spring 2012 FACES Kindergarten Teacher Child Report and Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics were derived from the Fall 2009 FACES Parent Interview.

^a Age as of September 1, 2009.

^b Cognitive Impairment includes: developmental delay, intellectual disability, and autism or pervasive developmental delay.

^c Behavioral/Emotional Impairment includes: behavior problems, hyperactivity, and attention deficit.

^d Sensory Impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

^e Physical Impairment includes: motor impairment.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

IEP = Individualized Education Program; IFSP = Individual Family Service Plan

- Similar percentages of children who entered the program at ages 3 and 4 are reported by their teacher to have a disability in the spring of kindergarten.
- Similar percentages of children in both age groups are reported as having various identified disabilities. The one exception are sensory impairments, which a smaller percentage of children who entered Head Start at age 3 than at 4 are reported to have (4 versus 16 percent, respectively). For both age groups, speech or language impairments are the most common disability. On average, similar percentages of children in both age groups have an IEP or IFSP and have more than one impairment.

Table G.3. Kindergarten Teacher-Reported Disability Categories for Children by Gender: Spring 2011 or Spring 2012

Disability Categorizations	Girls	Boys
Percent of Children		
Children with disabilities	6.8	14.5
Percent of Children with Disabilities		
Speech or language impairment	64.0	75.0
Cognitive impairment ^a	16.3	26.0
Behavioral/emotional impairment ^b	26.3	20.1
Sensory impairment ^c	9.1	8.5
Physical Impairment ^d	6.0	1.5
Have IEP or IFSP	78.7	73.5
Have multiple impairments	16.3	28.2

Source: Spring 2011 or Spring 2012 FACES Kindergarten Teacher Child Report and Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

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

^a Age as of September 1, 2009.

^b Cognitive Impairment includes: developmental delay, intellectual disability, and autism or pervasive developmental delay.

^c Behavioral/Emotional Impairment includes: behavior problems, hyperactivity, and attention deficit.

^d Sensory Impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

^e Physical Impairment includes: motor impairment.

IEP = Individualized Education Program; IFSP = Individual Family Service Plan

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Similar percentages of children who entered the program at ages 3 and 4 are reported by their teacher to have a disability in the spring of kindergarten.
- Similar percentages of children in both age groups are reported as having various identified disabilities. The one exception are sensory impairments, which a smaller percentage of children who entered Head Start at age 3 than at 4 are reported to have (4 versus 16 percent, respectively). For both age groups, speech or language impairments are the most common disability. On average, similar percentages of children in both age groups have an IEP or IFSP and have more than one impairment.

Table G.4. Kindergarten Teacher-Reported Disability Categories for Children by Race/Ethnicity: Spring 2011 or Spring 2012

Disability Categorizations	White, Non-Hispanic	African American, Non-Hispanic	Hispanic/ Latino	Other, Non-Hispanic
Percent of Children				
Children with disabilities	17.1	11.1	8.0	6.0
Percent of Children with Disabilities				
Speech or language impairment	72.8	74.3	71.0	!
Cognitive impairment ^a	20.1	21.3	27.5	!
Behavioral/emotional impairment ^b	21.2	19.1	23.0	!
Sensory impairment ^c	7.6	8.7	11.2	!
Physical Impairment ^d	7.9	#	#	!
Have IEP or IFSP	79.4	74.2	71.7	!
Have multiple impairments	23.2	23.5	27.1	!

Source: Spring 2011 or Spring 2012 FACES Kindergarten Teacher Child Report and Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

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

^a Cognitive Impairment includes: developmental delay, intellectual disability, and autism or pervasive developmental delay.

^b Behavioral/Emotional Impairment includes: behavior problems, hyperactivity, and attention deficit.

^c Sensory Impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

^d Physical Impairment includes: motor impairment.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

! Too few cases for a reliable estimate.

Estimate rounds to zero.

IEP = Individualized Education Program; IFSP = Individual Family Service Plan

- According to kindergarten teacher reports, a larger percentage of White children (17 percent) have an identified disability than Hispanic/Latino and Other race children in the spring of kindergarten (8 and 6 percent, respectively).
- Similar percentages of children have various identified disabilities, regardless of race/ethnicity. The exceptions are sensory and physical impairments, with teachers reporting no Other race children as having the former disability and no African American and Hispanic/Latino children as having the latter. There are no differences by race/ethnicity in children's likelihood of having an IEP or IFSP or in the prevalence of having more than one impairment.

Table G.5. Kindergarten Teacher-Reported Disability Categories for Children by Number of Family Risks: Spring 2011 or Spring 2012

Disability Categorizations	0 Risks ^a	1 Risk ^a	2 or More Risks ^a
Percent of Children			
Children with disabilities	11.7	9.3	9.3
Percent of Children with Disabilities			
Speech or language impairment	!	75.8	63.6
Cognitive impairment ^b	!	16.1	24.5
Behavioral/emotional impairment ^c	!	19.4	19.5
Sensory impairment ^d	!	12.9	7.4
Physical impairment ^e	!	1.7	0.8
Have IEP or IFSP	!	74.1	76.3
Have multiple impairments	!	21.8	14.4

Source: Spring 2011 or Spring 2012 FACES Kindergarten Teacher Child Report and Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

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

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

^b Cognitive Impairment includes: developmental delay, intellectual disability, and autism or pervasive developmental delay.

^c Behavioral/Emotional Impairment includes: behavior problems, hyperactivity, and attention deficit.

^d Sensory Impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

^e Physical Impairment includes: motor impairment.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

! Too few cases for a reliable estimate.

IEP = Individualized Education Program; IFSP = Individual Family Service Plan

- According to kindergarten teacher reports, regardless of number of family risks, similar percentages of children have an identified disability, and similar percentages of these children have various identified disabilities in the spring of kindergarten. There are also no differences by number of family risks in the percentage of children with an IEP or IFSP or the prevalence of multiple impairments.

Table G.6. Parent-Reported Child Health Status by Child and Family Characteristics: Spring 2011 or Spring 2012

	Percent of Children		
	Excellent/Very Good	Good	Fair/Poor
All Children	81.1	13.1	5.8
Age^a			
3 years old or younger	82.4	13.4	4.2
4 years old or older	78.9	13.2	7.9
Race/Ethnicity			
White, non-Hispanic	85.5	9.6	4.9
African American, non-Hispanic	83.9	10.8	5.3
Hispanic/Latino	74.7	18.1	7.2
Other, non-Hispanic	88.3	9.2	2.5
Gender			
Female	84.8	10.7	4.5
Male	76.9	15.9	7.3
Family Risks^b			
0	90.5	7.6	1.8
1	81.9	12.8	5.4
2 or more	77.9	14.5	7.6

Source: Spring 2011 or Spring 2012 FACES Kindergarten Teacher Child Report and Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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

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

^a Age as of September 1, 2009.

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

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Across groups, the majority of children are reported by their parents as being in excellent or very good health in the spring of kindergarten. Hispanic/Latino children are less likely than White, African American, and Other race children to have a parent report their health as being excellent or very good (75 percent versus 86, 84, and 88 percent, respectively). Conversely, children with no family risks are more likely than those with 1 and 2 or more family risks to have a parent report them as being in excellent or very good health (91 versus 82 and 28 percent, respectively), as are girls when compared to boys (85 versus 77 percent, respectively).

Head Start Entry, Head Start Exit, Spring Kindergarten

Table G.7. Summary Statistics for FACES Child Height and Weight Measures: Fall 2009-Spring 2011 or Spring 2012

Scales	n	Head Start	Head Start	Spring	p
		Entry	Exit	Kindergarten	
		Mean	Mean	Mean	
Height (in inches)	1054	40.5	43.2	45.7	†,‡
Weight (in pounds)	1052	38.4	43.9	50.1	†,‡
Body Mass Index (BMI)	1052	16.4	16.5	16.8	‡
Percent of Children					
Child is underweight	1052	3.2	3.0	3.9	
Child is normal weight	1052	63.4	62.6	60.9	
Child is overweight	1052	19.4	19.0	17.8	
Child is obese	1052	13.9	15.3	17.4	

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

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 for age and gender, and obese if his/her BMI is at or above the 95th percentile for age and gender.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

- On average, children grew nearly 3 inches between Head Start entry and exit and another 3 inches between Head Start exit and the spring of kindergarten. They gained approximately 6 pounds during each of these time periods. On average, there were no changes in their mean BMI between the beginning and end of their Head Start experience, but there were small increases in their mean BMI between program exit and the end of kindergarten.
- Using criteria set by the CDC, about one-third of children are overweight or obese at Head Start entry, Head Start exit, and the spring of kindergarten (33, 34, and 35 percent, respectively).

Table G.8. Summary Statistics for FACES Child Height and Weight Measures by Age: Fall 2009-Spring 2011 or Spring 2012

Scales	3-year-olds ^a					4-year-olds ^a				
	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p
		Mean	Mean	Mean			Mean	Mean	Mean	
Height (in inches)	583	39.4	43.2	45.8	†,‡	462	41.8	43.1	45.6	†,‡
Weight (in pounds)	582	36.4	44.1	50.2	†,‡	461	40.9	43.7	50.2	†,‡
Body Mass Index (BMI)	582	16.4	16.5	16.7		461	16.4	16.5	16.9	‡
Percent of Children										
Child is underweight	582	2.1	1.3	3.1	‡	461	4.6	4.8	5.0	
Child is normal weight	582	66.3	64.5	62.8		461	59.3	60.1	58.4	
Child is overweight	582	18.4	18.4	18.3		461	20.9	20.1	16.9	
Child is obese	582	13.2	15.8	15.8		461	15.1	15.0	19.7	

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment and Fall 2009 Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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 for age and gender, and obese if his/her BMI is at or above the 95th percentile for age and gender.

^a Age as of September 1, 2009.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- On average, children who entered at age 3 and attended Head Start for two years grew approximately 4 inches during Head Start and gained nearly 8 pounds during that same period. Between the end of Head Start and the spring of kindergarten, they grew approximately 3 inches and gained 6 pounds. Those who entered at age 4 and attended for 1 year grew about 1 inch and gained nearly 3 pounds during Head Start, and they grew about 3 inches and gained 7 pounds between the end of Head Start and the spring of kindergarten. For both age groups, there were no changes, on average, in mean BMI between the beginning and end of Head Start. However, mean BMI increased between Head Start exit and the spring of kindergarten for children who entered the program at age 4. In addition, a larger percentage of 3-year-olds was underweight by the spring of kindergarten, as compared to Head Start exit.
- Three- and 4-year olds are comparable in terms of mean BMI at Head Start entry and exit, but those who entered the program at age 4 have larger BMIs in the spring of kindergarten than those who entered at age 3.
- A larger percentage of 4-year-olds than 3-year-olds is obese in the spring of kindergarten (20 versus 16 percent, respectively).

Table G.9. Summary Statistics for FACES Child Height and Weight Measures by Gender: Fall 2009-Spring 2011 or Spring 2012

Scales	Girls					Boys				
	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p
		Mean	Mean	Mean			Mean	Mean	Mean	
Height (in inches)	535	40.3	43.0	45.5	†,‡	510	40.7	43.4	45.9	†,‡
Weight (in pounds)	535	38.0	43.8	50.2	†,‡	508	38.9	44.0	50.1	†,‡
Body Mass Index (BMI)	535	16.4	16.6	16.9	‡	508	16.5	16.4	16.6	
Percent of Children										
Child is underweight	535	2.6	1.1	3.1	‡	508	3.9	4.7	4.9	
Child is normal weight	535	63.4	63.7	60.3		508	62.9	61.3	61.4	
Child is overweight	535	21.3	20.0	18.5		508	17.7	18.3	16.8	
Child is obese	535	12.7	15.3	18.1		508	15.5	15.6	17.0	

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment and Fall 2009 Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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 for age and gender, and obese if his/her BMI is at or above the 95th percentile for age and gender.

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by “†” and between Head Start exit and spring kindergarten by “‡”.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- On average, both boys and girls grew between 2 and 3 inches and gained between 5 and 6 pounds between Head Start entry and exit. There were no changes in mean BMI between the beginning and end of Head Start for either group. Between Head Start exit and the spring of kindergarten both boys and girls grew approximately 3 inches and gained approximately 6 pounds. As compared to Head Start exit, only girls had higher mean BMIs by the spring of kindergarten. Also, a larger percentage of girls was underweight in the spring of kindergarten, as compared to Head Start exit.
- Boys and girls are comparable in terms of mean BMI at Head Start entry, Head Start exit, and spring of kindergarten.
- Fewer girls than boys meet criteria for underweight status at Head Start exit (5 versus 1 percent, respectively). Similar percentages of girls and boys are normal weight, overweight, and obese at Head Start exit and the spring of kindergarten.

Table G.10. Summary Statistics for FACES Child Height and Weight Measures by Race/Ethnicity: Fall 2009-Spring 2011 or Spring 2012

	White, Non-Hispanic					African American, Non-Hispanic					Hispanic/Latino					Other, Non-Hispanic				
	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Scales																				
Height (in inches)	218	40.2	42.6	45.3	†,‡	343	40.9	43.8	46.4	†,‡	415	40.4	42.9	45.4	†,‡	66	40.2	43.1	45.7	†,‡
Weight (in pounds)	218	37.7	42.4	48.5	†,‡	343	38.8	45.1	51.9	†,‡	413	38.7	43.8	49.7	†,‡	66	37.5	43.8	50.0	†,‡
Body Mass Index (BMI)	218	16.3	16.3	16.5		343	16.2	16.4	16.9	‡	413	16.6	16.7	16.9	‡	66	16.2	16.5	16.7	
Percent of Children																				
Child is underweight	218	2.1	3.6	6.6		343	4.7	3.9	1.9		413	2.4	2.0	4.3		66	4.2	1.3	4.1	
Child is normal weight	218	65.9	66.5	64.1		343	64.2	64.0	61.8		413	59.9	57.6	57.4		66	68.4	69.4	61.8	
Child is overweight	218	19.7	16.8	15.4		343	22.0	17.7	16.3		413	18.6	22.1	20.0		66	14.3	15.6	19.1	
Child is obese	218	12.3	13.0	13.9		343	9.0	14.4	19.9		413	19.1	18.3	18.3		66	13.2	13.7	15.0	

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment and Fall 2009 Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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 for age and gender, and obese if his/her BMI is at or above the 95th percentile for age and gender.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

In the table column labeled "p" we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by '†' and between Head Start exit and spring kindergarten by '‡'.

- Regardless of race/ethnicity, on average children grew between 2 and 3 inches between Head Start entry and exit. There were no changes in mean BMI between the beginning and end of Head Start for any group. Children in all groups grew approximately 3 inches between Head Start exit and the spring of kindergarten. While most groups gained approximately 6 pounds during this period, African American children gained nearly 7 pounds. Only African American children have higher mean BMI scores by the end of kindergarten.
- Hispanic/Latino children have higher BMI scores than White and African American children at program entry and exit. They also have higher mean BMI scores in the spring of kindergarten than White children.
- Using criteria set by the CDC, Hispanic/Latino children are more likely than White and African American children to be obese at Head Start entry (19 versus 9 and 12 percent, respectively). A larger percentage of Hispanic/Latino children also meet criteria for obese status at program exit than do White children (18 versus 13 percent).

Table G.11. Summary Statistics for FACES Child Height and Weight Measures by Number of Family Risks: Fall 2009-Spring 2011 or Spring 2012

Scales	0 Risks ^a					1 Risk ^a					2 or More Risks ^a				
	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p	n	Head Start Entry	Head Start Exit	Spring Kindergarten	p
Height (in inches)	130	40.6	43.3	45.8	†,‡	330	40.6	43.3	45.9	†,‡	485	40.5	43.2	45.7	†,‡
Weight (in pounds)	130	38.6	43.9	50.3	†,‡	330	38.6	44.3	50.4	†,‡	483	38.4	43.7	49.9	†,‡
Body Mass Index (BMI)	130	16.4	16.4	16.8		330	16.4	16.6	16.8		483	16.4	16.4	16.7	‡
Percent of Children															
Child is underweight	130	2.1	2.7	3.9		330	4.7	2.4	4.6		483	2.6	3.7	3.9	
Child is normal weight	130	71.3	69.0	63.7		330	61.7	62.5	60.0		483	64.8	60.2	61.3	
Child is overweight	130	11.4	7.5	12.5		330	21.3	21.5	19.0		483	17.6	21.1	18.2	
Child is obese	130	15.3	20.9	19.8		330	12.4	13.6	16.4		483	15.0	15.0	16.5	

Source: Fall 2009 and Spring 2010, 2011, and 2012 FACES Direct Child Assessment and Fall 2009 Parent Interview.

Note: Statistics are weighted to represent children who entered Head Start in the fall of 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or spring 2012.

Child and family characteristics are derived from the Fall 2009 FACES Parent Interview.

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 for age and gender, and obese if his/her BMI is at or above the 95th percentile for age and gender.

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

In the table column labeled “p” we identify statistically significant change over time at the $p \leq .05$ level. Statistically significant change between Head Start entry and exit is represented by ‘†’ and between Head Start exit and spring kindergarten by ‘‡’.

Any between group differences described below are statistically significant at the $p \leq .05$ level.

- Regardless of number of family risks, on average children grew approximately 3 inches and gained about 6 pounds between Head Start entry and exit. On average, there were no changes in mean BMI between the beginning and end of the year across number of family risks. Children in all groups grew approximately 3 inches and gained about 6 pounds between Head Start exit and the spring of kindergarten. Only children with 2 or more family risks have higher mean BMI scores by the end of kindergarten.
- Regardless of number of family risks, children are comparable in terms of mean BMI at Head Start entry, Head Start exit, and the spring of kindergarten.
- Smaller percentages of children with no family risks than those with 1 and 2 or more risks are overweight at Head Start entry (11 versus 21 and 18 percent, respectively) and exit (8 versus 22 and 21 percent, respectively). In the spring of kindergarten, fewer children with no family risks are overweight than those with 1 family risk (13 versus 19 percent).

**H. ASSOCIATIONS BETWEEN CHILDREN'S KINDERGARTEN DEVELOPMENTAL
OUTCOMES AND HOME AND CLASSROOM LEARNING ACTIVITIES AND
CLASSROOM QUALITY DURING HEAD START**

Table H.1. Association of Children’s Home and Classroom Learning Environments with Spring Kindergarten Vocabulary Skills, Controlling Child, Family, Head Start, and Kindergarten Characteristics

	Model 1	p	Model 2	p	Model 3	p	Model 4	p	Model 5	p
Home Learning Environment										
Language and literacy index	0.30	*	0.30	*	0.12	*	0.12	*	0.10	*
Cognitive/cultural index	-0.01		0.00		0.01		0.00		0.01	
Other supportive activity index	0.06	*	0.06	*	0.02		0.01		-0.01	
Classroom Learning Environment										
Language and literacy index			0.01		0.02		0.01		0.01	
Math index			-0.05		-0.03		-0.03		-0.04	
ECERS-R provisions for learning			0.10	*	0.05		0.05		0.07	*
CLASS instructional support			0.15	*	0.04		0.05		0.08	
Child/Family Characteristics										
Cognitive ability (EOWPVT) at Head Start entry)					0.50	*	0.50	*	0.51	*
Age (months)					-0.03	*	-0.04	*	-0.04	*
Gender (boy=1)					0.09		0.10		0.11	
Child’s Race/Ethnicity										
White, non-Hispanic (referent)										
African-American, non-Hispanic					-0.07		-0.09		-0.07	
Hispanic/Latino					-0.20		-0.20		-0.19	
Other, non-Hispanic					0.03		0.03		0.07	
Household language (non-English = 1)					-0.35	*	-0.35	*	-0.27	*
Poverty Status at Head Start Entry										
Less than 50% threshold (referent)										
50 – 100% threshold					0.11		0.11		0.12	
101 – 130% threshold					0.02		0.03		0.04	
Over 130% threshold					0.19		0.20		0.21	
Single parent household (single parent = 1)					-0.01		0.00		-0.01	
Maternal Education at Head Start Entry										
Less than high school (referent)										
High school/GED					-0.03		-0.03		-0.04	
Some college or higher					0.04		0.04		0.00	
Maternal depression at Head Start entry (depressed = 1)					0.02		0.00		0.01	
Parent involvement					-0.02		-0.01		-0.01	
Head Start Characteristics										
Head Start teacher has Bachelor’s degree or higher							0.04		0.05	
Head Start full-day program							0.06		0.07	
Exposure to Head Start (One year = 1)							-0.13		-0.16	*
Kindergarten Characteristics										
Teacher education (graduate degree = 1)									0.07	
Program type (full-day = 1)									0.04	
Percent of kindergarten class with limited English proficiency									-0.11	
Percent of kindergarten class eligible to receive free- or reduced-price lunch									0.02	
R ²	0.09		0.11		0.49		0.49		0.50	
N	1200		1200		925		921		833	

Source: Fall 2009, Spring 2011, or Spring 2012 FACES Direct Child Assessment; Fall 2009 and Spring 2010 or Spring 2011 FACES Parent Interview; Fall 2009 and Spring 2010 or Spring 2011 FACES Head Start Teacher Interview; Spring 2010 or Spring 2011 FACES Classroom Observation; Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Table H.1. (continued)

The estimates represent effect sizes for the standardized mean difference in the dependent variable between two groups for a binary independent variable, or a one-unit change for a continuous independent variable except for cognitive ability. For that variable, the effect size is for the standardized association between the EOWPVT and the dependent variable (that is, one standard deviation change in the EOWPVT standard score is related to some percentage of a standard deviation change in the dependent variable).

* $p \leq .05$

CLASS = Classroom Assessment Scoring System; ECERS-R = Early Childhood Environment Rating Scale-Revised;
EOWPVT = Expressive One-Word Picture Vocabulary Test

Table H.2. Association of Children’s Home and Classroom Learning Environments with Spring Kindergarten Letter-Word Skills, Controlling Child, Family, Head Start, and Kindergarten Characteristics

	Model 1	p	Model 2	p	Model 3	p	Model 4	p	Model 5	p
Home Learning Environment										
Language and literacy index	0.11	*	0.10	*	0.03		0.02		0.01	
Cognitive/cultural index	0.00		0.00		0.00		-0.01		-0.01	
Other supportive activity index	-0.01		-0.01		-0.01		-0.03		-0.02	
Classroom Learning Environment										
Language and literacy index			0.03		0.05		0.04		0.03	
Math index			-0.05		-0.05		-0.05		-0.04	
ECERS-R provisions for learning			0.06		0.04		0.03		0.04	
CLASS instructional support			0.12	*	0.03		0.05		0.04	
Child/Family Characteristics										
Cognitive ability (EOWPVT) at Head Start entry)					0.30	*	0.30	*	0.30	*
Age (months)					-0.09	*	-0.10	*	-0.10	*
Gender (boy = 1)					-0.26	*	-0.26	*	-0.23	*
Child’s Race/Ethnicity										
White, non-Hispanic (referent)										
African-American, non-Hispanic					0.30	*	0.27	*	0.31	*
Hispanic/Latino					0.06		0.06		0.09	
Other, non-Hispanic					0.05		0.03		0.09	
Household language (non-English = 1)					0.26		0.25		0.25	
Poverty Status at Head Start Entry										
Less than 50% threshold (referent)										
50 – 100% threshold					0.21	*	0.21	*	0.26	*
101 – 130% threshold					0.15		0.17		0.17	
Over 130% threshold					0.29	*	0.30	*	0.33	*
Single parent household (single parent = 1)					-0.02		0.00		0.03	
Maternal Education at Head Start Entry										
Less than high school (referent)										
High school/GED					0.02		0.02		0.01	
Some college or higher					0.00		0.01		0.02	
Maternal depression at Head Start entry (depressed = 1)					0.04		0.03		-0.02	
Parent involvement					0.01		0.02		0.02	
Head Start Characteristics										
Head Start teacher has Bachelor’s degree or higher							0.04		0.08	
Head Start full-day program							0.05		0.09	
Exposure to Head Start (One year = 1)							-0.21	*	-0.24	*
Kindergarten Characteristics										
Teacher education (graduate degree =1)									0.01	
Program type (full-day = 1)									-0.12	
Percent of kindergarten class with limited English proficiency									0.02	
Percent of kindergarten class eligible to receive free- or reduced-price lunch									0.00	
R ²	0.01		0.02		0.26		0.27		0.27	
N	1199		1199		924		920		833	

Source: Fall 2009, Spring 2011, or Spring 2012 FACES Direct Child Assessment; Fall 2009 and Spring 2010 or Spring 2011 FACES Parent Interview; Fall 2009 and Spring 2010 or Spring 2011 FACES Head Start Teacher Interview; Spring 2010 or Spring 2011 FACES Classroom Observation; Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Table H.2. (continued)

The estimates represent effect sizes for the standardized mean difference in the dependent variable between two groups for a binary independent variable, or a one-unit change for a continuous independent variable except for cognitive ability. For that variable, the effect size is for the standardized association between the EOWPVT and the dependent variable (that is, one standard deviation change in the EOWPVT standard score is related to some percentage of a standard deviation change in the dependent variable).

* $p \leq .05$

CLASS = Classroom Assessment Scoring System; ECERS-R = Early Childhood Environment Rating Scale-Revised;
EOWPVT = Expressive One-Word Picture Vocabulary Test

Table H.3. Association of Children’s Home and Classroom Learning Environments with Spring Kindergarten Phonetic Skills, Controlling Child, Family, Head Start, and Kindergarten Characteristics

	Model 1	p	Model 2	p	Model 3	p	Model 4	p	Model 5	p
Home Learning Environment										
Language and literacy index	0.12	*	0.12	*	0.09	*	0.07	*	0.09	*
Cognitive/cultural index	0.00		0.00		0.01		0.01		0.01	
Other supportive activity index	-0.05		-0.05		-0.06		-0.08		-0.08	
Classroom Learning Environment										
Language and literacy index			0.06	*	0.06	*	0.05		0.03	
Math index			-0.07	*	-0.09	*	-0.08	*	-0.06	
ECERS-R provisions for learning			0.08	*	0.03		0.01		0.02	
CLASS instructional support			0.07		-0.01		0.00		0.03	
Child/Family Characteristics										
Cognitive ability (EOWPVT) at Head Start entry)					0.28	*	0.28	*	0.29	*
Age (months)					-0.08	*	-0.08	*	-0.09	*
Gender (boy = 1)					-0.17	*	-0.17	*	-0.13	
Child’s Race/Ethnicity										
White, non-Hispanic (referent)										
African-American, non-Hispanic					0.26	*	0.25	*	0.29	*
Hispanic/Latino					0.13		0.11		0.08	
Other, non-Hispanic					0.13		0.08		0.14	
Household language (non-English = 1)					0.23	*	0.22	*	0.30	*
Poverty Status at Head Start Entry										
Less than 50% threshold (referent)										
50 – 100% threshold					0.19	*	0.19	*	0.24	*
101 – 130% threshold					-0.01		-0.01		-0.05	
Over 130% threshold					0.26	*	0.27	*	0.30	*
Single parent household (single parent = 1)					0.00		0.04		0.09	
Maternal Education at Head Start Entry										
Less than high school (referent)										
High school/GED					-0.02		-0.02		0.02	
Some college or higher					-0.02		-0.02		-0.06	
Maternal depression at Head Start entry (depressed = 1)					-0.04		-0.06		-0.13	
Parent involvement					0.00		0.01		0.01	
Head Start Characteristics										
Head Start teacher has Bachelor’s degree or higher							0.02		0.07	
Head Start full-day program							-0.08		-0.08	
Exposure to Head Start (One year = 1)							-0.17	*	-0.24	*
Kindergarten Characteristics										
Teacher education (graduate degree =1)									-0.05	
Program type (full-day = 1)									0.05	
Percent of kindergarten class with limited English proficiency									0.04	
Percent of kindergarten class eligible to receive free- or reduced-price lunch									0.00	
R ²	0.01		0.03		0.22		0.23		0.26	
N	1167		1167		903		899		812	

Source: Fall 2009, Spring 2011, or Spring 2012 FACES Direct Child Assessment; Fall 2009 and Spring 2010 or Spring 2011 FACES Parent Interview; Fall 2009 and Spring 2010 or Spring 2011 FACES Head Start Teacher Interview; Spring 2010 or Spring 2011 FACES Classroom Observation; Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

Table H.3. (continued)

The estimates represent effect sizes for the standardized mean difference in the dependent variable between two groups for a binary independent variable, or a one-unit change for a continuous independent variable except for cognitive ability. For that variable, the effect size is for the standardized association between the EOWPVT and the dependent variable (that is, one standard deviation change in the EOWPVT standard score is related to some percentage of a standard deviation change in the dependent variable).

* $p \leq .05$

CLASS = Classroom Assessment Scoring System; ECERS-R = Early Childhood Environment Rating Scale-Revised;
EOWPVT = Expressive One-Word Picture Vocabulary Test

Table H.4. Association of Children’s Home and Classroom Learning Environments with Spring Kindergarten Mathematics Skills, Controlling Child, Family, Head Start, and Kindergarten Characteristics

	Model 1	p	Model 2	p	Model 3	p	Model 4	p	Model 5	p
Home Learning Environment										
Language and literacy index	0.18	*	0.17	*	0.06		0.04		0.02	
Cognitive/cultural index	0.01		0.01		0.00		0.00		0.01	
Other supportive activity index	0.00		0.01		0.01		-0.02		-0.03	
Classroom Learning Environment										
Language and literacy index			-0.01		0.02		0.01		0.01	
Math index			-0.02		-0.03		-0.02		-0.03	
ECERS-R provisions for learning			0.05		-0.04		-0.05		-0.02	
CLASS instructional support			0.14	*	0.10	*	0.11	*	0.14	*
Child/Family Characteristics										
Cognitive ability (EOWPVT) at Head Start entry)					0.43	*	0.42	*	0.44	*
Age (months)					-0.03	*	-0.04	*	-0.04	*
Gender (boy = 1)					-0.04		-0.05		-0.05	
Child’s Race/Ethnicity										
White, non-Hispanic (referent)										
African-American, non-Hispanic					-0.08		-0.14		-0.09	
Hispanic/Latino					-0.03		-0.05		-0.02	
Other, non-Hispanic					-0.11		-0.15		-0.10	
Household language (non-English = 1)					0.17		0.16		0.22	
Poverty Status at Head Start Entry										
Less than 50% threshold (referent)										
50 – 100% threshold					0.16		0.16		0.17	
101 – 130% threshold					0.08		0.09		0.13	
Over 130% threshold					0.21	*	0.22	*	0.22	*
Single parent household (single parent = 1)					-0.03		0.02		0.02	
Maternal Education at Head Start Entry										
Less than high school (referent)										
High school/GED					-0.04		-0.05		-0.05	
Some college or higher					0.04		0.05		0.04	
Maternal depression at Head Start entry (depressed = 1)					0.03		-0.01		-0.02	
Parent involvement					0.00		0.01		0.01	
Head Start Characteristics										
Head Start teacher has Bachelor’s degree or higher							0.01		0.04	
Head Start full-day program							-0.01		0.02	
Exposure to Head Start (One year = 1)							-0.21	*	-0.25	*
Kindergarten Characteristics										
Teacher education (graduate degree = 1)									-0.07	
Program type (full-day = 1)									-0.14	
Percent of kindergarten class with limited English proficiency									-0.03	
Percent of kindergarten class eligible to receive free- or reduced-price lunch									0.01	
R ²	0.03		0.04		0.24		0.24		0.26	
N	1197		1197		924		920		832	

Table H.4. (continued)

Source: Fall 2009, Spring 2011, or Spring 2012 FACES Direct Child Assessment; Fall 2009 and Spring 2010 or Spring 2011 FACES Parent Interview; Fall 2009 and Spring 2010 or Spring 2011 FACES Head Start Teacher Interview; Spring 2010 or Spring 2011 FACES Classroom Observation; Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

The estimates represent effect sizes for the standardized mean difference in the dependent variable between two groups for a binary independent variable, or a one-unit change for a continuous independent variable except for cognitive ability. For that variable, the effect size is for the standardized association between the EOWPVT and the dependent variable (that is, one standard deviation change in the EOWPVT standard score is related to some percentage of a standard deviation change in the dependent variable).

* $p \leq .05$

CLASS = Classroom Assessment Scoring System; ECERS-R = Early Childhood Environment Rating Scale-Revised; EOWPVT = Expressive One-Word Picture Vocabulary Test

Table H.5. Association of Children’s Home and Classroom Learning Environments with Spring Kindergarten Executive Functioning Skills, Controlling Child, Family, Head Start, and Kindergarten Characteristics

	Model 1	p	Model 2	p	Model 3	p	Model 4	p	Model 5	p
Home Learning Environment										
Language and literacy index	0.07		0.07		-0.02		-0.02		-0.04	
Cognitive/cultural index	0.00		0.00		-0.02		-0.02		-0.01	
Other supportive activity index	0.01		0.01		-0.01		0.00		-0.02	
Classroom Learning Environment										
Language and literacy index			0.02		0.04		0.03		0.04	
Math index			-0.03		-0.04		-0.04		-0.04	
ECERS-R provisions for learning			0.03		0.02		0.02		0.02	
CLASS instructional support			0.02		-0.01		-0.01		-0.02	
Child/Family Characteristics										
Cognitive ability (EOWPVT) at Head Start entry)					0.34	*	0.35	*	0.36	*
Age (months)					0.03	*	0.03	*	0.03	*
Gender (boy=1)					-0.24	*	-0.24	*	-0.21	*
Child’s Race/Ethnicity										
White, non-Hispanic (referent)										
African-American, non-Hispanic					-0.05		-0.05		0.01	
Hispanic/Latino					0.21		0.22		0.19	
Other, non-Hispanic					-0.06		-0.06		-0.07	
Household language (non-English = 1)					-0.03		-0.03		-0.01	
Poverty Status at Head Start Entry										
Less than 50% threshold (referent)										
50 – 100% threshold					-0.05		-0.04		-0.04	
101 – 130% threshold					0.05		0.06		0.11	
Over 130% threshold					0.05		0.05		0.04	
Single parent household (single parent = 1)					-0.07		-0.07		-0.05	
Maternal Education at Head Start Entry										
Less than high school (referent)										
High school/GED					-0.01		-0.02		-0.05	
Some college or higher					-0.12		-0.13		-0.13	
Maternal depression at Head Start entry (depressed = 1)					-0.02		-0.04		-0.02	
Parent involvement					0.00		0.00		0.01	
Head Start Characteristics										
Head Start teacher has Bachelor’s degree or higher							-0.02		-0.03	
Head Start full-day program							0.03		-0.03	
Exposure to Head Start (One year = 1)							-0.05		-0.01	
Kindergarten Characteristics										
Teacher education (graduate degree =1)									0.08	
Program type (full-day = 1)									-0.09	
Percent of kindergarten class with limited English proficiency									0.04	
Percent of kindergarten class eligible to receive free- or reduced-price lunch									-0.01	
R ²	0.00		0.01		0.16		0.16		0.16	
N	1199		1199		925		921		833	

Source: Fall 2009, Spring 2011, or Spring 2012 FACES Direct Child Assessment; Fall 2009 and Spring 2010 or Spring 2011 FACES Parent Interview; Fall 2009 and Spring 2010 or Spring 2011 FACES Head Start

Table H.5. (continued)

Teacher Interview; Spring 2010 or Spring 2011 FACES Classroom Observation; Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

The estimates represent effect sizes for the standardized mean difference in the dependent variable between two groups for a binary independent variable, or a one-unit change for a continuous independent variable except for cognitive ability. For that variable, the effect size is for the standardized association between the EOWPVT and the dependent variable (that is, one standard deviation change in the EOWPVT standard score is related to some percentage of a standard deviation change in the dependent variable).

* $p \leq .05$

CLASS = Classroom Assessment Scoring System; ECERS-R = Early Childhood Environment Rating Scale-Revised; EOWPVT = Expressive One-Word Picture Vocabulary Test

Table H.6. Association of Children’s Home and Classroom Learning Environments with Spring Kindergarten Approaches to Learning Skills, Controlling Child, Family, Head Start, and Kindergarten Characteristics

	Model 1	p	Model 2	p	Model 3	p	Model 4	p	Model 5	p
Home Learning Environment										
Language and literacy index	0.11	*	0.11	*	0.10		0.09		0.05	
Cognitive/cultural index	0.02		0.02		-0.02		-0.02		-0.02	
Other supportive activities	0.01		0.01		0.04		0.04		0.05	
Classroom Learning Environment										
Language and literacy index			-0.01		0.00		-0.01		-0.01	
Math index			0.01		-0.01		-0.01		0.00	
ECERS-R provisions for learning			0.01		0.00		-0.01		-0.02	
CLASS instructional support			0.05		-0.02		-0.02		0.02	
Child/Family Characteristics										
Cognitive ability (EOWPVT) at Head Start entry)					0.25	*	0.26	*	0.26	*
Age (months)					0.03	*	0.03	*	0.03	*
Gender (boy = 1)					-0.55	*	-0.56	*	-0.55	*
Child’s Race/Ethnicity										
White, non-Hispanic (referent)										
African-American, non-Hispanic					0.19	*	0.20	*	0.21	
Hispanic/Latino					0.11		0.11		0.07	
Other, non-Hispanic					0.16		0.14		0.13	
Household language (non-English = 1)					0.34	*	0.34	*	0.31	*
Poverty Status at Head Start Entry										
Less than 50% threshold (referent)										
50 – 100% threshold					0.00		0.00		0.01	
101 – 130% threshold					-0.14		-0.13		-0.12	
Over 130% threshold					0.03		0.03		0.05	
Single parent household (single parent = 1)					-0.23	*	-0.20	*	-0.16	*
Maternal Education at Head Start Entry										
Less than high school (referent)										
High school/GED					-0.04		-0.05		-0.05	
Some college or higher					-0.06		-0.08		-0.10	
Maternal depression at Head Start entry (depressed = 1)					-0.08		-0.11		-0.13	
Parent involvement					0.01		0.02		0.03	
Head Start Characteristics										
Head Start teacher has Bachelor’s degree or higher							-0.04		-0.04	
Head Start full-day program							-0.06		-0.04	
Exposure to Head Start (One year = 1)							-0.06		-0.10	
Kindergarten Characteristics										
Teacher education (graduate degree = 1)									0.07	
Program type (full-day = 1)									-0.13	
Percent of kindergarten class with limited English proficiency									0.02	
Percent of kindergarten class eligible to receive free- or reduced-price lunch									0.04	*
R ²	0.02		0.02		0.19		0.19		0.20	
N	1336		1336		914		910		835	

Table H.6. (continued)

Source: Fall 2009, Spring 2011, or Spring 2012 FACES Direct Child Assessment; Fall 2009 and Spring 2010 or Spring 2011 FACES Parent Interview; Fall 2009 and Spring 2010 or Spring 2011 FACES Head Start Teacher Interview; Spring 2010 or Spring 2011 FACES Classroom Observation; Spring 2011 or Spring 2012 FACES Kindergarten Teacher Questionnaire.

The estimates represent effect sizes for the standardized mean difference in the dependent variable between two groups for a binary independent variable, or a one-unit change for a continuous independent variable except for cognitive ability. For that variable, the effect size is for the standardized association between the EOWPVT and the dependent variable (that is, one standard deviation change in the EOWPVT standard score is related to some percentage of a standard deviation change in the dependent variable).

* $p \leq .05$

CLASS = Classroom Assessment Scoring System; ECERS-R = Early Childhood Environment Rating Scale-Revised; EOWPVT = Expressive One-Word Picture Vocabulary Test

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