



Descriptive Data on Head Start Children and Families from FACES 2019: Fall 2019 Data Tables and Study Design

OPRE Report 2021-77
May 2021



ACKNOWLEDGMENTS

The authors would like to express their appreciation to our Project Officers Nina Philipsen Hetzner and Alysia Blandon, to Krystal Bichay-Awadalla, Jacquelyn Gross, Meryl Barofsky, and Laura Hoad, and to other federal staff at OPRE and the Office of Head Start. We thank the Mathematica team, including Andrew Weiss, Sara Skidmore, Sarah Forrestal, Veronica Severn, Bryce Onaran, Amanda Reiter, Alex Hollister, Barbara Lepidus Carlson, Hanzhi Zhou, Cathy Lu, Scilla Albanese, Kathleen Feeney, Maya Reid, Joanna Nevins, Max Rankin, Diletta Mittone, Morgan Woods, Ashley Hong, Rhiannon Jones, Mohsin Raza, Tatiana Santiago, Emily Gardner, Telyse Masaoay, Timothy Luyster, John McCarthy, Dan O'Connor, David Naglee, Sam Lem, Sue Shillaber, Tong Li, Lauren O'Keefe, Judith Stanislaus, Mike Lightner, Kerry Schellenberger, Morgan Kolarich, Kathryn Cronquist, Juha Solberg, John Carsley, Hamza Agha, James Valenzuela, Angela Deng, Ryan McInerney, Ananya Khan, Anne Bloomenthal, Andrew MacTaggart, Cole Garvey, Sally Atkins–Burnett, Tiffany Waits, Cheri Vogel, Allison Pinckney, Jim Cameron, Molly Cameron, Cindy George, and Sharon Clark, as well as Joan Gutierrez, Nydia Ramos, Laurel Benoit, Tyler Rupp, Evelyn Schlinski, Season Bedell, and Meghan Clough at the Survey Operations Center and all of the Mathematica field and telephone staff who collected the data. We are also grateful for the contributions of our partners at Juárez and Associates and the Educational Testing Service. Most of all, we offer our gratitude to the staff, families, and children of the 59 FACES 2019 programs across the country, who once again opened their doors and shared their time with us.

Descriptive Data on Head Start Children and Families from FACES 2019: Fall 2019 Data Tables and Study Design

OPRE Report 2021-77

May 2021

Ashley Kopack Klein, Nikki Aikens, Ann Li, Sara Bernstein, Natalie Reid, Myley Dang, Elizabeth Blesson, Sharikah Rakibullah, Myah Scott, Judy Cannon, Jeff Harrington, Addison Larson, Lizabeth Malone, and Louisa Tarullo, Mathematica

Submitted to:
Nina Philipsen Hetzner and Alysia Blandon, Project Officers
Office of Planning, Research, and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services

Contract Number: HHSP233201500035I/HHSP23337024T
Mathematica Reference Number: 50515.02.600.6A2.000

Project Director: Lizabeth Malone
Mathematica
1100 1st Street, NE, 12th Floor
Washington, DC 20002-4221

This report is in the public domain. Permission to reproduce is not necessary. Suggested citation: Kopack Klein, Ashley, Nikki Aikens, Ann Li, Sara Bernstein, Natalie Reid, Myley Dang, Elizabeth Blesson, Sharika Rakibullah, Myah Scott, Judy Cannon, Jeff Harrington, Addison Larson, Lizabeth Malone, and Louisa Tarullo (2021). *Descriptive Data on Head Start Children and Families from FACES 2019: Fall 2019 Data Tables and Study Design*, OPRE Report 2021-77, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Disclaimer

The views expressed in this publication do not necessarily reflect the views or policies of the Office of Planning, Research, and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

This report and other reports sponsored by the Office of Planning, Research, and Evaluation are available at www.acf.hhs.gov/opre.



[Sign-up for the OPRE Newsletter](#)

 Follow OPRE on Twitter [@OPRE_ACF](https://twitter.com/OPRE_ACF)  Like OPRE on Facebook facebook.com/OPRE.ACF  Follow OPRE on Instagram [@opre_acf](https://www.instagram.com/opre_acf)  Follow OPRE on LinkedIn linkedin.com/company/opreacf



This page has been left blank for double-sided copying.

OVERVIEW

Head Start is a national program that helps young children from families with low income get ready to succeed in school. It does this by working to promote their early learning and health and their families' well-being. Head Start connects families with medical, dental, and mental health services to be sure that children are receiving the services they need to develop well. Head Start also tries to involve parents in their children's learning and development, and to help parents make progress on their own goals, such as housing stability, continuing education, and financial security (Administration for Children and Families 2020). Head Start operates by providing grants to local public and private nonprofit and for profit agencies. The agencies in turn deliver comprehensive child development services to economically disadvantaged children and families.

Introduction

The Head Start Family and Child Experiences Survey (FACES) is the premier source of national information about Head Start programs and participants. For more than two decades, FACES has been advancing the knowledge base about what matters in providing quality early care and education (ECE). Mathematica and its partners—Educational Testing Service and Juárez and Associates—conducted the study under contract to the Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Data from the study respond to current policy questions and support programs and practitioners working with Head Start families.

This report includes key information on the FACES 2019 study design. The tables in this report describe the children enrolled in Head Start programs in fall 2019 and their family backgrounds and home environments.

Topics

1. Children's characteristics, family backgrounds, and home environments
2. Children's cognitive skills
3. Children's social-emotional skills
4. Children's physical health and disability status

Purpose

The purpose of this report is to (1) provide information about the FACES study, including the background, design, methodology, assessments, and analytic methods; and (2) report detailed descriptive statistics (averages, response ranges, and percentages) and related standard errors (the estimate of the standard deviation of each statistic) in a series of tables on children and their families.

In reporting on the children and families, we use a number of terms that are commonly used in the early childhood field, but might not be familiar to general readers. We define those terms for general readers in a list of [key terms](#). We also include a list of [acronyms](#), formed from the first letters of longer names.

Findings and highlights

For children’s characteristics, family backgrounds, and home environments, the tables show:

- Demographic characteristics (for example, age, race/ethnicity, language(s) spoken in the home, who lives in the household)
- Participation in an Early Head Start program serving infants and toddlers and continuity in the current Head Start setting
- Parents’ reasons for choosing Head Start for child care
- Parents’ education and employment status
- Family economic well-being (how the household is doing financially: for example, household income as a percentage of federal poverty threshold; financial strain; food security; family housing, utility, and medical hardships; and sources of public assistance)
- Parents’ total depressive symptoms (such as feelings of sadness, hopelessness, or restlessness) scores
- Parents’ social supports
- Housing status
- Activities families do with children, how often parents and children read books together, and household bedtime and dinner routines
- Children’s access to health care providers and medical and dental care

For children’s cognitive and social-emotional skills and physical health and disability status, the tables show:

- Reliability of direct assessments (tests conducted with children) that measure children’s language (English and Spanish receptive vocabulary [words a child understands], English expressive vocabulary [words a child can say], conceptual expressive vocabulary [words a child can say in either English or Spanish]), literacy (letter-word knowledge, early writing skills), and math skills
- Language used to conduct direct assessment of children
- Children’s language, literacy, and math skills
- Reliability of items that measure children’s social skills, problem behaviors (such as aggression and hyperactivity), and approaches to learning (such as attention and persistence)
- Children’s executive function (self-regulation skills), social skills, problem behaviors, and approaches to learning
- Teacher reports of children’s disability status and type, and Individualized Education Program (IEP)/Individual Family Service Plan (IFSP) status
- Parent reports of children’s health status
- Children’s height, weight, and body mass index (BMI)

The tables provide this information for all Head Start children. For some characteristics, the tables also provide the information by age, Head Start exposure (those who newly entered Head Start versus those returning for a second year), income as a percentage of federal poverty threshold, parents' employment status, or language in which the direct assessment was conducted.

Methods

The FACES sample provides information at the national level about Head Start programs, centers, classrooms, and the children and families they serve. We selected a sample of Head Start programs from the 2017–2018 Head Start Program Information Report.¹ The sample included two centers per program and two classrooms per center. Within each classroom, we randomly selected 12 children for the study.

In total, 59 programs, 115 centers, 221 classrooms, and 2,260 children participated in the study in fall 2019. The tables provide information from parent surveys, Teacher Child Reports (TCRs), and direct assessments. We weight the data to represent **all** Head Start children in fall of the program year (and not just the ones from whom we collected data).

Glossary

FACES: Head Start Family and Child Experiences Survey

Head Start exposure: Length of time in the program, specifically whether children are newly entering Head Start for the first time or returning for a second year.

Head Start Program Information Report (PIR). The PIR provides data on the services, staff, children, and families served by Head Start programs. All grantees and delegates must submit a PIR annually.

¹ The PIR provides data on the services, staff, children, and families served by Head Start programs across the country. All grantees and delegates must submit a PIR annually for Head Start programs.

This page has been left blank for double-sided copying.

CONTENTS

INTRODUCTION.....	1
OVERVIEW OF SAMPLE AND DATA COLLECTION METHODS.....	5
OVERVIEW OF COMPOSITES, ASSESSMENTS, AND RATINGS.....	7
Children’s characteristics, family background, and the home environment	7
Children’s cognitive skills.....	10
Children’s social-emotional skills	13
Children’s physical health and disability status	14
OVERVIEW OF POPULATION ESTIMATES	15
Population estimates	15
Children’s cognitive skills scores, social-emotional skill scores, and physical health and disability status	16
KEY TERMS	19
LIST OF ACRONYMS.....	23
REFERENCES.....	25
SECTION A CHILDREN'S CHARACTERISTICS, FAMILY BACKGROUND, AND HOME ENVIRONMENT	29
SECTION B CHILDREN'S COGNITIVE SKILLS	75
SECTION C CHILDREN'S SOCIAL-EMOTIONAL SKILLS.....	95
SECTION D CHILDREN'S PHYSICAL HEALTH AND DISABILITY STATUS	105
SECTION AA STANDARD ERRORS FOR CHILDREN'S CHARACTERISTICS, FAMILY BACKGROUND, AND HOME ENVIRONMENT.....	117
SECTION BB STANDARD ERRORS FOR CHILDREN'S COGNITIVE SKILLS	163
SECTION CC STANDARD ERRORS FOR CHILDREN'S SOCIAL-EMOTIONAL SKILLS	181
SECTION DD STANDARD ERRORS FOR CHILDREN'S PHYSICAL HEALTH AND DISABILITY STATUS.....	189
FACES 2019 COPYRIGHT PERMISSIONS.....	201

This page has been left blank for double-sided copying.

FIGURES

1	Logic model for Head Start	3
2	FACES language paths and assessments and number of children assessed	12

TABLES

CHILDREN'S CHARACTERISTICS, FAMILY BACKGROUND, AND HOME ENVIRONMENT

A.1	Children's demographic characteristics	31
A.2	Children's demographic characteristics, by Head Start exposure	32
A.3	Demographic characteristics of newly entering children in Head Start, by age.....	33
A.4	Whether children participated in Early Head Start and continued in the same center for Head Start.....	34
A.5	Whether children participated in Early Head Start and continued in the same center for Head Start, by Head Start exposure.....	35
A.6	Parents' reasons for choosing Head Start for child care	36
A.7	Parents' reasons for choosing Head Start for child care, by Head Start exposure.....	37
A.8	Languages spoken in the home and language always or usually spoken to the child in the home	38
A.9	Who is living in child's household	39
A.10	Highest level of education mothers and fathers completed, for children who live with at least one parent	40
A.11	Mothers' and fathers' employment status, for children who live with at least one parent	41
A.12	All potential sources of income supporting the household as a percentage of the federal poverty threshold.....	42
A.13	All potential sources of income supporting the household in the past 12 months	43
A.14	Parents' total depressive symptoms scores.....	44
A.15	Types and number of social supports available to parents.....	45
A.16	Types and number of household financial strains experienced in the past 12 months.....	46
A.17	Types and number of household financial strains experienced in the past 12 months, by household income as a percentage of federal poverty threshold	47
A.18	Types and number of household financial strains experienced in the past 12 months, by parent employment status	48
A.19	Household ability to pay for food or meals in the past 12 months	49

A.20	Household ability to pay for food or meals in the past 12 months, by income as a percentage of federal poverty threshold	50
A.21	Household ability to pay for food or meals in the past 12 months, by parent employment status	52
A.22	Family housing, utility, and medical hardships families experienced in the past 12 months	54
A.23	Family housing, utility, and medical hardships families experienced in the past 12 months, by income as a percentage of federal poverty threshold	55
A.24	Family housing, utility, and medical hardships families experienced in the past 12 months, by parent employment status	57
A.25	Whether parents own or rent home, live in public or subsidized housing, or have some other living situation	59
A.26	Whether parents own or rent home, live in public or subsidized housing, or have some other living situation, by income as a percentage of federal poverty threshold	60
A.27	Whether parents own or rent home, live in public or subsidized housing, or have some other living situation, by parent employment status	61
A.28	Public assistance received by household in the past six months	62
A.29	Public assistance received by household in the past six months, by income as a percentage of federal poverty threshold	63
A.30	Public assistance received by household in the past six months, by parent employment status	64
A.31	Number of times a family member read to the child in the past week	65
A.32	Number of times a family member read to the child in the past week, by Head Start exposure	66
A.33	Types and number of activities that family members did with the child in the past week	67
A.34	Types and number of activities that family members did with the child in the past week, by Head Start exposure	69
A.35	Family bedtime and dinner routines	71
A.36	Family bedtime and dinner routines, by Head Start exposure	72
A.37	Children's access to health care providers and medical and dental care	73
A.38	Children's access to health care providers and medical and dental care, by Head Start exposure	74

CHILDREN'S COGNITIVE SKILLS

B.1	Reliability of the English and Spanish assessments by language of direct assessment	77
B.2	Language of direct assessment	78

B.3	Language of direct assessment, by Head Start exposure	79
B.4	English receptive vocabulary skills for all children and by language of direct assessment, age, and Head Start exposure	80
B.5	English expressive vocabulary skills for all children assessed in English or assessed in English with the shortened assessment and by language of direct assessment, age, and Head Start exposure	81
B.6	Spanish receptive vocabulary skills for children primarily assessed in English or primarily assessed in Spanish and by language of direct assessment, age, and Head Start exposure	82
B.7	Conceptual expressive vocabulary skills for children primarily assessed in English or primarily assessed in Spanish and by language of direct assessment, age, and Head Start exposure	83
B.8	Literacy skills for children assessed in English or primarily assessed in English, by language of direct assessment	84
B.9	Literacy skills for children assessed in English or primarily assessed in English, by age	85
B.10	Literacy skills for children assessed in English or primarily assessed in English, by Head Start exposure	86
B.11	Math skills for children assessed in English or primarily assessed in English, by language of direct assessment	87
B.12	Math skills for children assessed in English or primarily assessed in English, by age	89
B.13	Math skills for children assessed in English or primarily assessed in English, by Head Start exposure	90
B.14	Spanish literacy and math skills for children primarily assessed in Spanish	91
B.15	Spanish literacy and math skills for children primarily assessed in Spanish, by age	92
B.16	Spanish literacy and math skills for children primarily assessed in Spanish, by Head Start exposure	93

CHILDREN'S SOCIAL-EMOTIONAL SKILLS

C.1	Reliability of reports of children's social skills, problem behaviors, and approaches to learning scores	97
C.2	Children's executive function scores	98
C.3	Children's executive function scores, by age	99
C.4	Children's executive function scores, by Head Start exposure	100
C.5	Children's social skills, problem behaviors, and approaches to learning scores	101
C.6	Children's social skills, problem behaviors, and approaches to learning scores, by age	102

C.7	Children's social skills, problem behaviors, and approaches to learning scores, by Head Start exposure	103
-----	--	-----

CHILDREN'S PHYSICAL HEALTH AND DISABILITY STATUS

D.1	Teacher report of children's disability, delay, health impairment, and IEP or IFSP status.....	107
D.2	Teacher report of children's disability, delay, health impairment, and IEP or IFSP status, by age	108
D.3	Teacher report of children's disability, delay, health impairment, and IEP or IFSP status, by Head Start exposure.....	109
D.4	Parent report of child health status	110
D.5	Parent report of child health status, by age	111
D.6	Parent report of child health status, by Head Start exposure	112
D.7	Children's body mass index, height, and weight.....	113
D.8	Children's body mass index, height, and weight, by age	114
D.9	Children's body mass index, height, and weight, by Head Start exposure.....	115

STANDARD ERRORS FOR CHILDREN'S CHARACTERISTICS, FAMILY BACKGROUND, AND HOME ENVIRONMENT

AA.1	Standard errors for children's demographic characteristics.....	119
AA.2	Standard errors for children's demographic characteristics, by Head Start exposure	120
AA.3	Standard errors for demographic characteristics of newly entering children in Head Start, by age	121
AA.4	Standard errors for whether children participated in Early Head Start and continued in the same center for Head Start	122
AA.5	Standard errors for whether children participated in Early Head Start and continued in the same center for Head Start, by Head Start exposure	123
AA.6	Standard errors for parents' reasons for choosing Head Start for child care	124
AA.7	Standard errors for parents' reasons for choosing Head Start for child care, by Head Start exposure	125
AA.8	Standard errors for languages spoken in the home and language always or usually spoken to the child in the home	126
AA.9	Standard errors for who is living in child's household.....	127
AA.10	Standard errors for highest level of education mothers and fathers completed, for children who live with at least one parent	128
AA.11	Standard errors for mothers' and fathers' employment status, for children who live with at least one parent	129

AA.12	Standard errors for all potential sources of income supporting the household as a percentage of the federal poverty threshold	130
AA.13	Standard errors for all potential sources of income supporting the household in the past 12 months.....	131
AA.14	Standard errors for parents' total depressive symptoms scores	132
AA.15	Standard errors for types and number of social supports available to parents	133
AA.16	Standard errors for types and number of household financial strains experienced in the past 12 months.....	134
AA.17	Standard errors for types and number of household financial strains experienced in the past 12 months, by household income as a percentage of federal poverty threshold	135
AA.18	Standard errors for types and number of household financial strains experienced in the past 12 months, by parent employment status	136
AA.19	Standard errors for household ability to pay for food or meals in the past 12 months.....	137
AA.20	Standard errors for household ability to pay for food or meals in the past 12 months, by income as a percentage of federal poverty threshold	138
AA.21	Standard errors for household ability to pay for food or meals in the past 12 months, by parent employment status	140
AA.22	Standard errors for family housing, utility, and medical hardships families experienced in the past 12 months	142
AA.23	Standard errors for family housing, utility, and medical hardships families experienced in the past 12 months, by income as a percentage of federal poverty threshold	143
AA.24	Standard errors for family housing, utility, and medical hardships families experienced in the past 12 months, by parent employment status	145
AA.25	Standard errors for whether parents own or rent home, live in public or subsidized housing, or have some other living situation.....	147
AA.26	Standard errors for whether parents own or rent home, live in public or subsidized housing, or have some other living situation, by income as a percentage of federal poverty threshold	148
AA.27	Standard errors for whether parents own or rent home, live in public or subsidized housing, or have some other living situation, by parent employment status.....	149
AA.28	Standard errors for public assistance received by household in the past six months.....	150
AA.29	Standard errors for public assistance received by household in the past six months, by income as a percentage of federal poverty threshold	151
AA.30	Standard errors for public assistance received by household in the past six months, by parent employment status	152

AA.31	Standard errors for number of times a family member read to the child in the past week	153
AA.32	Standard errors for number of times a family member read to the child in the past week, by Head Start exposure	154
AA.33	Standard errors for types and number of activities that family members did with the child in the past week	155
AA.34	Standard errors for types and number of activities that family members did with the child in the past week, by Head Start exposure	157
AA.35	Standard errors for family bedtime and dinner routines	159
AA.36	Standard errors for family bedtime and dinner routines, by Head Start exposure	160
AA.37	Standard errors for children's access to health care providers and medical and dental care	161
AA.38	Standard errors for children's access to health care providers and medical and dental care, by Head Start exposure	162

STANDARD ERRORS FOR CHILDREN'S COGNITIVE SKILLS

BB.2	Standard errors for language of direct assessment	165
BB.3	Standard errors for language of direct assessment, by Head Start exposure	166
BB.4	Standard errors for English receptive vocabulary skills for all children and by language of direct assessment, age, and Head Start exposure	167
BB.5	Standard errors for English expressive vocabulary skills for all children assessed in English or assessed in English with the shortened assessment and by language of direct assessment, age, and Head Start exposure	168
BB.6	Standard errors for Spanish receptive vocabulary skills for children primarily assessed in English or primarily assessed in Spanish and by language of direct assessment, age, and Head Start exposure	169
BB.7	Standard errors for conceptual expressive vocabulary skills for children primarily assessed in English or primarily assessed in Spanish and by language of direct assessment, age, and Head Start exposure	170
BB.8	Standard errors for literacy skills for children assessed in English or primarily assessed in English, by language of direct assessment	171
BB.9	Standard errors for literacy skills for children assessed in English or primarily assessed in English, by age	172
BB.10	Standard errors for literacy skills for children assessed in English or primarily assessed in English, by Head Start exposure	173
BB.11	Standard errors for math skills for children assessed in English or primarily assessed in English, by language of direct assessment	174
BB.12	Standard errors for math skills for children assessed in English or primarily assessed in English, by age	175

BB.13	Standard errors for math skills for children assessed in English or primarily assessed in English, by Head Start exposure	176
BB.14	Standard errors for Spanish literacy and math skills for children primarily assessed in Spanish	177
BB.15	Standard errors for Spanish literacy and math skills for children primarily assessed in Spanish, by age	178
BB.16	Standard errors for Spanish literacy and math skills for children primarily assessed in Spanish, by Head Start exposure	179

STANDARD ERRORS FOR CHILDREN'S SOCIAL-EMOTIONAL SKILLS

CC.2	Standard errors for children's executive function scores	183
CC.3	Standard errors for children's executive function scores, by age	184
CC.4	Standard errors for children's executive function scores, by Head Start exposure	185
CC.5	Standard errors for children's social skills, problem behaviors, and approaches to learning scores	186
CC.6	Standard errors for children's social skills, problem behaviors, and approaches to learning scores, by age	187
CC.7	Standard errors for children's social skills, problem behaviors, and approaches to learning scores, by Head Start exposure	188

STANDARD ERRORS FOR CHILDREN'S PHYSICAL HEALTH AND DISABILITY STATUS

DD.1	Standard errors for teacher report of children's disability, delay, health impairment, and IEP or IFSP status	191
DD.2	Standard errors for teacher report of children's disability, delay, health impairment, and IEP or IFSP status, by age	192
DD.3	Standard errors for teacher report of children's disability, delay, health impairment, and IEP or IFSP status, by Head Start exposure	193
DD.4	Standard errors for parent report of child health status	194
DD.5	Standard errors for parent report of child health status, by age	195
DD.6	Standard errors for parent report of child health status, by Head Start exposure	196
DD.7	Standard errors for children's body mass index, height, and weight	197
DD.8	Standard errors for children's body mass index, height, and weight, by age	198
DD.9	Children's body mass index, height, and weight, by Head Start exposure	199

This page has been left blank for double-sided copying.

INTRODUCTION

Head Start is a national program that helps young children from families with low income get ready to succeed in school. It does this by working to promote their early learning and health and their families' well-being. Head Start connects families with medical, dental, and mental health services to be sure that children are receiving the services they need to develop well. Head Start also tries to involve parents in their children's learning and development, and to help parents make progress on their own goals, such as housing stability, continuing education, and financial security (Administration for Children and Families 2020). Head Start operates by providing grants to local public and private nonprofit and for profit agencies. The agencies in turn deliver comprehensive child development services to economically disadvantaged children and families.

The Head Start Family and Child Experiences Survey (FACES) is the premier source of national information about Head Start programs and participants. For more than two decades, it has been adding to the knowledge base about the things that matter most in providing quality early care and education (ECE). FACES began in 1997 as a study of Head Start performance. A series of nationally representative samples of Head Start children and their families, classrooms, and programs describe the population Head Start serves; staff qualifications, credentials, and opinions; Head Start classroom practices and qualities; and the outcomes of children and families. It includes assessments of children that measure children's cognitive skills, social-emotional skills, and physical health and disability status; observations of classroom quality; and surveys of children's parents, teachers, and program managers. The study is designed to help policymakers address current policy questions and to support programs and practitioners working with Head Start families.

In 2017, the Office of Planning, Research, and Evaluation in the Administration for Children and Families, U.S. Department of Health and Human Services, contracted with Mathematica and its partners—Educational Testing Service and Juárez and Associates—to design and conduct FACES 2019. FACES 2019 uses a variety of data collection activities to capture key characteristics and indicators related to programs, classrooms, families, and children.

In the following tables, we present findings on children and families from fall 2019. The first set of tables includes children's characteristics, family background, and home environment ([Section A](#)). Some tables also report this information by children's age, Head Start exposure (those who newly entered Head Start versus those returning for a second year),² family economic status (percentage of federal poverty threshold), and/or parent employment status. We examine these characteristics of children, families, and homes to understand the population of children who are in Head Start and how their experiences in Head Start might fit into the larger context in which they are developing. The influence that early care and education experiences have on young children often depends on children's prior experiences and their family and home characteristics (Bryk and Schneider 2003; Burchinal et al. 2002; Fantuzzo and McWayne 2002; Lopez et al. 1999; Yoshikawa et al. 2013). Additionally, parental employment and economic status are associated with children's access to resources, the quality of the home environment, and

² Children's status as newly entering versus returning refers only to their participation in preschool Head Start, regardless of whether they were enrolled in Early Head Start.

children's development (Duncan et al. 2011; Yeung et al. 2002). Head Start programs may use this information to shape services to meet the needs of the children and families they serve.

In the next three sets of tables, we provide information on children's cognitive skills ([Section B](#)), social-emotional skills ([Section C](#)), and their physical health and disability status ([Section D](#)). We provide information for all children, and show results by children's age and Head Start exposure (those who are newly entering Head Start versus those returning for a second year). Differences in children's skills by their background characteristics (age, Head Start exposure) could have implications for classroom practice. In the tables on children's cognitive skills ([Section B](#)), we also report data based on the language in which the direct assessment was conducted.

In addition, there are standard error tables in Sections [AA](#) (children's characteristics, family background, and home environments), [BB](#) (children's cognitive skills), [CC](#) (children's social-emotional skills), and [DD](#) (children's physical health and disability status). In the standard error tables, we show the estimate of the standard deviation of each reported mean (average) or percentage. The standard error tables can be used to determine the stability of the estimates. Readers can also use the standard errors with the means (averages) and percentages presented in the tables to see whether differences between subgroup estimates are statistically significant and are unlikely to differ due to chance. See the population estimates section below for more details.

In this report, we use a number of specialized terms that are commonly used in the early childhood field, but might not be familiar to general readers. We define those terms for general readers in a list of [key terms](#). We also include a list of [acronyms](#), formed from the first letters of longer names.

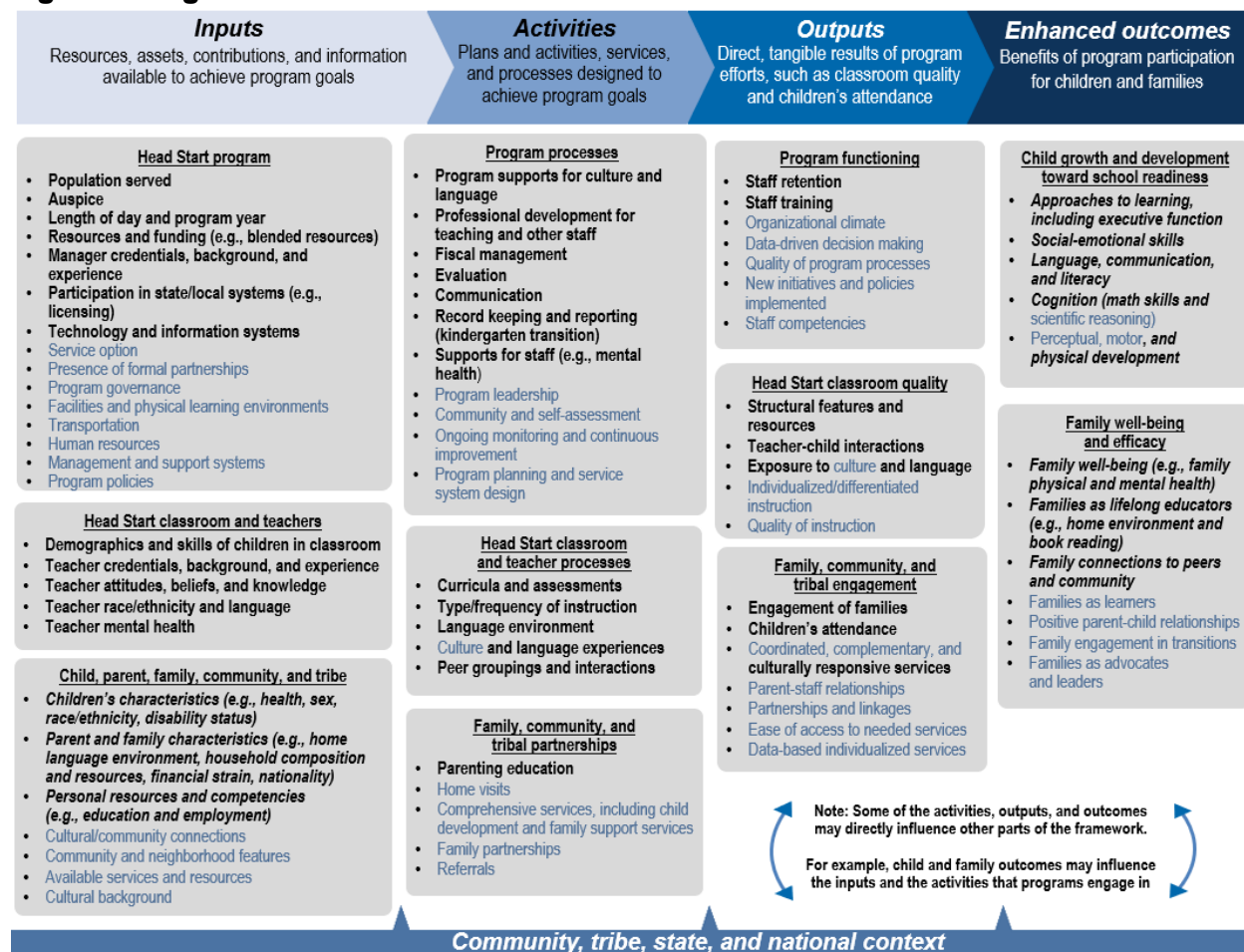
Logic model

The Head Start logic model in Figure 1 shows the key parts of Head Start and the outcomes Head Start is designed to achieve. The logic model shows the expected pathways from inputs, which are the resources that a program has, to the ultimate goal of achieving better outcomes for children and families. The underlying assumptions are:

- **Program inputs** (for example, resources and funding, or staff characteristics) are linked with the **activities** provided by Head Start (for example, staff support, curricula, and assessments). Those activities in turn produce key **outputs** (for example, quality of instruction and children's attendance) that ultimately lead to child and family development and well-being **outcomes**.
- The model is not one-directional. Some activities, outputs, and outcomes may directly influence other parts of the model. For example, child and family well-being may influence the activities conducted by programs, because programs design activities to meet families' needs.
- A broader context influences all inputs, activities, outputs, and outcomes. For example, federal, state, or local policies influence the inputs available to Head Start programs and families.

In Figure 1, we show in bold black italics the data reported in the fall 2019 data tables.

Figure 1. Logic model for Head Start



Note: The logic model is a more comprehensive view of Head Start that goes beyond what the FACES studies can measure. The items shown in the bullets in bold black font are measured in FACES 2019. The items shown in the bullets in regular blue font are not measured. The items shown in the bullets in bold italics are reported in the fall 2019 data tables.

This page has been left blank for double-sided copying.

OVERVIEW OF SAMPLE AND DATA COLLECTION METHODS

We selected a sample of Head Start programs from the 2017–2018 Head Start Program Information Report (PIR). The sample included two centers per program and two classrooms per center.³ Within each classroom, we randomly selected 12 children for the study. In total, 59 programs, 115 centers, and 221 classrooms participated in the study, and 2,260 children had their parents' consent to participate in the study in fall 2019.⁴

We collected data over a four-month period (September–December 2019). FACES 2019 assessors conducted an untimed, one-on-one assessment that directly measured each child's cognitive skills (language, literacy, and math), height and weight, and executive function (self-regulation). At the end of the direct assessment, assessors rated the children's behavior during the assessment. Assessors assessed 2,105 children (93 percent of consented children) at their Head Start centers; 1,703 children's parents completed surveys by telephone or on the web (75 percent of consented children's parents),⁵ and teachers completed ratings for 2,090 children by using either a web-based or paper survey (92 percent of consented children).^{6, 7}

We use data from the direct assessments to report on children's cognitive skills, height and weight, and executive function in fall of the Head Start year. Teacher ratings provide information about children's social-emotional skills and developmental conditions and needs. Assessors' ratings are another source of information about children's social-emotional skills. We also use parent survey data to describe children's health and other characteristics, and families' backgrounds.

³ The PIR provides data on the services, staff, children, and families served by Head Start programs across the country. All grantees and delegates must submit a PIR annually for Head Start programs.

⁴ In fall 2019, 59 of 75 sampled eligible programs agreed to participate in FACES 2019. The number of centers and classrooms varied according to program structure: for example, a program might have only one center or only one classroom in a center. All but one (115) of 116 sampled eligible centers and all sampled classrooms participated in fall 2019.

⁵ Forty-three percent of parents completed the survey on the web, and 57 percent completed it on the telephone. The parent survey was available in English or Spanish. Eighty-three percent of parents completed the survey in English, and 17 percent of parents completed the survey in Spanish.

⁶ Teachers completed 60 percent of TCRs on the web and 40 percent on paper. TCRs were available only in English.

⁷ These rates are all unweighted marginal response rates and do not account for earlier stages of sampling and participation. By definition, the cumulative weighted response rates are lower. They account for the sampling weight and response rate for earlier stages of the sample (such as program, center, and classroom response rates), and fall 2019 child sampling and consent rates. The corresponding cumulative response rates associated with completing the direct assessments, parent surveys, and TCRs are 68, 55, and 68 percent, respectively.

This page has been left blank for double-sided copying.

OVERVIEW OF COMPOSITES, ASSESSMENTS, AND RATINGS

In this section, we discuss how we measured (1) children’s demographic characteristics, family background, and the home environment and (2) children’s cognitive skills, social-emotional skills, and physical health and disability status. We give details about composites, where we use more than one survey or measurement item to arrive at one construct. An example of a composite is *who is living in child’s household*. This composite is constructed from two items: the people living in the house, and the relationship of each member of the household to the child. Together, these two items make up the composite that indicates who is living in the child’s household. Where relevant, we include information on norming samples for certain assessments, and how we administered the items and assessments and their limitations.

Children’s characteristics, family background, and the home environment

Parents reported on characteristics of their households (such as languages spoken in the home), the household members (including their relationship to the child in the sample), their own symptoms of depression (if any), their social supports, and their ratings of their children’s health status, among other subjects.

We created composites to describe child and family characteristics and define subgroups. We define these composites below.

Head Start exposure identifies the percentage of children who are newly entering Head Start versus those returning for a second year. Information comes from Head Start programs (the child’s date of birth and the date the child first enrolled in any Head Start program). In addition to providing tables that break out the data by Head Start exposure, we report some tables for newly entering children by age. Only 12 percent of the children in the sample were returning children, so we do not report information on them separately by age; most returning children (74 percent) were age 4 or older.

Child race/ethnicity is constructed from two questions asking parents whether the child belongs to one or more race categories and whether or not the child is Spanish, Hispanic, or Latino. If the parent indicated that the child’s ethnicity was Spanish, Hispanic, or Latino, then we categorized the child as (1) Hispanic/Latino/a. If the parent indicated that the child was not Spanish, Hispanic, or Latino, then we used the one or more race categories they selected to categorize them as follows: (2) White, non-Hispanic; (3) Black, non-Hispanic; (4) American Indian or Alaska Native, non-Hispanic; (5) Asian or Pacific Islander, non-Hispanic; (6) Multiracial/biracial, non-Hispanic; and (7) Other, non-Hispanic (not of Spanish, Hispanic, or Latino origin).

Language that is always or usually spoken to the child in the home is constructed from parents’ report of the language they always or usually use with the child at home. If parents reported speaking only one language in the home, we considered that to be the one they always spoke to the child. If they reported using more than one language in the home, we asked about and used the language that is usually spoken to the child. Categories include English, Spanish, and Other (non-Spanish) language.

Who is living in child's household is constructed from parents' reports of the people who live in the household, with each adult household member's relationship to the child. Categories are: child living with biological or adoptive mother and biological or adoptive father; living with biological or adoptive mother only; living with biological or adoptive father only; and living with neither the biological or adoptive mother nor the biological or adoptive father. These categories focus on biological or adoptive parents and do not include other adults, such as parents' romantic partners, stepparents, foster parents, or grandparents. Thus, for example, the "mother only" category indicates that the biological or adoptive mother is the only biological or adoptive parent in the household; it does not necessarily mean the mother is the only adult in the household.

We show *parent marital status* for children who live with their biological or adoptive mother and biological or adoptive father. Marital status categories include married, registered domestic partnership or civil union, unmarried, and other.⁸

Highest level of education that mothers and fathers completed is constructed from parents' report of who lives in the household and their highest level of education. Categories include less than high school diploma, high school diploma or GED, some college/vocational/technical/Associate degree, and bachelor's degree or higher.

Employment status is constructed from parents' reports of who lives in the household and their current employment status. We only ask for the employment status of parents who live with the child. Categories include working full time, working part time, looking for work, not in the labor force, missing mother/father status, and no mother/father in household. We created a category showing the overall employment status for mothers and fathers across the individual employment status categories.

All potential sources of income supporting the household as a *percentage of federal poverty threshold* uses 2018 thresholds set by the U.S. Census Bureau, determined by annual household income relative to the number of family members. In 2018, for example, 100 percent of the federal poverty threshold for a family of four was \$25,701. We report household income, so readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Household income in FACES includes all contributions from members of the household, public assistance programs, and other sources of income such as rental income, interest, and dividends. We also report *annual household income*, which includes all potential sources of income supporting the household in the past 12 months.⁹

Parents' depressive symptoms are from the short form of the Center for Epidemiological Studies Depression (CES-D) Scale (Ross et al. 1983). Parents reported how often each item in a list of 12 statements applied to them in the past week using a 4-point scale: rarely or never (1), some or

⁸ Marital status focuses on biological or adoptive parents in the household and does not include other adults, such as parents' romantic partners, stepparents, foster parents, or grandparents. Other types of marital status include divorced, separated, and widowed parents.

⁹ When household income could not be constructed because of out-of-range or missing values, we imputed the continuous income variable. Imputation is a statistical procedure that allows us to use non-missing data to estimate what the missing value is likely to be.

a little (2), occasionally or moderately (3), and most or all of the time (4). Responses of rarely or never are recoded as 0; some or a little are recoded as 1; occasionally or moderately are recoded as 2; and most or all of the time are recoded as 3. We sum the recoded numbers for a possible range of 0 to 36. Total depressive symptoms scores are categorized as no to few depressive symptoms (0 to 4), mild depressive symptoms (5 to 9), moderate depressive symptoms (10 to 14), and severe depressive symptoms (15 and above). The CES-D is a screening tool, not a diagnostic tool, but scores have been correlated with clinical diagnosis (Radloff 1977).

Financial strain is constructed from four items that measured parents' sense that they had enough money to afford the kind of home, clothing, food, and medical care they need (Conger et al. 1993; Raver et al. 2013). We categorized a family as "reported a financial strain" if the parent disagreed or strongly disagreed with the statement that they had enough money to afford any of the four items (home, clothing, food, or medical care). Possible answers were "strongly disagree," "disagree," "neutral," "agree," or "strongly agree." We also created an index reflecting the total number (count) and mean number of financial strains experienced by a Head Start family. The index is similar to other scoring practices for the same items (Raver et al. 2013).

To measure *household food security*, we asked parents how well each of six statements described them, for example, "I/we could not afford to eat balanced meals." The items come from the U.S. Department of Agriculture (USDA) *Guide to Measuring Household Food Security, Revised 2000* (Bickel et al. 2000) and the USDA's 2006 updates to the guide. The possible categories of food security are high, marginal, low, and very low:

- *Food secure* means that households are in the high or marginal categories. Food-secure households report no or minimal food access problems or related limitations.
- *Low food security* means that households are in the low category. They report that they do not have food of the quality, variety, or type they want, but it does not affect the quantity of food they eat.
- *Very low food security* means that households are in the very low category. They report that their eating patterns have been disrupted several times, with a decrease in their food intake.

To measure *housing, utility, and medical hardships, or not being able to meet these needs due to financial constraints*, we asked parents to answer yes or no on seven items that measure whether anyone in the family experienced a housing, utility, or medical hardship in the past 12 months. (Six items were adapted from the Health Profession Opportunity Grants [HPOG] Impact Study (Peck et al. 2019) based on the Survey of Income and Program Participation [SIPP] Adult Well-Being topical module [U.S. Bureau of the Census 2011], and on one parallel, newly developed item). We calculated the total number of hardships by summing parents' responses to the 7 items. We also categorized families' reports of hardships as follows:

- *Housing insecurity* if the parent said "yes" to either of the two items measuring (1) if they did not pay their rent or mortgage or (2) if they were evicted from their home for not paying their rent or mortgage;
- *Lack of basic utilities* if the parent said "yes" to any of the three items measuring if (1) they went without phone service for any financial reason, (2) had gas or electric service turned

off because payments were not made, or (3) had water to their home turned off because payments were not made; and

- *Unmet medical needs* if the parent said “yes” to either of the two items measuring if someone could not go to (1) the doctor or hospital or (2) the dentist when needed because of a financial reason.

Findings on these topics and composites are reported in [Section A](#).

Children’s cognitive skills

To assess children’s skills and knowledge, FACES 2019 assessors directly administered norm- and criterion-referenced assessments of language, literacy, and math skills. Norm-referenced assessments allow us to compare a group of children’s performance to the performance of other children the same age (the norming group). Criterion-referenced assessments provide information on children’s skills in absolute terms; that is, without taking the performance of other children into account.

The Peabody Picture Vocabulary Test, Fifth Edition (PPVT–5; Dunn 2019) measures children’s English receptive vocabulary knowledge relative to English-speaking children of the same age in the U.S.

The Expressive One-Word Picture Vocabulary Test–4th Edition, both the English and the conceptually scored Spanish-Bilingual Editions (EOWPVT–4 and EOWPVT–4: SBE; Martin and Brownell 2010, 2012a), measure children’s expressive vocabulary.¹⁰ The EOWPVT–4 norms measure children’s expressive vocabulary relative to English-speaking children of the same age nationally. The EOWPVT–4: SBE allows for conceptual scoring (that is, it provides prompts for both English and Spanish and accepts responses in either language, including in various Spanish dialects). It can be administered in English, Spanish, or as a bilingual assessment. FACES administers the EOWPVT–4: SBE as a bilingual assessment and uses conceptual scoring. The EOWPVT–4: SBE norms compare expressive vocabulary skills relative to Spanish-speaking children of the same age nationally.

The Receptive One-Word Picture Vocabulary Test–4: Spanish-Bilingual Edition (ROWPVT–4: SBE; Martin and Brownell 2012b) is a conceptually scored assessment of children’s receptive vocabulary that may be administered in English, Spanish, or as a bilingual assessment. FACES administers the ROWPVT–4: SBE only in Spanish to measure children’s Spanish receptive vocabulary. The ROWPVT–4: SBE provides information on children’s vocabulary relative to Spanish-speaking children of the same age nationally.¹¹

¹⁰ FACES 2019 administers the EOWPVT–4 to children who most often use an English or Other (non-Spanish) language at home; it administers the EOWPVT–4: SBE to children who most often use Spanish at home. For purposes of the direct assessment, the language the child uses most often at home is based on information the parent gives on the consent form.

¹¹ The FACES 2019 standard scores on the ROWPVT–4: SBE estimate children’s Spanish receptive vocabulary. However, the scores probably underestimate children’s total knowledge of receptive vocabulary because children often have some word knowledge in more than one language. Unlike those in the norming standardization, children in the FACES 2019 sample do not have an opportunity to receive prompts in both Spanish and English, if needed.

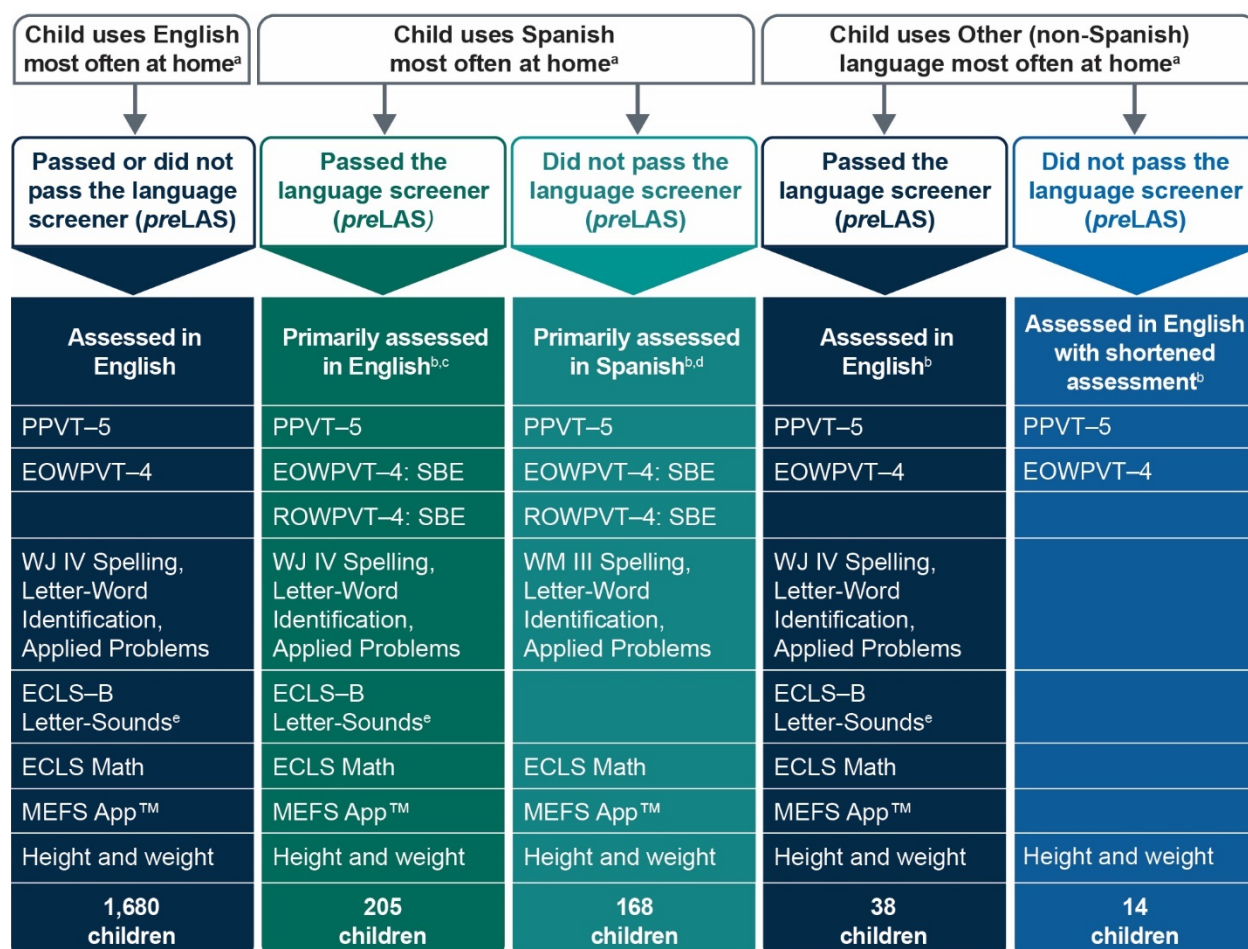
Selected assessments from the Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ IV; Schrank et al. 2014) measure letter knowledge, early math, and early writing in comparison with English-speaking children of the same age in the U.S. Spanish versions that measure letter knowledge, early math, and early writing are from the Bateria III Woodcock-Muñoz Tests of Achievement (WM III; Woodcock et al. 2004). The WM III calibration sample (or the sample used to develop scores that are comparable with the WJ III) is based on children inside the U.S. (including Puerto Rico) and outside the U.S. (including Mexico, Costa Rica, Panama, Argentina, Colombia, and Spain). The Letter-Word Identification (Letter-Word) assessment measures children's knowledge of the alphabet and sight word recognition. The Applied Problems assessment measures math skills in the areas of number concepts and quantities, number relationships and operations, counting, and reasoning and problem solving. Finally, the Spelling assessment measures children's early writing and ability to spell from memory.

FACES also uses a set of math items from the Early Childhood Longitudinal Study–Birth Cohort (ECLS–B; Snow et al. 2007) math assessment to measure a broader set of early math skills than the skills measured by the WJ IV/WM III Applied Problems assessment.

FACES also uses a set of letter-sounds items from the ECLS–B to measure the skills of children who have progressed beyond letter knowledge on the WJ IV Letter-Word Identification assessment but have not yet learned to recognize words by sight. The ECLS–B letter-sounds items are available only in English. FACES administers them only to children who meet a threshold of correct items on the WJ IV Letter-Word Identification assessment.

The direct assessment includes four *language paths*: assessed in English, primarily assessed in English, primarily assessed in Spanish, and assessed in English, shortened assessment (an abbreviated assessment that includes English vocabulary and height and weight measurements). We use data from the parent consent form on the language children use most often at home and children's performance on a language screener to determine their *language path*; that is, the language used to assess them. Figure 2 shows the language paths and assessments based on the language the child most often uses at home and performance on the language screener.¹² It also shows the number of children who completed each language path.

¹² FACES 2014 used the fourth edition of the PPVT (PPVT–4; Dunn and Dunn 2006) and assessments from the third edition of the Woodcock-Johnson Tests of Achievement (WJ III; Woodcock et al. 2001). FACES 2019 uses the PPVT–5 and WJ IV. Therefore, the FACES 2019 PPVT–5 and WJ–IV scores are not comparable to the PPVT–4 and WJ III scores obtained in FACES 2014 because scores are based on updated norms, items, and rules. Given this change in the WJ edition, the ECLS scores are also not comparable because the ECLS scores are based on information from both the WJ IV and ECLS. In addition, although both FACES 2014 and FACES 2019 use the WM III norms associated with the WM III Normative Update (NU), FACES 2019 uses a different stopping rule than that used in FACES 2014. For more information on the comparability of FACES 2019 scores to FACES 2014 scores, see the FACES 2019 User's Manual (Kopack Klein et al. 2021).

Figure 2. FACES language paths and assessments and number of children assessed

^a We used data from the parent consent form to identify the language that the child uses most often at home.

^b Language of direct assessment is based on the language that the child uses most often at home and the child's performance on the language screener. Children who most often use a language other than English at home pass the language screener if they make 12 or fewer errors.

^c All assessments except the EOWPVT-4: SBE and ROWPVT-4: SBE are administered in English. The EOWPVT-4: SBE is administered conceptually, and the ROWPVT-4: SBE is administered in Spanish.

^d After the PPVT-5, all assessments except the EOWPVT-4: SBE are administered in Spanish. The EOWPVT-4: SBE is administered conceptually.

^e This assessment is available only in English. In FACES 2019, the study team administered this assessment only to children who met a certain threshold on the WJ IV Letter-Word Identification assessment.

The direct assessment begins with Simon Says and Art Show from the Preschool Language Assessment Survey 2000 (*preLAS* 2000; Duncan and DeAvila 1998). We used the *preLAS* as a warm-up for children who most often used English at home. For children who most often used a language other than English at home, we used the *preLAS* as a language screener to determine

whether to assess such children in English, primarily in English, primarily in Spanish, or in English, shortened assessment.¹³

Following the *preLAS*, all children receive vocabulary assessments. The language children use most often at home, regardless of their performance on the *preLAS*, determines which vocabulary assessments they receive:

- All children take the PPVT–5 to measure English receptive vocabulary.
- Children who most often use Spanish at home also take the ROWPVT–4: SBE to measure Spanish receptive vocabulary. Thus, children who most often use Spanish at home take the receptive vocabulary assessments in both English (PPVT–5) and Spanish (ROWPVT–4: SBE).
- Children who most often use English or an Other, non-Spanish language at home take the EOWPVT–4 to measure English expressive vocabulary.
- Children who most often use Spanish at home take the EOWPVT–4: SBE to measure conceptual expressive vocabulary.

Following administration of the applicable vocabulary assessments that are based on the language children use most often at home, children take the remaining assessments based on their direct assessment language path.

Findings on these topics and scores are reported in [Section B](#).

Children's social-emotional skills

FACES 2019 used a variety of sources—teacher, assessor, and direct assessment—to get several perspectives on children's positive behavior and challenging behavior that could affect their ability to learn and interact with children of the same age and with adults.

Teachers reported on children's cooperative classroom behavior or social skills (for example, following teacher's directions or complimenting classmates) and on their problem behavior (for example, hits/fights with others) in the classroom by using items taken from the Behavior Problems Index (Peterson and Zill 1986), the Personal Maturity Scale (Entwisle et al. 1997), and the Social Skills Rating Scale (Gresham and Elliott 1990). Teachers also rated children's approaches to learning (children's motivation, attention, organization, persistence, and independence in learning) by using the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 Approaches to Learning Scale (ECLS–K; U.S. Department of Education 2002).

At the end of the one-on-one assessments, assessors used the Leiter International Performance Scale–Third Edition (Leiter–3; Roid et al. 2013) to evaluate the child's behavior in the assessment situation, including approaches to learning and any problem behavior. FACES 2019 used the cognitive/social scale, which includes 27 items in four subscales: (1) attention (ability to focus attention on a task); (2) organization/impulse control (approach to a task in how organized

¹³ Children who most often used English at home were assessed in English regardless of their performance on the *preLAS*.

or impulsive the child is—for example, in selecting answers quickly without considering all of the options); (3) activity level (lack of excessive movements that are not necessary for a task); and (4) sociability (friendliness and appropriateness in interacting with the assessor).¹⁴

Finally, the Minnesota Executive Function Scale App (MEFS AppTM; Carlson and Zelazo 2014) is a standardized assessment of children’s executive function, or self-regulation, skills. Each child completed the MEFS AppTM on a touch-screen tablet as part of the direct assessment. The MEFS AppTM measures children’s ability to remember instructions (working memory), regulate their behavior to sort cards as instructed (inhibitory control), and switch their behavior to sort cards according to new rules when instructions change (cognitive flexibility). The MEFS AppTM is available in English and Spanish.¹⁵

Findings on these topics and scores are reported in [Section C](#).

Children’s physical health and disability status

FACES 2019 measured children’s physical health and disability status in several ways. Teachers reported on aspects of children’s disability status and developmental conditions or concerns. For children with a teacher-reported disability, teachers reported on the type(s) of disability and whether the child had an Individualized Education Program (IEP) or Individual Family Service Plan (IFSP). Parents rated their child’s overall health status. During the direct assessment, we also measured each child’s height and weight for analyses of obesity or underweight status.

Findings on these topics and composites are reported in [Section D](#).

¹⁴ FACES 2014 used the Leiter International Performance Scale–Revised Examiner Ratings (Leiter–R; Roid and Miller 1997). The items and administration for the Leiter–R and Leiter–3 are identical. However, the Leiter–3 was normed by using a sample collected in 2010; as a result, the *standard scores* are not comparable to those obtained in FACES 2014.

¹⁵ The MEFS AppTM was normed in 2019 on a sample of 32,800 typically developing youth (ages 2 through 17.9) in the U.S. (Carlson 2020). The MEFS AppTM developers report evidence of test-retest reliability and convergent validity (Carlson 2020). The FACES 2019 sample is more diverse than the MEFS AppTM developer’s sample in terms of race and ethnicity and income status. Therefore, it is important to understand how the MEFS AppTM performed in the FACES 2019 sample. For other assessments used in FACES 2019, we calculate reliability in terms of internal consistency, or that the assessment items measure the same thing to form a scale. However, internal consistency reliability is not an appropriate metric for the MEFS AppTM. This is because the MEFS AppTM scores account for a child’s accuracy and response time, and response times can be different for individual items, across levels, and by the child’s age. Instead, we examined correlations between MEFS AppTM scores and other assessment scores (PPVT–5, EOWPVT–4, WJ IV Letter-Word Identification, and WJ IV Applied Problems) to understand concurrent validity in the FACES 2019 sample. We controlled for child age, race and ethnicity, sex, language that is always or usually spoken to the child at home, household poverty threshold, and maternal education. The results of the correlations and covariate-adjusted associations support the validity of the MEFS for children who took the assessments in English; see FACES 2019 User’s Manual (Kopack Klein et al. 2021).

OVERVIEW OF POPULATION ESTIMATES

In this section we describe how we calculated the Head Start population estimates (estimates for **all** Head Start children and their families based on the FACES 2019 nationally representative sample) for family characteristics and child cognitive skills, social-emotional skills, and physical health and disability status.

Population estimates

The data on child and family characteristics and children's skills are weighted to represent all Head Start children in the fall of the program year. We use weights because children across the entire sample can have different probabilities of being selected. Additionally, we use weights to adjust for changes in children's eligibility status and the effects of nonresponse. This report applies an analysis weight to include 1,684 children who have a completed parent survey **and** *either* a direct assessment *or* TCR in the fall. Estimates and standard errors included in the data tables are based on weighted data.

These tables also include unweighted sample sizes which, along with standard errors, show the stability of the estimates for the Head Start population.¹⁶ For each table of population estimates, we also provide accompanying standard error tables based on the weighted estimates. Along with the standard errors, readers may compare means (averages) and percentages presented in the tables for different groups to see whether differences between those estimates are statistically significant and do not differ due to chance. Readers can use a Student's *t* test to test for statistical significance at the .05 level, where *t* equals the difference between the estimates divided by the square root of the sum of the estimates' squared standard errors. Standard errors also provide information on the stability of the estimates and how close the estimate in our sample is to the true population value (that is, the confidence interval). For example, a 95 percent confidence interval means that we can be 95 percent certain that the range of values specified by the confidence interval contains the true mean or percentage of the population, based on our sample. The larger the sample size, the narrower the confidence interval. In the context of FACES, the confidence interval reflects the sampling variance for the estimates presented in this report based

¹⁶ The number of children within and across tables can vary depending on item nonresponse, which happens when there are data from a parent survey, TCR, or direct assessment for a child but a specific item within that instrument is missing. This situation can happen if an item is not administered by design or if someone chooses not to respond to a particular item. For example, depending on the child's language of direct assessment, a child may be missing scores on certain assessments because the child was not given those assessments. So, a child primarily assessed in Spanish will not have scores on the WJ IV assessment. In the parent survey, a parent may not receive an item based on a response to an earlier "gateway" item. Rates of item-level missing data are low in FACES 2019. Data on key children's characteristics such as race/ethnicity, age, sex, and language that is always or usually spoken to child in home are present for all sample members or missing in less than 1 percent of cases. Less than 1 percent of direct assessments are missing items that should have been administered. Another type of FACES 2019 missing data is unit nonresponse, when the entire parent survey, TCR, or direct assessment is missing. Rates of unit nonresponse are typically low, although they are higher for some instruments. Our approach to addressing unit nonresponse is the use of analysis weights. For more information about how to handle nonresponse in FACES 2019 data, see the FACES 2019 User's Manual (Kopack Klein et al. 2021).

on the sample of children who participated in FACES and the range of possible true values for the entire population of Head Start participants.

Children's cognitive skills scores, social-emotional skill scores, and physical health and disability status

Children's cognitive skills scores. Direct assessment scores created in FACES include raw and Item Response Theory (IRT)-based scores or W scores, which allow us to compare children's skills in absolute terms. They also include standard scores, which allow us to compare children's performance to others of the same age. In this report, we focus on standard and IRT-based scores.¹⁷

Standard and IRT-based scores can be used to answer different types of questions about children's skills.

- *Standard scores* have a mean of 100 and a standard deviation of 15. Standard deviations tell us how spread out scores are. For standard scores, they highlight how far away a child's performance is from the mean score of 100. Standard scores above or below the mean indicate that compared to children of the same age nationally, the child's skills are more or less advanced. The standard score is calculated by using the child's raw score in combination with the child's age (and sometimes other background characteristics).

It is important to note the norming samples used for each assessment when considering how children compare. Standard scores are reported in the tables for the PPVT–5, ROWPVT–4: SBE, EOWPVT–4, EOWPVT–4: SBE, and WJ IV/WM III assessments.¹⁸ Given the range of children's skills, we were especially interested in knowing what percentage of children were within certain ranges from the mean, so we created categories based on the full range of scores. We created five categories of children's skills across the cognitive assessments using standard deviation units: scores two or more standard deviations below the mean (70 or less), scores between one and two standard deviations below the mean (71 to 85), scores within one standard deviation of the mean (86 to 114), scores between one and two standard deviations above the mean (115 to 129), and scores two or more standard deviations above the mean (130 or greater). Generally, standard scores that are two or more standard deviations below the mean suggest the need for referral or additional evaluation. Readers should not necessarily interpret low scores on the English vocabulary measures as indicative of a child's need for referral or additional evaluation. All children receive the PPVT–5 to measure English receptive vocabulary, regardless of the language they most often use at home and their performance on the language screener. All children who use a language other than English or Spanish most often at home receive the EOWPVT–4 to measure English expressive vocabulary regardless of their performance on the language screener. Therefore,

¹⁷ For information on the full set of scores available in FACES 2019, see the FACES 2019 User's Manual (Kopack Klein et al. 2021).

¹⁸ The WJ IV updates included more difficult items. For the Spelling assessment in particular, age-equivalent scores are not available for children under 3 years, 4 months. For children younger than 3 years, 4 months, a raw score of zero (no correct items) equals a standard score at or near 100. Therefore, we do not report WJ IV Spelling standard scores for children younger than 3 years, 4 months. Readers can review other scores such as the W scores for children's absolute performance rather than the standard scores which are relative to children of the same age.

some of these children may have scored low on these measures because of low levels of English vocabulary, not because of a developmental language delay.

- *IRT-based scores* estimate a child's performance as if all children had responded to the same set of items in an assessment. (A child might not be given all the items based on the administration rules for that assessment).¹⁹ For any items that the child is not assessed on, IRT models estimate the probability that the child would have answered correctly based on the difficulty of each item. In FACES, the difficulties of the items are based on the difficulties from large, nationally-representative samples used in the development of the assessments. The IRT score for each child is the *sum of the probabilities* for correct answers on the items in the assessment and is an indicator of absolute performance. Consequently, the IRT score is usually not a whole number. IRT scale scores from the ECLS–B Math and Letter-Sounds assessments are reported in the tables. The IRT scale scores for ECLS–B Math and the combined WJ IV Applied Problems and ECLS–B math items were set to fall between 0 and the total number of items administered to any child in the sample (0-22 for ECLS–B Math and 0-43 for the combined WJ IV Applied Problems and ECLS–B items). The IRT scale scores for ECLS–B Letter-Sounds and the combined WJ IV Letter-Word Identification and ECLS–B Letter-Sounds items were set to fall between 0 and the total number of items administered to any child in the sample (0-5 for ECLS–B Letter-Sounds and 0-23 for the combined WJ IV Letter-Word Identification and ECLS–B Letter-Sounds items).

Children's social-emotional skills scores. These scores are based on a variety of sources: assessors' and teachers' ratings of children, and children's performance on the MEFS App™, an executive function assessment. Scores are indicators of absolute performance, not performance relative to other children.

- *Social skills score* is the sum of 12 items with 24 possible points related to children's cooperative behavior and social skills. The items come from the Personal Maturity Scale and the Social Skills Rating Scale. Higher scores indicate the child exhibits cooperative behavior more frequently.
- *Approaches to learning score* is a mean of six items that make up the Approaches to Learning Scale from the ECLS–K. Higher scores indicate the child exhibits positive approaches to learning behaviors more frequently.
- *Problem behaviors total score* is the sum of 14 items that contains three subscale scores—Aggressive Behavior (4 items), Withdrawn Behavior (6 items), and Hyperactive Behavior (3 items).²⁰ The items come from an abbreviated adaptation of the Personal Maturity Scale and from the Behavior Problems Index. Higher scores indicate the child exhibits negative behavior more frequently.

¹⁹ Each assessment has specific stopping rules that represent a child's upper ability. We use these rules to prevent child fatigue.

²⁰ The number of items in the three subscale scores add up to 13. One additional item not included in the subscale scores is included in the total score for problem behaviors. Therefore, there are a total of 14 items in the total score for problem behaviors.

Assessor-reported scores of children's behavior during the direct assessment include raw and standard scores from the Leiter–3.

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

Executive function, or self-regulation, percentile and standard scores are derived from the MEFS App™ during the direct assessment.

- *The percentile scores* range from 0 to 100. A score of 50 is the 50th percentile, meaning the child scored better than 50 percent of children in the MEFS App™ 2019 norming sample.
- *The standard score* has a mean of 100 and a standard deviation of 15, and reflects a child's performance relative to children the same age in the MEFS App™ 2019 norming sample. The standard score categories include approaching age expectations, meets low age expectations, meets age expectations, and exceeds age expectations.
 - *Approaching age expectations* means the child scored a full standard deviation or more below the mean.
 - *Meeting age expectations* (includes meets low age and meets high age expectations) means the child scored between one standard deviation below and one standard deviation above the mean.
 - *Exceeding age expectations* means the child scored a full standard deviation or more above the mean.

Children's height and weight. Assessors weighed each child and measured the child's height using procedures from the ECLS–K and ECLS–B. Body mass index (BMI) is calculated as the ratio of an individual's weight to height (weight in kilograms divided by squared height in meters) and can be used as an indicator of overweight and obese status. BMI calculation is specific to sex and age. According to the Centers for Disease Control and Prevention (CDC), a child is (1) underweight if the child's BMI score is below the 5th percentile for age and sex, (2) normal weight if the child's BMI score is at or above the 5th percentile and below the 85th percentile for age and sex, (3) overweight if the child's BMI score is at or above the 85th percentile and below the 95th percentile for age and sex, and (4) obese if the child's BMI is at or above the 95th percentile for age and sex.

KEY TERMS

Absolute performance. Scores that reflect a child's performance on an assessment isolated from any context; that is, without taking the performance of other children into account.

Approaches to learning. Children's motivation, attention, organization, persistence, and independence in learning.

Assessments. Measure children's skills or performance on a given area like language, literacy, math, and others, usually resulting in a score given either in the context of other children's performance or given without that context according to a criterion or criteria.

Assessor. The person conducting the direct assessment (see definition below) with the child.

Cognitive skills. Children's language, literacy, and math skills.

Composite. A characteristic constructed from more than one survey or measurement item.

Conceptual expressive vocabulary. The words a child can say in either English or Spanish.

Criterion-referenced assessments. Assessments that evaluate what children know or what skills they possess based on a set of established criteria, without context; that is, without comparing the children's skills or knowledge to those of other children (as distinguished from norm-referenced assessments, defined below).

Depressive symptoms. Feelings of sadness, hopelessness, or restlessness.

Direct assessment. The one-on-one test, or assessment, administered directly to the child by the assessor. The assessment is composed of multiple assessments that measure children's language (English and Spanish receptive vocabulary), literacy (letter-word knowledge, early writing skills), and math, along with their executive function skills, their height, and their weight.

English expressive vocabulary. The words a child can say in English.

Executive function. Self-regulation skills including working memory, inhibitory control, and cognitive flexibility.

Federal poverty thresholds. Levels set by the U.S. Census Bureau for the minimum annual income needed to meet basic demands of daily life. The thresholds are based on household income relative to the number of family members in the house. For example, the federal poverty threshold for a family of four in 2018 was \$25,701, representing 100 percent of the federal poverty threshold.

Financial strain. As measured in FACES 2019, the sense that the household does not have enough money for the kind of home, clothing, food, and medical care the household members need.

Head Start exposure. Length of time in the program, specifically whether children are newly entering Head Start for the first time or returning for a second year.

Head Start Program Information Report (PIR). The PIR provides data on the services, staff, children, and families served by Head Start programs. All grantees and delegates must submit a PIR annually for Head Start programs. (The PIR was not required in the 2019–2020 program year because of the COVID-19 public health emergency.)

Household food security. The level of access a household has to enough food or food of the quality, variety, or type it prefers. A *food secure* household reports minimal problems or related limitations in accessing food, or no problems at all. *Low food security* means that households do not have food of the quality, variety, or type they want, but it does not affect the quantity of food they eat. *Very low food security* means that households report that their eating patterns have been disrupted several times, with a decrease in their food intake

Item Response Theory (IRT)-based scores. These scores estimate a child’s performance as if all children had responded to the same set of items in an assessment. (A child might not be given all the items based on the administration rules for that assessment). For any items that the child is not assessed on, IRT models estimate the probability that the child would have answered correctly based on the difficulty of each item. The IRT score for each child is the sum of the probabilities for correct answers on the items in the assessment and is an indicator of absolute performance.

Material hardship. As measured in FACES 2019, the inability to pay for housing, utilities, and/or medical needs.

Norm-referenced assessments. Assessments that allow us to compare the performance of a group of children to the performance of children the same age, as distinguished from criterion-referenced assessments (defined above).

Raw score. Indicator of absolute performance based on the items the child received. Calculated as either the sum of correct items, sum of items, or mean of items depending on the type of assessment. Raw scores are used to calculate other scores such as standard scores.

Receptive vocabulary. The words a child understands. Measured separately for English and Spanish.

Social-emotional skills. Children’s cooperative classroom behavior or social skills (such as following teacher’s directions or complimenting classmates) and problem behaviors (such as aggression and hyperactivity).

Standard deviation. The amount of variation or spread of a set of scores or values. For standard scores, the standard deviation reveals how far a child’s performance is (that is, how much it deviates) from the mean score of 100.

Standard error. The estimate of the standard deviation of each score or value.

Standard score. Shows what a child's performance is relative to the performance of children of the same age nationally. The standard score is calculated by using the child's raw score in combination with the child's age (and sometimes other background characteristics). Standard scores are expressed in standard units. Thus, the difference in performance between standard scores of 85 and 90 is the same as the difference between scores of 55 and 60.

Subscale score. A score calculated from a set of items within a larger assessment that measure a particular aspect of the trait being measured (for example, hyperactive behavior as one part of a total problem behaviors score).

W score. An indicator of absolute performance considering all possible items in an assessment. W scores (or Growth Score Value scores) are a different form of IRT scores. The W scores use information from all items and children to estimate a child's score on a continuous scale. The estimate is based on the difficulty of the items and the child's ability. W scores are appropriate for examining change in performance over time.

This page has been left blank for double-sided copying.

LIST OF ACRONYMS

BMI	Body mass index
CES-D	Center for Epidemiological Studies Depression Scale
ECE	Early care and education
ECLS-B	Early Childhood Longitudinal Study-Birth Cohort
ECLS-K	Early Childhood Longitudinal Study-Kindergarten Class of 1998–99
EOWPVT–4	Expressive One-Word Picture Vocabulary Test–4th Edition
EOWPVT–4:SBE	Expressive One-Word Picture Vocabulary Test–4th Edition Spanish-Bilingual Edition
FACES	Head Start Family and Child Experiences Survey
HPOG	Health Profession Opportunity Grants
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
IRT	Item Response Theory
MEFS App TM	Minnesota Executive Functioning Scale App
PIR	Program Information Report
PPVT–5	Peabody Picture Vocabulary Test, Fifth Edition
<i>preLAS</i> 2000	Preschool Language Assessment Survey 2000
ROWPVT–4: SBE	Receptive One-Word Picture Vocabulary Test–4: Spanish-Bilingual Edition
SIPP	Survey of Income and Program Participation
TCR	Teacher Child Report
USDA	U.S. Department of Agriculture
WJ IV	Woodcock-Johnson Tests of Achievement, Fourth Edition
WM III	Batería III Woodcock-Muñoz Tests of Achievement

This page has been left blank for double-sided copying.

REFERENCES

- Administration for Children and Families. "Head Start Programs." 2020. Available at <https://www.acf.hhs.gov/ohs/about/head-start>. Accessed September 2020.
- Bickel, G., M. Nord, C. Price, W. Hamilton, and J. Cook. "Guide to Measuring Household Food Security, Revised 2000." Alexandria, VA: U.S. Department of Agriculture, Food and Nutrition Service, March 2000.
- Blair, C. "School Readiness: Integrating Cognition and Emotion in a Neurobiological Conceptualization of Children's Functioning at School Entry." *American Psychologist*, vol. 57, no. 2, 2002, pp. 111–127.
- Bryk, A. S., and B. Schneider. "Trust in Schools: A Core Resource for School Reform." *Educational Leadership*, vol. 60, no. 6, 2003, pp. 40–45.
- Burchinal, Margaret R., Ellen Peisner-Feinberg, Robert Pianta, and Carollee Howes. "Development of Academic Skills from Preschool through Second Grade: Family and Classroom Predictors of Developmental Trajectories." *Journal of School Psychology*, vol. 40, no. 5, 2002, pp. 415–436.
- Carlson, S.M. "Minnesota Executive Function Scale: Technical Report." St. Paul, MN: Reflection Sciences, Inc., 2020.
- Carlson, S.M., and P.D. Zelazo. *Minnesota Executive Function Scale: Test Manual*. St. Paul, MN: Reflection Sciences, Inc., 2014.
- Conger, R.D., K.J. Conger, G.H. Elder, F.O. Lorenz, R.L. Simons, and L.B. Whitbeck. "Family Economic Stress and Adjustment of Early Adolescent Girls." *Developmental Psychology*, vol. 29, no. 2, 1993, pp. 206–219.
- Diamond, A., and C. Taylor. "Development of an Aspect of Executive Control: Development of the Abilities to Remember What I Said and to 'Do as I Say, Not as I Do.'" *Developmental Psychobiology*, vol. 29, no. 4, 1996, pp. 315–334.
- Duncan, G., P. A. Morris, and C. Rodrigues. "Does Money Really Matter? Estimating Impacts of Family Income on Children's Achievement with Data from Social Policy Experiments." *Developmental Psychology*, vol. 47, no. 5, 2011, pp. 1263–1279.
- Duncan, S.E., and E.A. DeAvila. *Preschool Language Assessment Survey 2000 Examiner's Manual: English Forms C and D*. Monterey, CA: CTB/McGraw-Hill, 1998.
- Dunn, L.M., and D.M. Dunn. "Peabody Picture Vocabulary Test. Fourth Edition." Circle Pines, MS: American Guidance Service, 2006.
- Dunn, D.M. *Peabody Picture Vocabulary Test, Fifth Edition. Manual*. Bloomington, MN: NCS Pearson, Inc., 2019.

- Entwisle, D.R., K.L. Alexander, and L.S. Olson. *Children, Schools, and Inequality*. Boulder, CO: Westview Press, 1997.
- Fantuzzo, J., and C. McWayne. “The Relationship Between Peer-Play Interaction in the Family Context and Dimensions of School Readiness for Low-Income Preschool Children.” *Journal of Educational Psychology*, vol. 94, no. 1, March 2002, pp. 79–87.
- Gresham, F.M., and S.N. Elliot. *Social Skills Rating System*. Circle Pines, MN: American Guidance Service, 1990.
- Kopack Klein, A., B. Lepidus Carlson, N. Aikens, A. Li, S. Bernstein, M. Dang, M. Scott, S. Skidmore, J. Cannon, N. Reid, S. Rakibullah, and L. Malone. “Head Start Family and Child Experiences Survey (FACES 2019): User’s Manual.” Report submitted to the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. Washington, DC: Mathematica, 2021.
- Lopez, M. E., S. Dorros, and H. Weiss. “Family-Centered Child Care.” Cambridge, MA: Harvard Family Research Project, 1999.
- Martin, N., and R. Brownell. “Expressive One-Word Picture Vocabulary Test—4th Edition.” Novato, CA: Academic Therapy Publications, 2010.
- Martin, N., and R. Brownell. “Expressive One-Word Picture Vocabulary Test—4th Edition: Spanish-Bilingual Edition.” Novato, CA: Academic Therapy Publications, 2012a.
- Martin, N., and R. Brownell. “Receptive One-Word Picture Vocabulary Test—4th Edition: Spanish-Bilingual Edition.” Novato, CA: Academic Therapy Publications, 2012b.
- Peck, Laura R., D. Litwok, D. Walton, E. Harvill, and A. Werner. “Health Profession Opportunity Grants (HPOG 1.0) Impact Study: Three-Year Impacts Report.” OPRE Report 2019-114. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2019.
- Peterson, J., and N. Zill. “Marital Disruption, Parent-Child Relationships, and Behavior Problems in Children.” *Journal of Marriage and the Family*, vol. 48, no. 2, 1986, pp. 295–307.
- Radloff, Lenore Sawyer. “The CES–D Scale: A Self-Report Depression Scale for Research in the General Population.” *Applied Psychological Measurement*, vol. 1, no. 3, June 1977, pp. 385–401.
- Raver, C.C., C. Blair, and M. Willoughby. “Poverty as a Predictor of 4-Year-Olds’ Executive Function: New Perspectives on Models of Differential Susceptibility.” *Developmental Psychology*, vol. 49, no. 2, 2013, pp. 292–304.
- Roid, G.H., L.J. Miller, M. Pomplu, and C. Koch. “Leiter International Performance Scale—3rd Edition” Wood Dale, IL: Stoelting Co., 2013.

- Roid, G.H., and L.J. Miller. *Examiners Manual: Leiter International Performance Scale-Revised*. Chicago: Stoelting Co., 1997.
- Ross, C.E., J. Mirowsky, and J. Huber. "Dividing Work, Sharing Work, and In-Between: Marriage Patterns and Depression." *American Sociological Review*, vol. 48, no. 6, December 1983, pp. 809–823.
- Schrank, F., K. McGrew, and N. Mather. "Woodcock-Johnson IV Tests of Cognitive Abilities and Achievement." Boston, MA: Houghton Mifflin Harcourt, 2014.
- Snow, K., L. Thalji, A. Derecho, S. Wheelless, J. Lennon, S. Kinsey, J. Rogers, M. Raspa, and J. Park. "Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Preschool Year Data File User's Manual (2005–06)." NCES 2008–024. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2007.
- U.S. Bureau of the Census. "Survey of Income and Program Participation (SIPP)—2008 Panel Wave 09—Topical Module Questionnaire." Washington, DC: U.S. Bureau of the Census, 2011.
- U.S. Department of Education, National Center for Education Statistics. "Early Childhood Longitudinal Study—Kindergarten Class of 1998–99 (ECLS-K), Psychometric Report for Kindergarten Through First Grade." NCES 2002–05. Washington, DC: U.S. Department of Education, Institute of Education Sciences, NCES, 2002.
- Woodcock, R.W., A.F. Muñoz-Sandoval, K. McGrew, N. Mather, and F. Schrank. "Batería III Woodcock-Muñoz." Itasca, IL: Riverside Publishing, 2004.
- Woodcock, R.W., K. McGrew, and N. Mather. "Woodcock-Johnson III Tests of Achievement." Itasca, IL: Riverside Publishing, 2001.
- Yeung, W. J., M. R. Linver, and J. Brooks-Gunn. "Money Matters for Young Children's Development: Parental Investment and Family Processes." *Child Development*, vol. 73, no. 6, 2002, pp 1861–1879.
- Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L., Gormley, W. T., Ludwig, J., Magnuson, K., Phillips, D., & Zaslow, M. "Investing in Our Future: The Evidence Base on Preschool," Society for Research in Child Development, Washington, D.C., October 2013.

This page has been left blank for double-sided copying.

SECTION A

CHILDREN'S CHARACTERISTICS, FAMILY BACKGROUND, AND HOME ENVIRONMENT

[Return to description of Section A topics and composites.](#)

This page has been left blank for double-sided copying.

Table A.1. Children's demographic characteristics

	n	Percentage
Head Start exposure	1,684	
Newly entering children		88.0
Returning children		12.0
Age as of September 1, 2019	1,684	
3 years old or younger		49.0
4 years old or older		51.0
Race/ethnicity	1,681	
White, non-Hispanic		19.6
Black, non-Hispanic		33.2
Hispanic/Latino/a		35.3
American Indian or Alaska Native, non-Hispanic		0.9
Asian or Pacific Islander, non-Hispanic		2.0
Multiracial/biracial, non-Hispanic		8.8
Other, non-Hispanic ^a		0.3
Sex	1,684	
Female		49.7
Male		50.3

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aOther, non-Hispanic includes respondents who noted a language or religion (rather than a race or ethnicity) or who did not fit into a category included in the table.

Table A.2. Children's demographic characteristics, by Head Start exposure

	All newly entering children		All returning children	
	n	Percentage	n	Percentage
Age as of September 1, 2019	1,559		125	
3 years old or younger		52.2		26.0
4 years old or older		47.8		74.0
Race/ethnicity	1,556		125	
White, non-Hispanic		19.4		21.0
Black, non-Hispanic		36.3		10.4
Hispanic/Latino/a		32.8		53.1
American Indian or Alaska Native, non-Hispanic		0.6		3.2
Asian or Pacific Islander, non-Hispanic		1.9		2.9
Multi-racial/bi-racial, non-Hispanic		8.8		8.7
Other, non-Hispanic ^a		0.3		0.6
Sex	1,559		125	
Female		49.0		55.3
Male		51.0		44.7

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aOther, non-Hispanic includes respondents who noted a language or religion (rather than a race or ethnicity) or who did not fit into a category included in the table.

Table A.3. Demographic characteristics of newly entering children in Head Start, by age

	Newly entering children			
	3 years old or younger ^a		4 years old or older ^a	
	n	Percentage	n	Percentage
Race/ethnicity	847		709	
White, non-Hispanic		18.0		20.8
Black, non-Hispanic		34.7		38.1
Hispanic/Latino/a		36.6		28.8
American Indian or Alaska Native, non-Hispanic		0.8		0.3
Asian or Pacific Islander, non-Hispanic		1.3		2.5
Multi-racial/bi-racial, non-Hispanic		8.2		9.4
Other, non-Hispanic ^c		0.3		0.2
Sex	850		709	
Female		50.6		47.2
Male		49.4		52.8

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

^bOther, non-Hispanic includes respondents who noted a language or religion (rather than a race or ethnicity) or who did not fit into a category included in the table.

Table A.4. Whether children participated in Early Head Start and continued in the same center for Head Start

	n	Percentage
Participated in Early Head Start (EHS)	1,679	
Yes		21.3
No		78.7
Among the children who participated in EHS, EHS center is same as Head Start center	745	
Yes		72.5
No		27.5

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table A.5. Whether children participated in Early Head Start and continued in the same center for Head Start, by Head Start exposure

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Participated in Early Head Start (EHS)	847		707		1,554		125	
Yes		23.4		19.2		21.4		20.4
No		76.6		80.8		78.6		79.6
Among the children who participated in EHS, EHS center is same as Head Start center	344		317		661		84	
Yes		63.7		76.5		70.5		83.1
No		36.3		23.5		29.5		16.9

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

Table A.6. Parents' reasons for choosing Head Start for child care^a

	n	Percentage
Help prepare child for kindergarten	1,670	89.9
Close to home	1,670	49.0
Parent knew people who had also sent their child	1,670	34.3
Reasonable cost	1,670	20.5
Child can receive services for special needs	1,670	17.9
Small number of children in the same class/group	1,670	13.8
Teacher speaks English with child ^b	644	10.7
Teacher speaks child's home language, or the language (other than English) spoken to child at home ^b	644	9.2
Teacher provides flexible hours to fit parent's schedule	1,670	8.5
Parent already knew teacher	1,670	8.2
Teacher shares parent's beliefs about raising children	1,670	7.3
Teacher has same racial or ethnic background as child	1,670	1.5

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aSurveys asked parents to select up to 3 reasons for choosing Head Start for child care.

^bSurveys only asked parents this question if the family speaks any language other than English in the home. Thirty-eight percent of children live in homes where the family speaks a language other than English.

Table A.7. Parents' reasons for choosing Head Start for child care, by Head Start exposure^a

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^b		4 years old or older ^b					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Help prepare child for kindergarten	846	92.2	701	88.0	1,547	90.2	123	87.4
Close to home	846	46.8	701	51.6	1,547	49.1	123	48.3
Parent knew people who had also sent their child	846	34.7	701	36.5	1,547	35.6	123	25.2
Reasonable cost	846	18.9	701	23.2	1,547	21.0	123	17.4
Child can receive services for special needs	846	19.6	701	16.3	1,547	18.0	123	16.9
Small number of children in the same class/group	846	17.1	701	11.4	1,547	14.4	123	9.5
Teacher speaks English with child ^c	319	10.7	262	11.8	581	11.1	63	8.6
Teacher speaks child's home language, or the language (other than English) spoken to child at home ^c	319	11.2	262	5.6	581	8.8	63	11.4
Teacher provides flexible hours to fit parent's schedule	846	9.6	701	8.5	1,547	9.1	123	4.1
Parent already knew teacher	846	8.1	701	8.9	1,547	8.5	123	6.5
Teacher shares parent's beliefs about raising children	846	9.3	701	6.5	1,547	8.0	123	2.5
Teacher has same racial or ethnic background as child	846	1.3	701	1.8	1,547	1.5	123	1.1

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aSurveys asked parents to select up to 3 reasons for choosing Head Start for child care.

^bAge as of September 1, 2019.

^cSurveys only asked parents this question if the family speaks any language other than English in the home. Thirty-eight percent of children live in homes where the family speaks a language other than English.

Table A.8. Languages spoken in the home and language always or usually spoken to the child in the home

	n	Percentage
All languages spoken in the home^a		
English	1,681	90.8
Spanish	1,679	30.3
Other (non-Spanish) language ^b	1,679	7.2
Language that is always or usually spoken to the child in the home^c		
English	1,682	78.6
Spanish	1,681	17.9
Other (non-Spanish) language ^b	1,681	3.5

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe study based this on the parent's report of languages spoken in the home; it may sum to more than 100 percent if the family speaks more than one language.

^bOther (non-Spanish) language includes languages such as American Sign Language and Portuguese.

^cParents could report using more than one language in the home. If they reported using only one language in the home, we considered that to be the language always spoken to the child in the home. If parents reported using more than one language in the home, we asked about and used the language that is usually spoken to the child.

Table A.9. Who is living in child's household^a

	n	Percentage	
Child living with	1,684		
Mother and father		31.9	
Married		20.1	
Registered domestic partnership or civil union		1.7	
Unmarried		8.4	
Marital status not reported		1.6	
Mother only		57.7	
Father only		6.1	
Neither mother nor father		4.3	
	n	Mean	Reported range
Number of people in household^b	1,684	2.7	(2-8)

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThis table focuses on biological/adoptive parents and does not include other adults, such as parents' romantic partners, stepparents, foster parents, or grandparents. Thus, for example, the "Mother only" category indicates that the biological/adoptive mother is the only biological/adoptive parent in the household; it does not mean the mother is the only adult in the household.

^bNumber of people includes anyone who normally lives in the household with the child (including relatives and non-relatives).

Table A.10. Highest level of education mothers and fathers completed, for children who live with at least one parent^a

	n	Percentage
Mothers in the household	1,534	
Less than high school diploma		22.7
High school diploma or GED		36.5
Some college/vocational/technical/Associate degree		30.5
Bachelor's degree or higher		10.3
Fathers in the household	601	
Less than high school diploma		25.7
High school diploma or GED		40.3
Some college/vocational/technical/Associate degree		21.4
Bachelor's degree or higher		12.5

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aData include one- or two-parent households with biological or adoptive parents. We exclude the 4.3 percent of children whose households do not include a biological or adoptive parent.

Table A.11. Mothers' and fathers' employment status, for children who live with at least one parent^{a,b}

		Overall mother's employment status	Father's employment status					
			Working full- time	Working part- time	Looking for work	Not in labor force	Father status missing	No father in household
	n	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
	1,612							
Overall father's employment status		n.a.	27.3	5.1	2.1	3.9	1.2	60.3
Mother's employment status								
Working full-time		36.1	7.7	1.0	0.9	1.4	0.3	24.8
Working part-time		26.6	6.0	1.4	0.2	1.1	0.3	17.5
Looking for work		8.9	1.1	0.4	0.4	0.1	0.4	6.5
Not in labor force		20.9	8.6	0.8	0.1	0.5	0.2	10.6
Mother status missing		1.2	0.1	0.1	0.0	0.0	0.0	0.9
No mother in household		6.4	3.7	1.3	0.5	0.8	0.0	n.a.

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

n.a. = not applicable.

^aData reflect the percentage of children who have a mother and/or father in the designated employment status.

^bData include one- or two-parent households with biological or adoptive parents. We exclude the 4.3 percent of children whose households do not include a biological or adoptive parent.

Table A.12. All potential sources of income supporting the household as a percentage of the federal poverty threshold^{a,b}

	n	Percentage
Below 50 percent	1,684	13.0
50 to 100 percent	1,684	28.4
101 to 130 percent	1,684	16.8
131 to 185 percent	1,684	20.1
186 to 200 percent	1,684	3.4
201 percent or above	1,684	18.2

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThis table summarizes household income, so readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Household income in FACES includes all contributions from members of the household, public assistance programs, and other sources of income such as rental income, interest, and dividends.

^bThe federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, 100 percent of the federal poverty threshold for a family of four in 2018 was \$25,701.

Table A.13. All potential sources of income supporting the household in the past 12 months^a

	n	Mean	Reported range
Annual household income^b	1,684	\$25,817	\$2,400 - >\$75,000

	n	Percentage
Annual household income (categories)	1,684	
<\$10,000		15.7
\$10,001 - \$20,000		31.2
\$20,001 - \$30,000		24.1
\$30,001 - \$40,000		13.6
\$40,001 - \$50,000		5.3
>\$50,000		10.0

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Parents include both biological and adoptive parents.

^aThis table summarizes household income, so readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Household income in FACES includes all contributions from members of the household, public assistance programs, and other sources of income such as rental income, interest, and dividends.

^bTo lessen the effect of a small number of respondents who reported extremely high salaries, we limit the annual household income at a maximum of \$75,000.

Table A.14. Parents' total depressive symptoms scores^a

	n	Percentage
Total depressive symptoms score (categories)^b	1,657	
No to few (0 to 4)		50.5
Mild (5 to 9)		25.1
Moderate (10 to 14)		14.1
Severe (15 to 36)		10.2

	n	Mean	Reported range
Total depressive symptoms score^b	1,657	6.3	0-36

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aIn fall 2019, 87 percent of respondents were biological/adoptive mothers, 8 percent were biological or adoptive fathers, and the remainder were other household members.

^bThe total depressive symptoms score is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. The publisher reports that depressive symptoms scores have been correlated with clinical diagnosis, but the CES-D is a screening tool and not used to formally diagnose depression.

Table A.15. Types and number of social supports available to parents

	n	Percentage	
If I need to do an errand, I can easily find someone to watch my child	1,670		
Never true		22.1	
Sometimes true		41.6	
Always true		36.3	
If I need a ride to get my child to the doctor, friends or family will help me	1,668		
Never true		13.3	
Sometimes true		29.4	
Always true		57.2	
If my child is sick, friends or family will call or come by	1,676		
Never true		12.6	
Sometimes true		31.6	
Always true		55.8	
If I need a place to stay, I can find someone to provide me and my child with a place to live	1,661		
Never true		11.7	
Sometimes true		23.9	
Always true		64.4	
If I have an emergency and need cash, family or friends will loan it to me	1,662		
Never true		13.1	
Sometimes true		41.8	
Always true		45.1	
If I have problems buying food, I have someone to go to for a meal	1,670		
Never true		7.6	
Sometimes true		29.4	
Always true		63.0	
	n	Mean	Reported range^a
Number of types of social supports parent can always get	1,667	3.2	0-6

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aPossible range for the number of types of social supports is 0 to 6.

Table A.16. Types and number of household financial strains experienced in the past 12 months

	n	Percentage	
Parents experienced being unable to afford the			
Home they need	1,668	27.6	
Clothing they need	1,677	17.3	
Food they need	1,678	11.3	
Medical care they need	1,671	24.9	
Number of financial strains	1,680		
None		60.1	
One		17.1	
Two		9.5	
Three		8.5	
Four		4.7	
Parent experienced one or more financial strains ^a	1,680		
Yes		39.9	
No		60.1	
	n	Mean	Reported range
Number of financial strains	1,680	0.8	0-4

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aWe categorized a family as "experienced a financial strain" if the parent disagreed or strongly disagreed that they had enough money to afford a home, clothing, food, or medical care.

Table A.17. Types and number of household financial strains experienced in the past 12 months, by household income as a percentage of federal poverty threshold^a

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Parent experienced being unable to afford the:								
Home they need	231	30.7	484	33.2	277	30.2	676	21.6
Clothing they need	231	23.2	485	19.3	280	21.4	681	12.5
Food they need	231	11.2	486	13.4	280	12.5	681	9.5
Medical care they need	230	22.1	483	29.3	279	26.6	679	22.1
Number of financial strains	231		487		280		682	
None		59.4		53.1		58.3		65.8
One		14.5		20.1		14.0		17.2
Two		10.9		12.8		10.7		6.2
Three		10.0		7.1		13.0		7.3
Four		5.2		6.9		4.0		3.4
Parent experienced one or more financial strains^b	231		487		280		682	
Yes		40.6		46.9		41.7		34.2
No		59.4		53.1		58.3		65.8
	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)
Number of financial strains	231	0.9 (0-4)	487	0.9 (0-4)	280	0.9 (0-4)	682	0.7 (0-4)

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, the 100 percent federal poverty threshold for a family of four in 2018 was \$25,701.

^bThe financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. We categorized a family as "experienced a financial strain" if the parent disagreed or strongly disagreed that they had enough money to afford a home, clothing, food, or medical care.

Table A.18. Types and number of household financial strains experienced in the past 12 months, by parent employment status^a

	Parent employment status									
	Both parents working full-time		Single parent working full-time		One parent working full-time; one parent working part-time or less		Neither parent working full-time		Single parent working part-time or less	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Parent experienced being unable to afford the:										
Home they need	115	19.2	435	25.4	315	25.4	82	47.2	572	29.3
Clothing they need	116	8.0	438	16.9	316	15.7	83	22.3	575	17.6
Food they need	116	12.6	437	12.2	316	8.4	83	15.7	576	10.4
Medical care they need	116	23.7	435	24.9	315	30.2	82	34.4	574	21.0
Number of financial strains	116		438		316		84		576	
None		70.2		61.0		56.1		42.3		61.9
One		13.8		15.9		22.2		29.0		15.0
Two		3.7		9.2		9.4		12.0		11.7
Three		7.1		11.1		10.7		3.7		6.0
Four		5.2		2.9		1.6		13.1		5.4
Parent experienced one or more financial strains^b	116		438		316		84		576	
Yes		29.8		39.0		43.9		57.7		38.1
No		70.2		61.0		56.1		42.3		61.9
	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)
Number of financial strains	116	0.6 (0-4)	438	0.8 (0-4)	316	0.8 (0-4)	84	1.2 (0-4)	576	0.8 (0-4)

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aParent employment categories draw on the information provided in Table A.11 and include one- and two-parent households with biological or adoptive parents.^bThe financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. We categorized a family as "experienced a financial strain" if the parent disagreed or strongly disagreed that they had enough money to afford a home, clothing, food, or medical care.

Table A.19. Household ability to pay for food or meals in the past 12 months

	n	Percentage
Household food security	1,671	
High		57.9
Marginal		14.9
Low		17.7
Very Low		9.5
Household is food secure^a	1,671	
Yes		72.8
No		27.2
Food purchased for household did not last and there was no money to get more	1,672	
Never true		69.2
Sometimes true		25.2
Often true		5.6
Household could not afford to eat balanced meals	1,671	
Never true		71.8
Sometimes true		22.6
Often true		5.5
Parent or other adult(s) in household cut size of or skipped meals because not enough money for food	1,676	
Yes		17.3
No		82.7
Among the parent or other adult(s) who cut size of or skipped meals, frequency	288	
In only 1 or 2 months		29.3
Some months, but not every month		43.4
Almost every month		27.4
Parent ate less than should have because not enough money for food	1,677	
Yes		17.6
No		82.4
Parent was hungry but did not eat because could not afford enough food	1,682	
Yes		9.9
No		90.1

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe food security scale uses guidelines from the U.S. Department of Agriculture's (USDA) Guide to Measuring Household Food Security (Revised 2000) and the USDA's 2006 updates to the security labels. The USDA guidelines consider households to be food secure if they fall in the high or marginal range. A household is food secure if they indicate few or no food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food, and few or no changes in diets or food intake. Households with low food security report reduced quality, variety, or desirability of diet, but little or no reduced food intake. Households with very low food security have multiple indications of disrupted eating patterns and reduced food intake.

Table A.20. Household ability to pay for food or meals in the past 12 months, by income as a percentage of federal poverty threshold^a

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Household food security	230		482		279		680	
High		53.8		55.3		55.0		62.0
Marginal		16.4		15.6		13.4		14.5
Low		15.2		19.4		22.8		15.3
Very low		14.7		9.6		8.7		8.2
Household is food secure^b	230		482		279		680	
Yes		70.2		71.0		68.5		76.5
No		29.8		29.0		31.5		23.5
Food purchased for household did not last and there was no money to get more	229		484		279		680	
Never true		61.9		65.5		62.8		76.4
Sometimes true		32.8		27.2		29.4		19.8
Often true		5.3		7.2		7.8		3.8
Household could not afford to eat balanced meals	228		485		280		678	
Never true		61.9		70.8		72.0		72.7
Sometimes true		32.8		23.7		20.7		22.3
Often true		5.3		5.5		7.2		4.9
Parent or other adult(s) in household cut size of or skipped meals because not enough money for food	231		482		280		683	
Yes		21.6		15.9		17.5		16.8
No		78.4		84.1		82.5		83.2
Among the parent or other adult(s) who cut size of or skipped meals, frequency	50		79		54		105	
In only 1 or 2 months		22.4		30.5		36.7		28.1
Some months, but not every month		53.0		37.0		28.4		49.7
Almost every month		24.6		32.5		34.9		22.1

Table A.20 (continued)

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Parent ate less than should have because not enough money for food	229		485		280		683	
Yes		18.4		16.9		23.7		15.4
No		81.6		83.1		76.3		84.6
Parent was hungry but did not eat because could not afford enough food	231		487		281		683	
Yes		10.2		12.4		10.0		8.2
No		89.8		87.6		90.0		91.8

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, the 100 percent federal poverty threshold for a family of four in 2018 was \$25,701.

^bThe food security scale uses guidelines from the U.S. Department of Agriculture's (USDA) Guide to Measuring Household Food Security (Revised 2000) and the USDA's 2006 updates to the security labels. The USDA guidelines consider households to be food secure if they fall in the high or marginal range. A household is food secure if they indicate few or no food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food, and few or no changes in diets or food intake. Households with low food security report reduced quality, variety, or desirability of diet, but little or no reduced food intake. Household with very low food security have multiple indications of disrupted eating patterns and reduced food intake.

Table A.21. Household ability to pay for food or meals in the past 12 months, by parent employment status^a

	Parent employment status									
	Both parents working full-time		Single parent working full-time		One parent working full-time; one-parent working part-time or less		Neither parent working full-time		Single parent working part-time or less	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Household food security	116		436		316		84		571	
High		72.6		55.9		58.3		54.3		53.3
Marginal		7.5		16.7		15.3		16.3		15.5
Low		13.6		16.8		20.5		15.7		20.1
Very low		6.3		10.7		5.9		13.7		11.2
Household is food secure^b	116		436		316		84		571	
Yes		80.0		72.6		73.6		70.6		68.8
No		20.0		27.4		26.4		29.4		31.2
Food purchased for household did not last and there was no money to get more	116		436		316		84		570	
Never true		83.0		68.6		69.8		72.3		63.8
Sometimes true		13.9		23.8		25.4		19.2		29.8
Often true		3.1		7.5		4.7		8.6		6.3
Household could not afford to eat balanced meals	116		436		316		84		571	
Never true		82.6		70.7		69.5		70.5		69.4
Sometimes true		14.3		23.7		26.7		23.3		23.0
Often true		3.1		5.6		3.8		6.2		7.5
Parent or other adult(s) in household cut size of or skipped meals because not enough money for food	116		437		317		84		574	
Yes		14.7		20.1		13.7		21.6		18.4
No		85.3		79.9		86.3		78.4		81.6
Among the parent or other adult(s) who cut size of or skipped meals, frequency	18		84		47		23		96	
In only 1 or 2 months		!		32.7		35.2		!		22.7
Some months, but not every month		!		42.8		37.6		!		41.3
Almost every month		!		24.5		27.2		!		36.0
Parent ate less than should have because not enough money for food	116		438		316		84		574	
Yes		15.5		18.7		13.3		28.5		18.6
No		84.5		81.3		86.7		71.5		81.4

Table A.21 (continued)

	Parent employment status									
	Both parents working full-time		Single parent working full-time		One parent working full-time; one-parent working part-time or less		Neither parent working full-time		Single parent working part-time or less	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Parent was hungry but did not eat because could not afford enough food	116		438		317		84		576	
Yes		6.7		11.3		5.9		12.6		12.1
No		93.3		88.7		94.1		87.4		87.9

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

! Too few cases for a reliable estimate.

^aParent employment categories draw on the information provided in Table A.11 and include one- or two-parent households with biological or adoptive parents.

^bThe food security scale uses guidelines from the U.S. Department of Agriculture's (USDA) Guide to Measuring Household Food Security (Revised 2000) and the USDA's 2006 updates to the security labels. The USDA guidelines consider households to be food secure if they fall in the high or marginal range. A household is food secure if they indicate few or no food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food, and few or no changes in diets or food intake. Households with low food security report reduced quality, variety, or desirability of diet, but little or no reduced food intake. Households with very low food security have multiple indications of disrupted eating patterns and reduced food intake.

Table A.22. Family housing, utility, and medical hardships families experienced in the past 12 months

	n	Percentage
Housing insecurity		
Did not pay the full amount of the rent or mortgage	1,666	22.5
Evicted from home or apartment for not paying the rent or mortgage	1,675	3.4
Number of housing insecurities	1,663	
None		77.0
One		20.1
Two		3.0
Lack of basic utilities		
Without telephone or cell phone service for any financial reason (for example, could not pay the telephone bill)	1,678	21.1
Service turned off by the gas or electric company, or the oil company would not deliver oil, because payments were not made	1,677	10.3
Water to home turned off because payments were not made	1,676	3.9
Number of basic utilities household lacks	1,672	
None		73.6
One		19.5
Two		4.9
Three		2.0
Unmet medical needs		
Someone needed to see a doctor or go to the hospital but could not go for any financial reason (for example, could not afford transportation or child care)	1,673	16.2
Someone needed to see a dentist but could not go for any financial reason (for example, could not afford transportation or child care)	1,675	25.5
Number of unmet medical needs	1,668	
None		71.2
One		16.1
Two		12.7

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table A.23. Family housing, utility, and medical hardships families experienced in the past 12 months, by income as a percentage of federal poverty threshold^a

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Housing insecurity	229		482		278		677	
Did not pay the full amount of the rent or mortgage		27.0		21.4		24.2		21.2
Evicted from home or apartment for not paying the rent or mortgage		5.9		3.9		4.4		1.9
Number of housing insecurities	228		481		278		676	
None		72.8		77.0		75.8		78.7
One		21.6		20.5		19.8		19.4
Two		5.6		2.5		4.4		1.9
Lack of basic utilities	231		488		279		680	
Without telephone or cell phone service for any financial reason (for example, could not pay the telephone bill)		31.0		23.0		20.3		17.0
Service turned off by the gas or electric company, or the oil company would not deliver oil, because payments were not made		10.4		14.2		9.2		8.1
Water to home turned off because payments were not made		5.6		3.3		5.4		3.0
Number of basic utilities household lacks	231		487		277		677	
None		65.9		68.9		75.6		78.6
One		25.9		23.8		15.5		16.1
Two		3.6		5.1		7.7		3.9
Three		4.6		2.2		1.3		1.4
Unmet medical needs	231		487		279		678	
Someone needed to see a doctor or go to the hospital but could not go for any financial reason (for example, could not afford transportation or child care)		18.4		17.7		16.8		14.2
Someone needed to see a dentist but could not go for any financial reason (for example, could not afford transportation or child care)		24.3		27.7		27.2		23.7
Number of unmet medical needs	231		483		278		676	
None		70.9		69.9		70.7		72.4
One		15.5		15.3		14.7		17.4
Two		13.6		14.8		14.6		10.2

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table A.23 (*continued*)

^aThe federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, the 100 percent federal poverty threshold for a family of four in 2018 was \$25,701.

Table A.24. Family housing, utility, and medical hardships families experienced in the past 12 months, by parent employment status^a

	Parent employment status									
	Both parents working full-time		Single parent working full-time		One parent working full-time; one parent working part-time or less		Neither parent working full-time		Single parent working part-time or less	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Housing insecurity	116		435		316		83		568	
Did not pay the full amount of the rent or mortgage		24.9		26.9		14.9		27.0		22.6
Evicted from home or apartment for not paying the rent or mortgage		1.0		5.6		1.2		6.3		3.1
Number of housing insecurities	116		435		316		82		566	
None		75.1		72.5		85.1		73.5		76.6
One		24.0		22.4		13.7		20.2		21.1
Two		1.0		5.1		1.2		6.3		2.4
Lack of basic utilities	116		437		317		84		575	
Without telephone or cell phone service for any financial reason (for example, could not pay the telephone bill)		10.4		21.3		18.4		20.9		25.4
Service turned off by the gas or electric company, or the oil company would not deliver oil, because payments were not made		9.5		7.7		8.1		7.9		14.8
Water to home turned off because payments were not made		3.0		3.6		3.1		2.8		4.8
Number of basic utilities household lacks	116		436		315		84		573	
None		81.3		76.2		78.4		73.4		66.5
One		16.2		17.1		15.8		23.9		23.8
Two		1.0		4.8		3.8		0.5		7.9
Three		1.6		1.9		2.0		2.2		1.9

Table A.24 (continued)

	Parent employment status									
	Both parents working full-time		Single parent working full-time		One parent working full-time; one parent working part-time or less		Neither parent working full-time		Single parent working part-time or less	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Unmet medical needs	116		436		317		83		574	
Someone needed to see a doctor or go to the hospital but could not go for any financial reason (for example, could not afford transportation or child care)		12.4		14.7		15.1		24.3		15.9
Someone needed to see a dentist but could not go for any financial reason (for example, could not afford transportation or child care)		19.4		22.0		32.0		45.8		22.2
Number of unmet medical needs	116		434		316		83		573	
None		78.5		74.0		64.8		53.4		75.0
One		11.2		15.4		23.3		24.5		12.3
Two		10.3		10.6		11.9		22.2		12.7

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aParent employment categories use the information provided in Table A.11 and include one- or two-parent households with biological or adoptive parents.

Table A.25. Whether parents own or rent home, live in public or subsidized housing, or have some other living situation

	n	Percentage
Owns home	1,677	17.4
Rents home	1,677	58.3
Lives in public or subsidized housing	1,677	14.1
Lives with someone else, whether pays rent or not	1,677	10.0
Other ^a	1,677	0.3

Source: Fall 2019 FACES Parent Interview.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aOther includes situations like living in a family-owned property rent free, or in a hotel or family shelter.

Table A.26. Whether parents own or rent home, live in public or subsidized housing, or have some other living situation, by income as a percentage of federal poverty threshold^a

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Owens home	227	9.0	488	12.5	280	15.8	682	24.0
Rents home	227	45.3	488	56.5	280	61.7	682	62.0
Lives in public or subsidized housing	227	29.7	488	19.4	280	9.6	682	7.4
Lives with someone else, whether pays rent or not	227	16.1	488	11.1	280	12.2	682	6.4
Other ^b	227	0.0	488	0.5	280	0.7	682	0.2

Source: Fall 2019 FACES Parent Interview.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, the 100 percent federal poverty threshold for a family of four in 2018 was \$25,701.

^bOther includes situations like living in a family-owned property rent free, or in a hotel or family shelter.

Table A.27. Whether parents own or rent home, live in public or subsidized housing, or have some other living situation, by parent employment status^a

	Parent employment status									
	Both parents working full-time		Single parent working full-time		One parent working full-time; one parent working part-time or less		Neither parent working full-time		Single parent working part-time or less	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Owens home	116	45.7	438	13.4	317	20.8	84	23.5	572	8.8
Rents home	116	46.9	438	66.1	317	69.6	84	49.9	572	51.3
Lives in public or subsidized housing	116	1.2	438	6.9	317	5.7	84	23.2	572	24.8
Lives with someone else, whether pays rent or not	116	6.2	438	12.9	317	3.9	84	3.1	572	14.8
Other ^b	116	0.0	438	0.7	317	0.0	84	0.3	572	0.4

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aParent employment categories draw on the information provided in Table A.11 and include one- and two-parent households with biological or adoptive parents.

^bOther includes housing situations like living in a family-owned property rent free, or in a hotel or family shelter.

Table A.28. Public assistance received by household in the past six months

	n	Percentage
Welfare or Temporary Assistance for Needy Families (TANF)	1,672	18.3
Unemployment insurance	1,682	1.9
Food Stamps or Supplemental Nutrition Assistance Program (SNAP)	1,679	57.2
WIC or the Special Supplemental Nutrition Program for Women, Infants, and Children	1,679	51.5
Child support	1,680	18.3
Supplemental Security Income (SSI) or Social Security Retirement, Disability, or Survivor's benefits	1,681	14.5
Foster care, guardianship, or adoption assistance or payments	1,681	2.6
Energy assistance	1,678	9.5

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table A.29. Public assistance received by household in the past six months, by income as a percentage of federal poverty threshold^a

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Welfare or Temporary Assistance for Needy Families (TANF)	231	31.4	481	23.4	281	12.8	679	12.8
Unemployment insurance	231	0.0	489	1.3	280	4.2	682	2.0
Food Stamps or Supplemental Nutrition Assistance Program (SNAP)	230	85.6	487	73.0	280	52.5	682	39.5
WIC or the Special Supplemental Nutrition Program for Women, Infants, and Children	231	56.9	488	54.3	281	55.7	679	46.1
Child support	231	21.0	488	23.7	280	15.7	681	14.8
Supplemental Security Income (SSI) or Social Security Retirement, Disability, or Survivor's benefits	231	12.9	487	17.9	281	14.6	682	12.6
Foster care, guardianship, or adoption assistance or payments	231	0.3	487	1.5	281	1.9	682	4.3
Energy assistance	230	9.8	487	13.0	280	10.0	681	6.9

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau thresholds, which use household income relative to number of family members. For example, the 100 percent federal poverty threshold for a family of four in 2018 was \$25,701.

Table A.30. Public assistance received by household in the past six months, by parent employment status^a

	Parent employment status									
	Both parents working full-time		Single parent working full-time		One parent working full-time; one parent working part-time or less		Neither parent working full-time		Single parent working part-time or less	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Welfare or Temporary Assistance for Needy Families (TANF)	116	6.9	435	13.3	315	6.9	84	14.9	573	28.4
Unemployment insurance	115	0.8	438	1.7	317	1.6	84	4.5	577	2.2
Food Stamps or Supplemental Nutrition Assistance Program (SNAP)	116	26.2	437	51.2	316	39.9	84	68.8	576	77.4
WIC or the Special Supplemental Nutrition Program for Women, Infants, and Children	116	40.1	436	41.5	316	61.2	84	55.4	578	53.4
Child support	115	17.1	437	19.0	317	9.3	84	3.8	577	24.8
Supplemental Security Income (SSI) or Social Security Retirement, Disability, or Survivor's benefits	116	8.8	438	6.7	316	11.4	84	23.0	577	18.5
Foster care, guardianship, or adoption assistance or payments	116	3.5	438	1.8	316	1.1	83	1.2	578	1.2
Energy assistance	116	6.6	437	5.2	315	5.3	84	16.2	576	15.6

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aParent employment categories draw on the information provided in Table A.11 and include one- and two-parent households with biological or adoptive parents.

Table A.31. Number of times a family member read to the child in the past week

	n	Percentage
Not at all	1,683	2.2
Once or twice	1,683	24.9
Three or more times, but not every day	1,683	38.8
Every day	1,683	34.2

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table A.32. Number of times a family member read to the child in the past week, by Head Start exposure

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Not at all	849	2.4	709	2.1	1,558	2.2	125	1.7
Once or twice	849	23.1	709	27.3	1,558	25.1	125	23.0
Three or more times, but not every day	849	40.1	709	36.1	1,558	38.2	125	43.4
Every day	849	34.4	709	34.6	1,558	34.5	125	31.9

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

Table A.33. Types and number of activities that family members did with the child in the past week

	n	Percentage
Told child a story	1,677	
Never		5.8
1 or 2 days		35.1
3 or 4 days		19.1
Most days		40.0
Taught child letters, words, or numbers	1,683	
Never		0.6
1 or 2 days		15.1
3 or 4 days		24.8
Most days		59.4
Taught child songs or music	1,683	
Never		4.1
1 or 2 days		19.1
3 or 4 days		16.5
Most days		60.2
Played with toys or games indoors	1,684	
Never		0.2
1 or 2 days		6.3
3 or 4 days		14.4
Most days		79.1
Played a game, sport, or exercised together	1,681	
Never		5.1
1 or 2 days		29.2
3 or 4 days		24.5
Most days		41.1
Took child along on errands	1,684	
Never		4.3
1 or 2 days		23.0
3 or 4 days		17.7
Most days		55.0
Involved child in household chores	1,684	
Never		5.4
1 or 2 days		16.1
3 or 4 days		18.7
Most days		59.8
Talked about what happened in Head Start	1,683	
Never		1.9
1 or 2 days		4.6
3 or 4 days		8.2
Most days		85.2

Table A.33 (*continued*)

	n	Percentage	
Talked about TV programs or videos	1,682		
Never		7.7	
1 or 2 days		26.8	
3 or 4 days		20.0	
Most days		45.4	
Played counting games	1,682		
Never		2.1	
1 or 2 days		19.2	
3 or 4 days		28.2	
Most days		50.5	
Played a board game or a card game	1,682		
Never		30.9	
1 or 2 days		46.0	
3 or 4 days		12.7	
Most days		10.4	
Played with blocks	1,681		
Never		21.2	
1 or 2 days		32.4	
3 or 4 days		22.1	
Most days		24.2	
Counted different things	1,682		
Never		2.3	
1 or 2 days		17.7	
3 or 4 days		24.6	
Most days		55.5	
	n	Mean	Reported range^a
Number of activities	1,684	12.1	5-13

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aPossible range for the number of activities is 0 to 13.

Table A.34. Types and number of activities that family members did with the child in the past week, by Head Start exposure

	Newly entering children				All newly entering		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Told child a story	847		705		1,552		125	
Never		7.2		5.4		6.4		1.4
1 or 2 days		34.1		34.8		34.4		40.0
3 or 4 days		18.9		18.3		18.6		23.0
Most days		39.8		41.4		40.6		35.6
Taught child letters, words, or numbers	849		709		1,558		125	
Never		0.2		1.3		0.7		0.0
1 or 2 days		11.4		16.6		13.9		24.1
3 or 4 days		23.7		26.3		24.9		24.0
Most days		64.7		55.8		60.5		52.0
Taught child songs or music	849		709		1,558		125	
Never		3.0		4.5		3.7		7.4
1 or 2 days		15.9		20.0		17.9		28.1
3 or 4 days		18.0		16.9		17.5		9.2
Most days		63.1		58.5		60.9		55.4
Played with toys or games indoors	850		709		1,559		125	
Never		0.3		0.1		0.2		0.6
1 or 2 days		3.9		7.4		5.6		11.4
3 or 4 days		12.7		15.4		14.0		17.2
Most days		83.1		77.1		80.3		70.8
Played a game, sport, or exercised together	848		709		1,557		124	
Never		5.1		4.4		4.8		7.5
1 or 2 days		27.9		29.1		28.5		34.9
3 or 4 days		23.3		24.8		24.0		28.0
Most days		43.7		41.6		42.7		29.6
Took child along on errands	850		709		1,559		125	
Never		3.3		4.1		3.7		8.2
1 or 2 days		22.6		20.2		21.4		34.5
3 or 4 days		18.1		18.7		18.4		12.6
Most days		56.0		57.0		56.5		44.8
Involved child in household chores	850		709		1,559		125	
Never		5.8		4.9		5.4		6.0
1 or 2 days		17.9		14.4		16.2		15.2
3 or 4 days		16.9		20.1		18.4		20.7
Most days		59.5		60.6		60.0		58.1

Table A.34 (continued)

	Newly entering children				All newly entering		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Talked about what happened in Head Start	849		709		1,558		125	
Never		2.0		2.1		2.0		1.4
1 or 2 days		4.8		4.4		4.6		4.8
3 or 4 days		7.9		8.9		8.4		6.5
Most days		85.2		84.6		84.9		87.3
Talked about TV programs or videos	848		709		1,557		125	
Never		7.0		8.0		7.5		9.4
1 or 2 days		30.5		22.8		26.8		27.0
3 or 4 days		20.1		20.1		20.1		19.5
Most days		42.4		49.1		45.6		44.1
Played counting games	850		708		1,558		124	
Never		1.4		2.0		1.7		5.0
1 or 2 days		16.1		22.4		19.2		19.5
3 or 4 days		28.0		27.3		27.6		32.2
Most days		54.4		48.3		51.5		43.4
Played a board game or a card game	849		708		1,557		125	
Never		34.8		27.0		31.0		29.9
1 or 2 days		42.3		49.5		45.7		47.9
3 or 4 days		12.9		12.1		12.5		13.8
Most days		10.1		11.4		10.7		8.4
Played with blocks	849		707		1,556		125	
Never		17.0		24.0		20.4		27.6
1 or 2 days		32.0		35.5		33.7		23.4
3 or 4 days		23.6		20.0		21.9		24.0
Most days		27.3		20.5		24.1		25.0
Counted different things	849		708		1,557		125	
Never		2.4		2.6		2.5		1.1
1 or 2 days		16.5		18.6		17.5		18.8
3 or 4 days		22.7		24.3		23.5		32.6
Most days		58.5		54.5		56.5		47.6
	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)
Number of activities ^b	850	12.1 (5-13)	709	12.1 (6-13)	1,559	12.1 (5-13)	125	11.9 (9-13)

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

^bSee Table A.33 for possible response ranges.

Table A.35. Family bedtime and dinner routines

	n	Percentage	
Child has regular bedtime	1,652		
Yes		88.8	
No		11.2	
Number of days per week family eats dinner together (categories)	1,683		
0-2		3.6	
3-4		13.9	
5-6		19.0	
7		63.6	
	n	Mean	Reported range
Number of days per week family eats dinner together	1,683	6.0	0-7

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table A.36. Family bedtime and dinner routines, by Head Start exposure

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Child has regular bedtime	828		699		1,527		125	
Yes		88.5		88.9		88.7		89.4
No		11.5		11.1		11.3		10.6
Number of days per week family eats dinner together (categories)	850		708		1,558		125	
0-2		4.1		3.5		3.8		1.7
3-4		15.3		11.9		13.7		15.4
5-6		16.4		21.9		19.1		18.4
7		64.2		62.6		63.4		64.5
	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)
Number of days per week family eats dinner together	850	6.0 (0-7)	708	6.0 (0-7)	1,558	6.0 (0-7)	125	6.0 (0-7)

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

Table A.37. Children's access to health care providers and medical and dental care

	n	Percentage
Child has a regular health care provider^a	1,673	
Yes		97.8
No		2.2
Where child usually goes if sick	1,667	
A private doctor, private clinic, or HMO		68.4
An outpatient clinic run by a hospital		11.1
The emergency room at a hospital		6.1
Public health department or community health center		10.7
A migrant health clinic		0.1
The Indian Health Service		0.3
Urgent care		2.9
Where child usually goes for routine medical care	1,662	
No regular place		0.7
A private doctor, private clinic, or HMO		70.2
An outpatient clinic run by a hospital		12.3
The emergency room at a hospital		0.7
Public health department or community health center		13.8
A migrant health clinic		0.0
The Indian Health Service		0.3
Urgent care		0.3
Child uses a dentist or dental clinic	1,663	
Yes		88.6
No		11.4

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aA child has a regular health care provider if the parent reports taking the child to one of the following for routine medical care: a private doctor, private clinic, or HMO; an outpatient clinic run by a hospital; a public health department or community health center; a migrant health clinic; or The Indian Health Service. A child does not have a regular health care provider if the parent reports taking the child to a hospital emergency room for routine medical care, or not having a regular place for the child's care.

Table A.38. Children's access to health care providers and medical and dental care, by Head Start exposure

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Child has a regular health care provider^b	844		704		1,548		125	
Yes		97.9		97.1		97.5		100.0
No		2.1		2.9		2.5		0.0
Where child usually goes if sick	841		703		1,544		123	
A private doctor, private clinic, or HMO		68.5		65.6		67.1		78.1
An outpatient clinic run by a hospital		10.9		11.6		11.2		10.3
The emergency room at a hospital		5.8		7.1		6.4		3.8
Public health department or community health center		11.1		12.1		11.6		4.2
A migrant health clinic		0.3		0.0		0.2		0.0
The Indian Health Service		0.4		0.0		0.2		0.9
Urgent care		3.0		3.0		3.0		2.4
Where child usually goes for routine medical care	836		702		1,538		124	
No regular place		1.3		0.3		0.8		0.0
A private doctor, private clinic, or HMO		70.4		66.8		68.7		81.1
An outpatient clinic run by a hospital		11.8		13.6		12.7		9.7
The emergency room at a hospital		0.5		1.1		0.8		0.0
Public health department or community health center		14.0		15.2		14.6		8.3
A migrant health clinic		0.1		0.0		0.0		0.0
The Indian Health Service		0.4		0.0		0.2		0.9
Urgent care		0.5		0.3		0.4		0.0
Child uses dentist or dental clinic	840		700		1,540		123	
Yes		86.7		89.6		88.1		92.7
No		13.3		10.4		11.9		7.3

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

^bA child has a regular health care provider if the parent reports taking the child to one of the following for routine medical care: a private doctor, private clinic, or HMO; an outpatient clinic run by a hospital; a public health department or community health center; a migrant health clinic; or The Indian Health Service. A child does not have a regular health care provider if the parent reports taking the child to a hospital emergency room for routine medical care, or not having a regular place for the child's care.

SECTION B

CHILDREN'S COGNITIVE SKILLS

[Return to description of Section B topics and scores.](#)

This page has been left blank for double-sided copying.

Table B.1. Reliability of the English and Spanish assessments by language of direct assessment

	Number of items administered	Cronbach's alpha
All children		
Receptive vocabulary (PPVT–5 standard score)	200	0.98
Children assessed in English or primarily assessed in English^a		
Letter-word knowledge (WJ IV: Letter-Word Identification standard score)	71	0.87
Early writing (WJ IV: Spelling standard score)	20	0.70
Early math (WJ IV: Applied Problems standard score)	40	0.84
Letter-sounds knowledge (ECLS–B Letter-Sounds IRT score)	5	0.55
Letter-sounds and letter-word knowledge (Combined ECLS–B Letter-Sounds/WJ III Letter-Word Identification IRT score)	23	0.72
Early math (ECLS–B Math IRT score)	21	0.76
Number and shape knowledge (ECLS–B Number/Shape IRT proficiency probability score)	2	0.49
Early math (Combined ECLS–B/WJ IV Applied Problems IRT score)	42	0.89
Children assessed in English or assessed in English with shortened assessment^a		
Expressive vocabulary (EOWPVT–4 standard score)	125	0.97
Children primarily assessed in English or primarily assessed in Spanish^a		
Spanish receptive vocabulary (ROWPVT–4: SBE standard score)	70	0.97
Conceptual expressive vocabulary (EOWPVT–4: SBE standard score)	104	0.93
Children primarily assessed in Spanish^a		
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	18	0.73
Early writing (WM III NU: Spelling standard score)	18	0.64
Early math (WM III NU: Applied Problems standard score)	20	0.80

Source: Fall 2019 FACES Direct Child Assessment and Survey Management System.

^aWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

Table B.2. Language of direct assessment^a

	n	Percentage
Assessed in English	1,586	80.1
Primarily assessed in English	1,586	10.8
Primarily assessed in Spanish	1,586	8.2
Assessed in English, shortened assessment	1,586	0.9

Source: Fall 2019 FACES Direct Child Assessment and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aWe based language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

Table B.3. Language of direct assessment, by Head Start exposure^a

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^b		4 years old or older ^b					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Assessed in English	786	77.7	677	85.8	1,463	81.6	123	69.0
Primarily assessed in English	786	6.7	677	9.7	1,463	8.2	123	29.3
Primarily assessed in Spanish	786	13.9	677	4.0	1,463	9.1	123	1.7
Assessed in English, shortened assessment	786	1.6	677	0.5	1,463	1.1	123	0.0

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aWe based language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^bAge as of September 1, 2019.

Table B.4. English receptive vocabulary skills for all children and by language of direct assessment, age, and Head Start exposure^a

	n	Mean	SD	Reported standard score range	Possible standard score range	Percentage of children ^b				
						2 or more SDs below the mean	Between 1 and 2 SDs below the mean	Within 1 SD of the mean	Between 1 and 2 SDs above the mean	2 or more SDs above the mean
All children	1,586	81.4	14.8	40-132	40-160	21.1	41.4	35.3	2.1	0.0
Language of direct assessment^c										
Assessed in English	1,265	83.9	14.2	40-132	40-160	15.9	39.9	41.6	2.6	0.0
Primarily assessed in English	174	76.8	10.4	41-116	40-160	25.2	58.8	15.5	0.5	0.0
Primarily assessed in Spanish	139	65.1	13.0	40-95	40-160	59.7	36.3	4.0	0.0	0.0
Assessed in English, shortened assessment	8	!	!	!	40-160	!	!	!	!	!
Age as of September 1, 2019										
3 years old or younger	812	82.2	15.4	44-132	40-160	20.5	39.1	37.2	3.2	0.1
4 years old or older	774	80.5	14.2	40-122	40-160	21.7	43.6	33.6	1.1	0.0
Head Start exposure										
All newly entering children	1,463	81.3	14.9	40-132	40-160	21.4	40.3	36.4	1.8	0.0
3 years old or younger ^d	786	81.9	15.2	44-132	40-160	21.6	38.1	37.6	2.6	0.1
4 years old or older ^d	677	80.7	14.6	40-122	40-160	21.2	42.6	35.2	1.0	0.0
All returning children	123	81.6	14.0	41-122	40-160	19.2	49.1	27.5	4.1	0.0

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

! Too few cases for a reliable estimate.

^aThe table reports standard scores on the PPVT-5; they reflect a child's performance relative to English-speaking children of the same age nationally. These scores have a mean of 100 and a standard deviation of 15.

^bIn these columns, we categorize standard scores using standard deviation units: scores two or more standard deviations below the mean (70 or less), scores between one and two standard deviations below the mean (71 to 85), scores within one standard deviation of the mean (86 to 114), scores between one and two standard deviations above the mean (115 to 129), and scores two or more standard deviations above the mean (130 or greater).

^cWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^dAge as of September 1, 2019.

Table B.5. English expressive vocabulary skills for all children assessed in English or assessed in English with the shortened assessment and by language of direct assessment, age, and Head Start exposure^a

	n	Mean	SD	Reported standard score range ^c	Possible standard score range ^c	Percentage of children ^b				
						2 or more SDs below the mean	Between 1 and 2 SDs below the mean	Within 1 SD of the mean	Between 1 and 2 SDs above the mean	2 or more SDs above the mean
All children	1,254	90.1	16.7	45-136	45-155	12.3	21.4	60.5	5.3	0.4
Language of direct assessment^d										
Assessed in English	1,246	90.4	16.4	45-136	45-155	11.5	21.7	61.1	5.3	0.4
Assessed in English, shortened assessment	8	!	!	!	45-155	!	!	!	!	!
Age as of September 1, 2019										
3 years old or younger	633	87.7	17.9	45-132	45-155	16.7	23.4	55.8	3.8	0.3
4 years old or older	621	92.2	15.3	45-136	45-155	8.5	19.8	64.7	6.6	0.5
Head Start exposure										
All newly entering children	1,168	89.7	16.8	45-136	45-155	13.0	21.8	59.5	5.3	0.3
3 years old or younger ^e	617	87.3	17.9	45-132	45-155	17.0	23.8	54.9	4.0	0.3
4 years old or older ^e	551	92.0	15.2	45-136	45-155	9.0	19.9	64.1	6.7	0.3
All returning children	86	93.3	15.7	45-131	45-155	7.1	18.0	69.1	4.7	1.0

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

! Too few cases for a reliable estimate.

^aThe table reports standard scores on the EOWPVT-4; they reflect a child's performance relative to English-speaking children of the same age nationally. These scores have a mean of 100 and a standard deviation of 15.

^bIn these columns, we categorize standard scores using standard deviation units: scores two or more standard deviations below the mean (70 or less), scores between one and two standard deviations below the mean (71 to 85), scores within one standard deviation of the mean (86 to 114), scores between one and two standard deviations above the mean (115 to 129), and scores two or more standard deviations above the mean (130 or greater).

^cThe publisher provides a range of <55 to >145, but in FACES 2019 we assign scores outside this range as 45 or 155, respectively.

^dWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^eAge as of September 1, 2019.

Table B.6. Spanish receptive vocabulary skills for children primarily assessed in English or primarily assessed in Spanish and by language of direct assessment, age, and Head Start exposure^{a, b}

	n	Mean	SD	Reported standard score range ^d	Possible standard score range ^d	Percentage of children ^c				
						2 or more SDs below the mean	Between 1 and 2 SDs below the mean	Within 1 SD of the mean	Between 1 and 2 SDs above the mean	2 or more SDs above the mean
All children	301	80.0	15.6	45-113	45-155	26.3	30.5	43.1	0.0	0.0
Language of direct assessment^e										
Primarily assessed in English	166	80.4	14.6	45-113	45-155	24.9	36.9	38.2	0.0	0.0
Primarily assessed in Spanish	135	79.5	16.9	45-109	45-155	28.2	22.3	49.6	0.0	0.0
Age as of September 1, 2019										
3 years old or younger	164	78.3	16.0	45-109	45-155	32.1	21.3	46.6	0.0	0.0
4 years old or older	137	82.2	14.9	45-113	45-155	18.9	42.4	38.7	0.0	0.0
Head Start exposure										
All newly entering children	268	80.5	16.3	45-113	45-155	26.6	25.2	48.1	0.0	0.0
3 years old or younger ^f	155	78.7	16.4	45-109	45-155	31.1	19.8	49.1	0.0	0.0
4 years old or older ^f	113	83.5	15.6	45-113	45-155	19.4	34.1	46.5	0.0	0.0
All returning children	33	77.9	12.6	55-109	45-155	25.1	51.2	23.7	0.0	0.0

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aThis table reports standard scores on the ROWPVT-4: SBE; they reflect a child's performance relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English. These scores have a mean of 100 and a standard deviation of 15.

^bIn FACES 2019, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only.

^cIn these columns, we categorize standard scores using standard deviation units: scores two or more standard deviations below the mean (70 or less), scores between one and two standard deviations below the mean (71 to 85), scores within one standard deviation of the mean (86 to 114), scores between one and two standard deviations above the mean (115 to 129), and scores two or more standard deviations above the mean (130 or greater).

^dThe publisher provides a range of <55 to >145, but in FACES 2019 we assign scores outside this range as 45 or 155, respectively.

^eWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^fAge as of September 1, 2019.

Table B.7. Conceptual expressive vocabulary skills for children primarily assessed in English or primarily assessed in Spanish and by language of direct assessment, age, and Head Start exposure^{a, b}

	n	Mean	SD	Reported standard score range ^d	Possible standard score range ^d	Percentage of children ^c				
						2 or more SDs below the mean	Between 1 and 2 SDs below the mean	Within 1 SD of the mean	Between 1 and 2 SDs above the mean	2 or more SDs above the mean
All children	301	93.6	17.9	45-142	45-155	13.8	10.7	67.7	6.7	1.2
Language of direct assessment^e										
Primarily assessed in English	166	100.4	13.8	55-142	45-155	4.7	5.5	76.5	11.2	2.1
Primarily assessed in Spanish	135	84.8	18.8	45-120	45-155	25.7	17.4	56.1	0.8	0.0
Age as of September 1, 2019										
3 years old or younger	164	90.6	18.6	45-122	45-155	19.7	10.2	67.1	3.1	0.0
4 years old or older	137	97.5	16.1	45-142	45-155	6.3	11.3	68.5	11.3	2.8
Head Start exposure										
All newly entering children	268	91.7	18.6	45-142	45-155	16.2	12.0	65.0	5.3	1.5
3 years old or younger ^f	155	89.1	18.8	45-122	45-155	20.5	11.6	64.5	3.5	0.0
4 years old or older ^f	113	95.8	17.5	45-142	45-155	9.1	12.8	65.9	8.2	4.0
All returning children	33	101.1	12.3	70-124	45-155	4.5	5.3	78.1	12.2	0.0

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aThe table reports standard scores on the EOWPVT-4: SBE; they reflect a child's performance relative to Spanish-speaking children of the same age nationally. These scores have a mean of 100 and a standard deviation of 15.

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

^cIn these columns, we categorize standard scores using standard deviation units: scores two or more standard deviations below the mean (70 or less), scores between one and two standard deviations below the mean (71 to 85), scores within one standard deviation of the mean (86 to 114), scores between one and two standard deviations above the mean (115 to 129), and scores two or more standard deviations above the mean (130 or greater).

^dThe publisher provides a range of <55 to >145, but in FACES 2019 we assign scores outside this range as 45 or 155, respectively.

^eWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^fAge as of September 1, 2019.

Table B.8. Literacy skills for children assessed in English or primarily assessed in English, by language of direct assessment^{a, b}

	n	Mean	SD	Reported score range	Possible score range	Percentage of children ^c				
						2 or more SDs below the mean	Between 1 and 2 SDs below the mean	Within 1 SD of the mean	Between 1 and 2 SDs above the mean	2 or more SDs above the mean
Children assessed in English or primarily assessed in English										
Letter-word knowledge (WJ IV: Letter-Word Identification standard score)	1,423	86.4	13.4	52-148	0->=200	12.2	35.3	51.1	1.0	0.4
Early writing (WJ IV: Spelling standard score) ^d	1,313	94.2	10.8	56-130	0->=200	2.4	16.2	78.3	3.1	0.1
Letter-sounds knowledge (ECLS–B Letter-Sounds IRT score)	495	0.9	0.5	0.3-3.6	0-5	n.a.	n.a.	n.a.	n.a.	n.a.
Letter-sounds and letter-word knowledge (Combined ECLS–B Letter-Sounds/WJ IV Letter-Word Identification IRT score)	495	8.5	2.7	4.5-19.5	0-23	n.a.	n.a.	n.a.	n.a.	n.a.
Children assessed in English										
Letter-word knowledge (WJ IV: Letter-Word Identification standard score)	1,250	86.6	13.6	52-148	0->=200	12.1	35.1	51.2	1.1	0.5
Early writing (WJ IV: Spelling standard score) ^d	1,145	94.3	10.7	56-130	0->=200	2.3	16.2	78.2	3.2	0.1
Letter-sounds knowledge (ECLS–B Letter-Sounds IRT score)	435	0.9	0.5	0.3-3.6	0-5	n.a.	n.a.	n.a.	n.a.	n.a.
Letter-sounds and letter-word knowledge (Combined ECLS–B Letter-Sounds/WJ IV Letter-Word Identification IRT score)	435	8.5	2.7	4.5-19.5	0-23	n.a.	n.a.	n.a.	n.a.	n.a.
Children primarily assessed in English										
Letter-word knowledge (WJ IV: Letter-Word Identification standard score)	173	84.9	12.2	53-122	0->=200	13.5	36.6	49.6	0.2	0.0
Early writing (WJ IV: Spelling standard score) ^d	168	93.3	11.5	60-122	0->=200	3.2	15.9	79.0	1.9	0.0
Letter-sounds knowledge (ECLS–B Letter-Sounds IRT score)	60	0.9	0.4	0.3-3.0	0-5	n.a.	n.a.	n.a.	n.a.	n.a.
Letter-sounds and letter-word knowledge (Combined ECLS–B Letter-Sounds/WJ IV Letter-Word Identification IRT score)	60	8.6	2.4	4.5-16.9	0-23	n.a.	n.a.	n.a.	n.a.	n.a.

Source: Fall 2019 FACES Direct Child Assessment and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

n.a. = not applicable. We only report these data for measures with standard scores.

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

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cIn these columns, we categorize standard scores using standard deviation units: scores two or more standard deviations below the mean (70 or less), scores between one and two standard deviations below the mean (71 to 85), scores within one standard deviation of the mean (86 to 114), scores between one and two standard deviations above the mean (115 to 129), and scores two or more standard deviations above the mean (130 or greater).

^dWe do not report WJ IV Spelling standard scores for children younger than 3 years, 4 months because these scores may not adequately reflect the abilities of this age group.

Table B.9. Literacy skills for children assessed in English or primarily assessed in English, by age^{a, b}

	3 years old or younger ^c			4 years old or older ^c		
	n	Mean (reported score range)	SD	n	Mean (reported score range)	SD
Letter-word knowledge (WJ IV: Letter-Word Identification standard score)	688	88.6 (63-146)	13.3	735	84.6 (52-148)	13.3
Early writing (WJ IV: Spelling standard score) ^d	578	98.0 (80-130)	8.6	735	91.6 (56-122)	11.5
Letter-sounds knowledge (ECLS–B Letter-Sounds IRT score)	131	0.8 (0.3-3.4)	0.5	364	0.9 (0.3-3.6)	0.5
Letter-sounds and letter-word knowledge (Combined ECLS–B Letter-Sounds/WJ IV Letter-Word Identification IRT score)	131	8.3 (4.5-18.6)	2.8	364	8.6 (4.5-19.5)	2.6

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aStandard scores in this table reflect a child's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time. See Table B.8 for possible response ranges.

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cAge as of September 1, 2019.

^dWe do not report WJ IV Spelling standard scores for children younger than 3 years, 4 months because these scores may not adequately reflect the abilities of this age group.

Table B.10. Literacy skills for children assessed in English or primarily assessed in English, by Head Start exposure^{a, b}

	Newly entering children						All newly entering children			All returning children		
	3 years old or younger ^c			4 years old or older ^c								
	n	Mean (reported score range)	SD	n	Mean (reported score range)	SD	n	Mean (reported score range)	SD	n	Mean (reported score range)	SD
Letter-word knowledge (WJ IV: Letter-Word Identification standard score)	664	88.5 (63-146)	13.0	639	84.4 (52-148)	13.4	1,303	86.4 (52-148)	13.4	120	86.7 (55-140)	13.7
Early writing (WJ IV: Spelling standard score) ^d	555	98.0 (80-130)	8.7	639	91.3 (56-122)	11.2	1,194	94.2 (56-130)	10.7	119	94.0 (61-122)	11.5
Letter-sounds knowledge (ECLS–B Letter-Sounds IRT score)	122	0.9 (0.3-3.4)	0.6	316	0.9 (0.3-3.6)	0.5	438	0.9 (0.3-3.6)	0.5	57	0.8 (0.3-3.4)	0.4
Letter-sounds and letter-word knowledge (Combined ECLS–B Letter-Sounds/WJ IV Letter-Word Identification IRT score)	122	8.4 (4.5-18.6)	2.9	316	8.6 (4.5-19.5)	2.7	438	8.5 (4.5-19.5)	2.7	57	8.5 (4.5-18.6)	2.4

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aStandard scores in this table reflect a child's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time. See Table B.8 for possible response ranges.

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cAge as of September 1, 2019.

^dWe do not report WJ IV Spelling standard scores for children younger than 3 years, 4 months because these scores may not adequately reflect the abilities of this age group.

Table B.11. Math skills for children assessed in English or primarily assessed in English, by language of direct assessment^{a, b}

	n	Mean	SD	Reported score range	Possible score range	Percentage of children ^c				
						2 or more SDs below the mean	Between 1 and 2 SDs below the mean	Within 1 SD of the mean	Between 1 and 2 SDs above the mean	2 or more SDs above the mean
Children assessed in English or primarily assessed in English										
Early math (WJ IV: Applied Problems standard score)	1,390	80.3	16.1	41-126	0->=200	27.1	33.0	38.6	1.2	0.0
Early math (ECLS–B math IRT score)	1,387	7.2	2.9	2.5-17.2	0-22	n.a.	n.a.	n.a.	n.a.	n.a.
Number and shape knowledge (ECLS–B number/shape IRT proficiency probability score ^d)	1,387	0.39	0.33	0.00-1.00	0-1.00	n.a.	n.a.	n.a.	n.a.	n.a.
Early math (Combined ECLS–B/WJ IV Applied Problems IRT score)	1,387	13.4	6.5	3.4-33.7	0-43	n.a.	n.a.	n.a.	n.a.	n.a.
Children assessed in English										
Early math (WJ IV: Applied Problems standard score)	1,220	80.3	16.2	41-126	0->=200	27.4	32.8	38.7	1.2	0.0
Early math (ECLS–B math IRT score)	1,214	7.1	2.9	2.5-16.5	0-22	n.a.	n.a.	n.a.	n.a.	n.a.
Number and shape knowledge (ECLS–B number/shape IRT proficiency probability score ^d)	1,214	0.39	0.34	0.00-1.00	0-1.00	n.a.	n.a.	n.a.	n.a.	n.a.
Early math (Combined ECLS–B/WJ IV Applied Problems IRT score)	1,214	13.3	6.6	3.4-32.5	0-43	n.a.	n.a.	n.a.	n.a.	n.a.
Children primarily assessed in English										
Early math (WJ IV: Applied Problems standard score)	170	80.5	15.8	41-126	0->=200	25.5	35.0	38.6	0.9	0.0
Early math (ECLS–B math IRT score)	173	7.4	2.8	2.5-17.2	0-22	n.a.	n.a.	n.a.	n.a.	n.a.
Number and shape knowledge (ECLS–B number/shape IRT proficiency probability score ^d)	173	0.400	0.31	0.00-1.00	0-1.00	n.a.	n.a.	n.a.	n.a.	n.a.
Early math (Combined ECLS–B/WJ IV Applied Problems IRT score)	173	13.8	6.3	3.4-33.7	0-43	n.a.	n.a.	n.a.	n.a.	n.a.

Source: Fall 2019 FACES Direct Child Assessment and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

n.a. = not applicable. We only report these data for measures with standard scores.

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

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cIn these columns, we categorize standard scores using standard deviation units: scores two or more standard deviations below the mean (70 or less), scores between one and two standard deviations below the mean (71 to 85), scores within one standard deviation of the mean (86 to 114), scores between one and two standard deviations above the mean (115 to 129), and scores two or more standard deviations above the mean (130 or greater).

Table B.11 (*continued*)

^aProficiency probability scores indicate the probability that a child would have passed the proficiency level. Scores can be multiplied by 100 to be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, a score of 0.39 would mean that 39 percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take any value from zero to one.

Table B.12. Math skills for children assessed in English or primarily assessed in English, by age^{a, b}

	3 years old or younger ^c			4 years old or older ^c		
	n	Mean (reported score range)	SD	n	Mean (reported score range)	SD
Early math (WJ IV: Applied Problems standard score)	688	77.7 (41-126)	16.4	702	82.5 (41-120)	15.6
Early math (ECLS-B Math IRT score)	654	5.6 (2.5-14.1)	2.2	733	8.4 (2.5-17.2)	2.8
Number and shape knowledge (ECLS-B Number/Shape IRT proficiency probability score ^d)	654	0.21 (0.00-0.99)	0.25	733	0.53 (0.00-1.00)	0.32
Early math (Combined ECLS-B/WJ IV Applied Problems IRT score)	654	9.8 (3.4-28.1)	5.0	733	16.2 (3.4-33.7)	6.2

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aStandard scores in this table reflect a child's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time. See Table B.11 for possible response ranges.

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cAge as of September 1, 2019.

^dProficiency probability scores indicate the probability that a child would have passed the proficiency level. Scores can be multiplied by 100 to be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, a score of 0.39 would mean that 39 percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take any value from zero to one.

Table B.13. Math skills for children assessed in English or primarily assessed in English, by Head Start exposure^{a, b}

	Newly entering children						All newly entering children			All returning children		
	3 years old or younger ^c			4 years old or older ^c								
	n	Mean (reported score range)	SD	n	Mean (reported score range)	SD	n	Mean (reported score range)	SD	n	Mean (reported score range)	SD
Early math (WJ IV: Applied Problems standard score)	664	77.0 (41-126)	16.2	612	82.3 (41-120)	15.9	1,276	79.7 (41-126)	16.3	114	84.2 (41-116)	14.5
Early math (ECLS–B Math IRT score)	630	5.4 (2.5-14.1)	2.1	638	8.4 (2.5-16.5)	2.8	1,268	7.0 (2.5-16.5)	2.9	119	8.2 (2.9-17.2)	2.9
Number and shape knowledge (ECLS–B Number/Shape IRT proficiency probability score ^d)	630	0.19 (0.00-0.99)	0.24	638	0.52 (0.00-1.00)	0.32	1,268	0.37 (0.00-1.00)	0.33	119	0.51 (0.01-1.00)	0.32
Early math (Combined ECLS–B/WJ IV Applied Problems IRT score)	630	9.5 (3.4-28.1)	4.9	638	16.1 (3.4-32.5)	6.2	1,268	13.0 (3.4-32.5)	6.5	119	15.8 (4.1-33.7)	6.4

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aStandard scores in this table reflect a child's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children's absolute performance at a specific point in time. See Table B.11 for possible response ranges.

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cAge as of September 1, 2019.

^dProficiency probability scores indicate the probability that a child would have passed the proficiency level. Scores can be multiplied by 100 to be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, a score of 0.39 would mean that 39 percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take any value from zero to one.

Table B.14. Spanish literacy and math skills for children primarily assessed in Spanish^{a, b}

	n	Mean	SD	Reported standard score range	Possible standard score range	Percentage of children ^c				
						2 or more SDs below the mean	Between 1 and 2 SDs below the mean	Within 1 SD of the mean	Between 1 and 2 SDs above the mean	2 or more SDs above the mean
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	68	97.3	13.6	69-126	0-200	2.9	19.1	67.0	11.0	0.0
Early writing (WM III NU: Spelling standard score)	134	82.9	14.3	47-129	0-200	20.7	28.3	49.9	1.0	0.0
Early math (WM III NU: Applied Problems standard score)	134	76.7	13.1	59-110	0-200	39.0	36.0	25.0	0.0	0.0

Source: Fall 2019 FACES Direct Child Assessment and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

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

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cIn these columns, we categorize standard scores using standard deviation units: scores two or more standard deviations below the mean (70 or less), scores between one and two standard deviations below the mean (71 to 85), scores within one standard deviation of the mean (86 to 114), scores between one and two standard deviations above the mean (115 to 129), and scores two or more standard deviations above the mean (130 or greater).

Table B.15. Spanish literacy and math skills for children primarily assessed in Spanish, by age^{a, b}

	3 years old or younger ^c			4 years old or older ^c		
	n	Mean (reported standard score range)	SD	n	Mean (reported standard score range)	SD
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	36	106.0 (96-126)	8.2	32	85.7 (69-116)	10.4
Early writing (WM III NU: Spelling standard score)	101	84.5 (53-129)	13.6	33	77.2 (47-116)	15.4
Early math (WM III NU: Applied Problems standard score)	101	77.7 (61-110)	13.5	33	73.4 (59-97)	10.8

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

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

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cAge as of September 1, 2019.

Table B.16. Spanish literacy and math skills for children primarily assessed in Spanish, by Head Start exposure^{a, b}

	Newly entering children						All newly entering children			All returning children		
	3 years old or younger ^c			4 years old or older ^c								
	n	Mean (reported standard score range)	SD	n	Mean (reported standard score range)	SD	n	Mean (reported standard score range)	SD	n	Mean (reported standard score range)	SD
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	34	106.5 (96-126)	8.4	31	85.5 (69-116)	10.4	65	97.1 (69-126)	14.0	3	!	!
Early writing (WM III NU: Spelling standard score)	99	84.3 (53-129)	13.8	32	76.8 (47-116)	15.2	131	82.7 (47-129)	14.5	3	!	!
Early math (WM III NU: Applied Problems standard score)	99	77.6 (61-110)	13.6	32	73.1 (59-97)	10.7	131	76.6 (59-110)	13.2	3	!	!

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

! Too few cases for a reliable estimate.

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

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cAge as of September 1, 2019.

This page has been left blank for double-sided copying.

SECTION C

CHILDREN'S SOCIAL-EMOTIONAL SKILLS

[Return to description of Section C topics and scores.](#)

This page has been left blank for double-sided copying.

Table C.1. Reliability of reports of children's social skills, problem behaviors, and approaches to learning scores

	Number of items administered	Cronbach's alpha
Teachers' report of children's behavior		
Social skills ^a	12	0.91
Problem behaviors total score ^a	14	0.88
Aggressive behavior	4	0.88
Hyperactive behavior	3	0.78
Withdrawn behavior	6	0.79
Approaches to learning (ECLS-K)	6	0.92
Assessors' report of children's behavior during the direct assessment		
Total cognitive/social behavior raw score (Leiter-3)	4	0.90
Attention subscale score	10	0.97
Organization/impulse control subscale score	8	0.94
Activity level subscale score	4	0.93
Sociability subscale score	5	0.92
Total cognitive/social behavior standard score (Leiter-3)	4	0.90

Source: Fall 2019 FACES Direct Child Assessment, Teacher Child Report, and Assessor Rating.

n.a. = not applicable.

^aSocial skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

Table C.2. Children's executive function scores

	n	Mean	SD	Reported score range	Possible score range
MEFS App™ percentile score ^a	1,490	41.6	18.8	0-100	0-100
MEFS App™ standard score ^b	1,490	95.6	10.3	61-139	60-140
	n	Percentage			
MEFS App™ standard score (categories)^c	1,490				
Approaching age expectations		7.7			
Meets-low age expectations		31.2			
Meets age expectations		46.3			
Meets-high age expectations		14.7			
Exceeds age expectations		0.1			

Source: Fall 2019 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe MEFS App™ is a standardized assessment of children's executive function skills. We administered it to each child individually on a touch-screen tablet. The MEFS App™ measures children's ability to remember instructions (working memory), regulate their behavior to sort cards as instructed (inhibitory control), and switch their behavior to sort cards according to new rules when instructions change (cognitive flexibility). Percentile scores range from 0 to 100. A score of 50 is the 50th percentile, meaning the child scored better than 50 percent of same-age children in the MEFS App™ 2019 norming sample.

^bThe standard score reflects a child's performance relative to same age children in the MEFS App™ 2019 norming sample. This standard score has a mean of 100 and a standard deviation of 15.

^cApproaching age expectations means the child scored a full standard deviation or more below the mean. Meeting age expectations (includes meets-low age and meets-high age) means the child scored one standard deviation below to one standard deviation above the mean. Exceeding age expectations means the child scored a full standard deviation or more above the mean.

Table C.3. Children's executive function scores, by age

	3 years old or younger ^a				4 years old or older ^a			
	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range
MEFS App™ percentile score ^b	752	40.1	19.0	0-100	738	43.0	18.6	0-94
MEFS App™ standard score ^c	752	94.7	11.2	61-139	738	96.4	9.4	61-123
	n	Percentage			n	Percentage		
MEFS App™ standard score (categories)^d	752				738			
Approaching age expectations		8.5				7.0		
Meets-low age expectations		35.3				27.4		
Meets age expectations		39.6				52.4		
Meets-high age expectations		16.5				13.0		
Exceeds age expectations		0.1				0.1		

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aAge as of September 1, 2019.

^bThe MEFS App™ is a standardized assessment of children's executive function skills. We administered it to each child individually on a touch-screen tablet. The MEFS App™ measures children's ability to remember instructions (working memory), regulate their behavior to sort cards as instructed (inhibitory control), and switch their behavior to sort cards according to new rules when instructions change (cognitive flexibility). Percentile scores range from 0 to 100. A score of 50 is the 50th percentile, meaning the child scored better than 50 percent of same-age children in the MEFS App™ 2019 norming sample. See Table C.2 for possible response ranges.

^cThe standard score reflects a child's performance relative to same age children in the MEFS App™ 2019 norming sample. This standard score has a mean of 100 and a standard deviation of 15. See Table C.2 for possible response ranges.

^dApproaching age expectations means the child scored a full standard deviation or more below the mean. Meeting age expectations (includes meets-low age and meets-high age) means the child scored one standard deviation below to one standard deviation above the mean. Exceeding age expectations means the child scored a full standard deviation or more above the mean.

Table C.4. Children's executive function scores, by Head Start exposure

	Newly entering children								All newly entering children				All returning children			
	3 years old or younger ^a				4 years old or older ^a											
	Reported score range				Reported score range				Reported score range				Reported score range			
	n	Mean	SD		n	Mean	SD		n	Mean	SD		n	Mean	SD	
MEFS App™ percentile score ^b	726	39.9	19.1	0-100	648	42.2	18.9	0-94	1,374	41.1	19.0	0-100	116	45.1	16.9	0-73
MEFS App™ standard score ^c	726	94.6	11.3	61-139	648	96.1	9.4	61-123	1,374	95.3	10.5	61-139	116	97.2	8.9	61-109
	n	Percentage			n	Percentage			n	Percentage			n	Percentage		
MEFS App™ standard score (categories)^d	726				648				1,374				116			
Approaching age expectations		8.9				7.1				8.0				5.8		
Meets-low age expectations		34.5				30.4				32.5				22.4		
Meets age expectations		40.4				48.7				44.5				58.6		
Meets-high age expectations		16.1				13.7				14.9				13.3		
Exceeds age expectations		0.1				0.1				0.1				0.0		

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

^bThe MEFS App™ is a standardized assessment of children's executive function skills. We administered it to each child individually on a touch-screen tablet. The MEFS App™ measures children's ability to remember instructions (working memory), regulate their behavior to sort cards as instructed (inhibitory control), and switch their behavior to sort cards according to new rules when instructions change (cognitive flexibility). Percentile scores range from 0 to 100. A score of 50 is the 50th percentile, meaning the child scored better than 50 percent of same-age children in the MEFS App™ 2019 norming sample. See Table C.2 for possible response ranges.

^cThe standard score reflects a child's performance relative to same age children in the MEFS App™ 2019 norming sample. This standard score has a mean of 100 and a standard deviation of 15. See Table C.2 for possible response ranges.

^dApproaching age expectations means the child scored a full standard deviation or more below the mean. Meeting age expectations (includes meets-low age and meets-high age) means the child scored one standard deviation below to one standard deviation above the mean. Exceeding age expectations means the child scored a full standard deviation or more above the mean.

Table C.5. Children's social skills, problem behaviors, and approaches to learning scores^a

	n	Mean	SD	Reported score range	Possible score range
Teachers' report of children's behavior					
Social skills score ^b	1,572	15.8	5.4	0-24	0-24
Problem behaviors total score ^b	1,580	5.0	5.1	0-28	0-28
Aggressive behavior subscale score	1,580	1.6	2.2	0-8	0-8
Hyperactive behavior subscale score	1,577	1.4	1.7	0-6	0-6
Withdrawn behavior subscale score	1,577	1.5	2.0	0-12	0-12
Approaches to learning score (ECLS-K)	1,574	2.7	0.7	1-4	1-4
Assessors' report of children's behavior during the direct assessment					
Cognitive/social behavior total score (Leiter-3)	1,580	60.7	19.0	0-81	0-81
Attention subscale score	1,580	21.8	7.8	0-30	0-30
Organization/impulse control subscale score	1,580	17.3	6.1	0-24	0-24
Activity level subscale score	1,580	8.7	3.3	0-12	0-12
Sociability subscale score	1,580	12.9	3.0	0-15	0-15
Cognitive/social behavior total standard score ^c (Leiter-3)	1,577	110.0	29.9	39-158	39-158

Source: Fall 2019 FACES Teacher Child Report and Assessor Rating.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aWe report raw scores unless noted otherwise.

^bSocial skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table C.6. Children's social skills, problem behaviors, and approaches to learning scores, by age^a

	3 years old or younger ^b				4 years old or older ^b			
	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range
Teachers' report of children's behavior								
Social skills score ^c	813	14.5	5.4	0-24	759	17.0	5.1	1-24
Problem behaviors total score ^c	815	5.6	5.3	0-28	765	4.4	4.9	0-27
Aggressive behavior subscale score	815	1.8	2.3	0-8	765	1.4	2.1	0-8
Hyperactive behavior subscale score	813	1.7	1.7	0-6	764	1.2	1.6	0-6
Withdrawn behavior subscale score	814	1.6	2.1	0-12	763	1.4	2.0	0-12
Approaches to learning score (ECLS-K)	813	2.6	0.7	1-4	761	2.9	0.7	1-4
Assessors' report of children's behavior during the direct assessment								
Cognitive/social behavior total score (Leiter-3)	811	55.9	19.6	0-81	769	65.2	17.1	0-81
Attention subscale score	811	19.8	8.2	0-30	769	23.7	6.8	0-30
Organization/impulse control subscale score	811	15.7	6.2	0-24	769	18.8	5.6	0-24
Activity level subscale score	811	8.1	3.4	0-12	769	9.3	3.0	0-12
Sociability subscale score	811	12.4	3.2	0-15	769	13.3	2.7	0-15
Cognitive/social behavior total standard score ^d (Leiter-3)	808	107.2	30.9	39-158	769	112.7	28.5	39-145

Source: Fall 2019 FACES Teacher Child Report, Assessor Rating, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aWe report raw scores unless noted otherwise. See Table C.5 for possible response ranges.

^bAge as of September 1, 2019.

^cSocial skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table C.7. Children's social skills, problem behaviors, and approaches to learning scores, by Head Start exposure^a

	Newly entering children								All newly entering children				All returning children			
	3 years old or younger ^b				4 years old or older ^b											
	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range	n	Mean	SD	Reported score range
Teachers' report of children's behavior																
Social skills score ^c	792	14.4	5.4	0-24	669	16.9	5.1	1-24	1,461	15.6	5.4	0-24	111	17.3	5.2	4-24
Problem behaviors total score ^c	794	5.6	5.3	0-28	675	4.3	4.9	0-27	1,469	5.0	5.1	0-28	111	4.8	5.2	0-19
Aggressive behavior subscale score	794	1.8	2.2	0-8	675	1.4	2.1	0-8	1,469	1.6	2.2	0-8	111	1.6	2.2	0-8
Hyperactive behavior subscale score	792	1.7	1.7	0-6	674	1.2	1.6	0-6	1,466	1.4	1.7	0-6	111	1.4	1.7	0-6
Withdrawn behavior subscale score	793	1.6	2.1	0-12	673	1.4	2.0	0-12	1,466	1.5	2.1	0-12	111	1.5	1.9	0-12
Approaches to learning score (ECLS-K)	792	2.6	0.7	1-4	671	2.9	0.7	1-4	1,463	2.7	0.7	1-4	111	2.9	0.7	1.2-4.0
Assessors' report of children's behavior during the direct assessment																
Cognitive/social behavior total score (Leiter-3)	785	55.8	20.0	0-81	672	64.9	17.2	0-81	1,457	60.2	19.2	0-81	123	64.3	16.4	0-81
Attention subscale score	785	19.7	8.4	0-30	672	23.6	6.9	0-30	1,457	21.6	7.9	0-30	123	23.3	6.5	0-30
Organization/ impulse control subscale score	785	15.6	6.3	0-24	672	18.7	5.6	0-24	1,457	17.1	6.2	0-24	123	18.8	5.1	0-24
Activity level subscale score	785	8.1	3.5	0-12	672	9.3	3.0	0-12	1,457	8.7	3.3	0-12	123	9.1	2.9	0-12
Sociability subscale score	785	12.3	3.2	0-15	672	13.3	2.7	0-15	1,457	12.8	3.0	0-15	123	13.2	2.7	0-15
Cognitive/social behavior total standard score ^d (Leiter-3)	782	107.5	31.3	39-158	672	112.3	28.6	39-145	1,454	109.8	30.2	39-158	123	111.6	27.6	39-150

Source: Fall 2019 FACES Teacher Child Report, Assessor Rating, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aWe report raw scores unless noted otherwise. See Table C.5 for possible response ranges.

^bAge as of September 1, 2019.

^cSocial skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

This page has been left blank for double-sided copying.

SECTION D

CHILDREN'S PHYSICAL HEALTH AND DISABILITY STATUS

[Return to description of Section D topics and composites.](#)

This page has been left blank for double-sided copying.

Table D.1. Teacher report of children's disability, delay, health impairment, and IEP or IFSP status^a

	n	Percentage
Children with disabilities	1,570	
Yes		18.9
No		81.1
Among children with disabilities		
Type of disability^b		
Speech or language	264	82.3
Cognitive ^c	264	26.2
Behavioral/emotional ^d	264	15.6
Sensory ^e	264	5.4
Physical ^f	264	7.8
Children who have multiple disabilities	264	28.5
Children who have IEP or IFSP	259	64.8

Source: Fall 2019 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

^aSurveys asked teachers whether a professional had indicated that the child had a developmental problem, delay, or other special need, and if so, to specify the need or disability.

^bPercentages do not add to 100 because teachers could report that a child has more than one disability across the categories.

^cCognitive disability includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

^dBehavioral/emotional disability includes: behavior problems, hyperactivity, and attention deficit.

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

^fPhysical disability includes: motor impairment.

Table D.2. Teacher report of children's disability, delay, health impairment, and IEP or IFSP status, by age^a

	3 years old or younger ^b		4 years old or older ^b	
	n	Percentage	n	Percentage
Children with disabilities	807		763	
Yes		17.9		19.8
No		82.1		80.2
Among children with disabilities				
Type of disability^c				
Speech or language	140	84.1	124	80.7
Cognitive ^d	140	20.9	124	30.7
Behavioral/emotional ^e	140	14.6	124	16.6
Sensory ^f	140	8.6	124	2.7
Physical ^g	140	6.4	124	9.0
Children who have multiple disabilities	140	24.7	124	31.7
Children who have IEP or IFSP	137	60.6	122	68.3

Source: Fall 2019 FACES Teacher Child Report, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

^aSurveys asked teachers whether a professional had indicated that the child had a developmental problem, delay, or other special need, and if so, to specify the need or disability.

^bAge as of September 1, 2019.

^cPercentages do not add to 100 because teachers could report that a child has more than one disability across the categories.

^dCognitive disability includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

^eBehavioral/emotional disability includes: behavior problems, hyperactivity, and attention deficit.

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

^gPhysical disability includes: motor impairment.

Table D.3. Teacher report of children's disability, delay, health impairment, and IEP or IFSP status, by Head Start exposure^a

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^b		4 years old or older ^b					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Children with disabilities	786		674		1,460		110	
Yes		17.5		18.9		18.2		24.9
No		82.1		80.2		81.8		75.1
Among children with disabilities								
Type of disability ^c								
Speech or language	135	82.9	101	80.2	236	81.5	28	!
Cognitive ^d	135	22.5	101	32.2	236	27.3	28	!
Behavioral/emotional ^e	135	15.7	101	15.1	236	15.4	28	!
Sensory ^f	135	9.3	101	3.1	236	6.1	28	!
Physical ^g	135	6.9	101	7.2	236	7.0	28	!
Children who have multiple disabilities	135	26.6	101	32.1	236	29.4	28	!
Children who have IEP or IFSP	132	60.6	99	70.8	231	65.7	28	!

Source: Fall 2019 FACES Teacher Child Report, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

! Too few cases for a reliable estimate.

IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

^aSurveys asked teachers whether a professional had indicated that the child had a developmental problem, delay, or other special need, and if so, to specify the need or disability.

^bAge as of September 1, 2019.

^cPercentages do not add to 100 because teachers could report that a child has more than one disability across the categories.

^dCognitive disability includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

^eBehavioral/emotional disability includes: behavior problems, hyperactivity, and attention deficit.

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

^gPhysical disability includes: motor impairment.

Table D.4. Parent report of child health status

	n	Percentage
Excellent	1,677	52.6
Very good	1,677	29.3
Good	1,677	14.0
Fair	1,677	3.4
Poor	1,677	0.7

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table D.5. Parent report of child health status, by age

	3 years old or younger ^a		4 years old or older ^a	
	n	Percentage	n	Percentage
Excellent	873	52.2	804	53.0
Very good	873	27.4	804	31.1
Good	873	17.2	804	11.0
Fair	873	3.1	804	3.6
Poor	873	0.1	804	1.3

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aAge as of September 1, 2019.

Table D.6. Parent report of child health status, by Head Start exposure

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Excellent	847	52.4	705	52.4	1,552	52.4	125	54.1
Very good	847	26.5	705	32.4	1,552	29.3	125	29.2
Good	847	18.0	705	10.3	1,552	14.3	125	11.8
Fair	847	3.0	705	3.7	1,552	3.3	125	3.6
Poor	847	0.1	705	1.1	1,552	0.6	125	1.4

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

Table D.7. Children's body mass index, height, and weight

	n	Percentage	
Body mass index (BMI) (categories)^a	1,535		
Underweight		5.1	
Normal weight		64.2	
Overweight		14.8	
Obese		15.9	
	n	Mean	Reported range
Height (in inches)	1,557	41.0	31.7-48.0
Weight (in pounds)	1,536	39.5	21.8-80.2
BMI ^b	1,535	16.4	12.0-28.9

Source: Fall 2019 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

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

^bBMI percentiles are age- and sex-specific. For example, for a 4-year-old boy, a BMI score of 14.0 is the 5th percentile, a BMI score of 17.0 is the 85th percentile, and a BMI score of 17.8 is the 95th percentile. For a 4-year-old girl, a BMI score of 13.8 is the 5th percentile, a BMI score of 16.8 is the 85th percentile, and a BMI score of 18.0 is the 95th percentile. The mean BMI score of 16.4 in FACES is around the 75th percentile for both a 4-year-old boy and 4-year-old girl.

Table D.8. Children's body mass index, height, and weight, by age

	3 years old or younger ^a		4 years old or older ^a	
	n	Percentage	n	Percentage
Body mass index (BMI) (categories)^b	783		752	
Underweight		5.7		4.6
Normal weight		65.5		63.0
Overweight		13.6		15.9
Obese		15.3		16.5
	n	Mean (reported range)	n	Mean (reported range)
Height (in inches)	793	39.6 (31.7-46.5)	764	42.2 (37.0-48.0)
Weight (in pounds)	784	36.7 (21.8-71.9)	752	42.0 (25.0-80.2)
BMI ^c	783	16.4 (12.0-26.4)	752	16.5 (12.1-28.9)

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aAge as of September 1, 2019.

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

^cBMI percentiles are age- and sex-specific. For example, for a 4-year-old boy, a BMI score of 14.0 is the 5th percentile, a BMI score of 17.0 is the 85th percentile, and a BMI score of 17.8 is the 95th percentile. For a 4-year-old girl, a BMI score of 13.8 is the 5th percentile, a BMI score of 16.8 is the 85th percentile, and a BMI score of 18.0 is the 95th percentile.

Table D.9. Children's body mass index, height, and weight, by Head Start exposure

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Body mass index (BMI) (categories)^b	757		660		1,417		118	
Underweight		6.1		4.2		5.2		4.4
Normal weight		65.6		62.0		63.8		66.8
Overweight		13.3		16.5		14.9		14.3
Obese		15.0		17.3		16.1		14.5
	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)
Height (in inches)	767	39.5 (31.7-46.5)	668	42.2 (37.0-48.0)	1,435	40.8 (31.7-48.0)	122	41.8 (37.2-46.7)
Weight (in pounds)	758	36.6 (21.8-71.9)	660	42.2 (27.8-80.2)	1,418	39.3 (21.8-80.2)	118	40.5 (25.0-65.1)
BMI ^c	757	16.4 (12.0-26.4)	660	16.5 (12.1-28.9)	1,417	16.5 (12.0-28.9)	118	16.2 (12.6-23.0)

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

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

^cBMI percentiles are age- and sex-specific. For example, for a 4-year-old boy, a BMI score of 14.0 is the 5th percentile, a BMI score of 17.0 is the 85th percentile, and a BMI score of 17.8 is the 95th percentile. For a 4-year-old girl, a BMI score of 13.8 is the 5th percentile, a BMI score of 16.8 is the 85th percentile, and a BMI score of 18.0 is the 95th percentile.

This page has been left blank for double-sided copying.

SECTION AA

**STANDARD ERRORS FOR CHILDREN'S CHARACTERISTICS, FAMILY
BACKGROUND, AND HOME ENVIRONMENT**

This page has been left blank for double-sided copying.

Table AA.1. Standard errors for children's demographic characteristics

	n	SE
Head Start exposure	1,684	
Newly entering children		3.64
Returning children		3.64
Age as of September 1, 2019	1,684	
3 years old or younger		2.76
4 years old or older		2.76
Race/ethnicity	1,681	
White, non-Hispanic		3.14
Black, non-Hispanic		4.55
Hispanic/Latino/a		4.66
American Indian or Alaska Native, non-Hispanic		0.37
Asian or Pacific Islander, non-Hispanic		1.03
Multiracial/biracial, non-Hispanic		1.40
Other, non-Hispanic ^a		0.15
Sex	1,684	
Female		1.38
Male		1.38

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aOther, non-Hispanic includes respondents who noted a language or religion (rather than a race or ethnicity) or who did not fit into a category included in the table.

Table AA.2. Standard errors for children's demographic characteristics, by Head Start exposure

	All newly entering children		All returning children	
	n	SE	n	SE
Age as of September 1, 2019	1,559		125	
3 years old or younger		3.51		4.85
4 years old or older		3.51		4.85
Race/ethnicity	1,556		125	
White, non-Hispanic		3.25		6.80
Black, non-Hispanic		4.39		4.62
Hispanic/Latino/a		4.42		10.12
American Indian or Alaska Native, non-Hispanic		0.28		1.85
Asian or Pacific Islander, non-Hispanic		1.05		2.37
Multi-racial/bi-racial, non-Hispanic		1.52		4.80
Other, non-Hispanic ^a		0.15		0.59
Sex	1,559		125	
Female		1.47		3.81
Male		1.47		3.81

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aOther, non-Hispanic includes respondents who noted a language or religion (rather than race or ethnicity) or who did not fit into a category included in the table.

Table AA.3. Standard errors for demographic characteristics of newly entering children in Head Start, by age

	Newly entering children			
	3 years old or younger ^a		4 years old or older ^a	
	n	SE	n	SE
Race/ethnicity	847		709	
White, non-Hispanic		2.99		4.54
Black, non-Hispanic		5.29		4.39
Hispanic/Latino/a		5.87		3.52
American Indian or Alaska Native, non-Hispanic		0.52		0.18
Asian or Pacific Islander, non-Hispanic		0.72		1.52
Multi-racial/bi-racial, non-Hispanic		1.30		2.60
Other, non-Hispanic ^b		0.26		0.15
Sex	850		709	
Female		1.66		2.83
Male		1.66		2.83

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

^bOther, non-Hispanic includes respondents who noted a language or religion (rather than a race or ethnicity) or who did not fit into a category included in the table.

Table AA.4. Standard errors for whether children participated in Early Head Start and continued in the same center for Head Start

	n	SE
Participated in Early Head Start (EHS)	1,679	
Yes		3.02
No		3.02
Among the children who participated in EHS, EHS center is same as Head Start center	745	
Yes		2.32
No		2.32

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table AA.5. Standard errors for whether children participated in Early Head Start and continued in the same center for Head Start, by Head Start exposure

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	SE	n	SE	n	SE	n	SE
Participated in Early Head Start (EHS)	847		707		1,554		125	
Yes		4.45		3.62		3.29		8.34
No		4.45		3.62		3.29		8.34
Among the children who participated in EHS, EHS center is same as Head Start center	344		317		661		84	
Yes		4.49		2.62		2.39		5.88
No		4.49		2.62		2.39		5.88

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

Table AA.6. Standard errors for parents' reasons for choosing Head Start for child care^a

	n	SE
Help prepare child for kindergarten	1,670	0.81
Close to home	1,670	1.80
Parent knew people who had also sent their child	1,670	2.08
Reasonable cost	1,670	1.86
Child can receive services for special needs	1,670	1.47
Small number of children in the same class/group	1,670	0.98
Teacher speaks English with child ^b	644	1.10
Teacher speaks child's home language, or the language (other than English) spoken to child at home ^b	644	1.83
Teacher provides flexible hours to fit parent's schedule	1,670	0.76
Parent already knew teacher	1,670	0.93
Teacher shares parent's beliefs about raising children	1,670	0.93
Teacher has same racial or ethnic background as child	1,670	0.47

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aSurveys asked parents to select up to 3 reasons for choosing Head Start for child care.

^bSurveys only asked parents this question if the family speaks any language other than English in the home. Thirty-eight percent of children live in homes where the family speaks a language other than English.

Table AA.7. Standard errors for parents' reasons for choosing Head Start for child care, by Head Start exposure^a

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^b		4 years old or older ^b					
	n	SE	n	SE	n	SE	n	SE
Help prepare child for kindergarten	846	0.97	701	1.24	1,547	0.99	123	2.28
Close to home	846	2.27	701	3.00	1,547	1.86	123	3.62
Parent knew people who had also sent their child	846	2.32	701	3.41	1,547	1.91	123	5.35
Reasonable cost	846	1.58	701	3.32	1,547	1.94	123	4.55
Child can receive services for special needs	846	2.08	701	2.14	1,547	1.43	123	5.09
Small number of children in the same class/group	846	1.65	701	1.57	1,547	1.06	123	3.70
Teacher speaks English with child ^c	319	2.35	262	2.16	581	1.36	63	3.36
Teacher speaks child's home language, or the language (other than English) spoken to child at home ^c	319	2.57	262	1.50	581	2.09	63	2.89
Teacher provides flexible hours to fit parent's schedule	846	1.15	701	1.19	1,547	0.89	123	1.53
Parent already knew teacher	846	1.18	701	1.59	1,547	1.11	123	2.21
Teacher shares parent's beliefs about raising children	846	1.50	701	1.35	1,547	1.00	123	1.50
Teacher has same racial or ethnic background as child	846	0.56	701	0.66	1,547	0.55	123	0.84

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aSurveys asked parents to select up to 3 reasons for choosing Head Start for child care.

^bAge as of September 1, 2019.

^cSurveys only asked parents this question if the family speaks any language other than English in the home. Thirty-eight percent of children live in homes where the family speaks a language other than English.

Table AA.8. Standard errors for languages spoken in the home and language always or usually spoken to the child in the home

	n	SE
All languages spoken in the home^a		
English	1,681	1.94
Spanish	1,679	4.07
Other (non-Spanish) language ^b	1,679	1.54
Language that is always or usually spoken to the child in the home^c		
English	1,682	4.21
Spanish	1,681	3.42
Other (non-Spanish) language ^b	1,681	1.19

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe study based this on the parent's report of languages spoken in the home; it may sum to more than 100 percent if the family speaks more than one language.

^bOther (non-Spanish) language includes languages such as American Sign Language and Portuguese.

^cParents could report using more than one language in the home. If they reported using only one language in the home, we considered that to be the language always spoken to the child in the home. If parents reported using more than one language in the home, we asked about and used the language that is usually spoken to the child.

Table AA.9. Standard errors for who is living in child's household^a

	n	SE
Child living with	1,684	
Mother and father		2.12
Married		1.42
Registered domestic partnership or civil union		0.44
Unmarried		1.07
Marital status not reported		0.39
Mother only		1.99
Father only		0.72
Neither mother nor father		0.69
	n	SE
Mean number of people in household^b	1,684	0.04

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThis table focuses on biological/adoptive parents and does not include other adults, such as parents' romantic partners, stepparents, foster parents, or grandparents. Thus, for example, the "Mother only" category indicates that the biological/adoptive mother is the only biological/adoptive parent in the household; it does not mean the mother is the only adult in the household.

^bNumber of people includes anyone who normally lives in the household with the child (including relatives and non-relatives).

Table AA.10. Standard errors for highest level of education mothers and fathers completed, for children who live with at least one parent^a

	n	SE
Mothers in the household	1,534	
Less than high school diploma		1.87
High school diploma or GED		1.41
Some college/vocational/technical/Associate degree		1.75
Bachelor's degree or higher		1.08
Fathers in the household	601	
Less than high school diploma		2.57
High school diploma or GED		3.04
Some college/vocational/technical/Associate degree		3.93
Bachelor's degree or higher		1.48

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aData include one- or two-parent households with biological or adoptive parents. We exclude the 4.3 percent of children whose households do not include a biological or adoptive parent.

Table AA.11. Standard errors for mothers' and fathers' employment status, for children who live with at least one parent^{a,b}

	n	Overall mother's employment status	Father's employment status					No father in household
			Working full- time	Working part- time	Looking for work	Not in labor force	Father status missing	
			SE	SE	SE	SE	SE	
	1,612							
Overall father's employment status		n.a.	2.11	0.68	0.45	0.52	0.52	2.23
Mother's employment status								
Working full-time		2.28	0.97	0.28	0.32	0.31	0.22	1.64
Working part-time		1.99	1.57	0.34	0.11	0.35	0.21	1.63
Looking for work		1.13	0.24	0.26	0.16	0.06	0.37	0.86
Not in labor force		1.59	1.17	0.27	0.08	0.18	0.15	1.09
Mother status missing		0.31	0.08	0.05	0.03	0.00	0.04	0.29
No mother in household		0.73	0.64	0.40	0.21	0.32	0.04	n.a.

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

n.a. = not applicable.

^aData reflect the percentage of children who have a mother and/or father in the designated employment status.

^bData include one- or two-parent households with biological or adoptive parents. We exclude the 4.3 percent of children whose households do not include a biological or adoptive parent.

Table AA.12. Standard errors for all potential sources of income supporting the household as a percentage of the federal poverty threshold^{a,b}

	n	SE
Below 50 percent	1,684	1.08
50 to 100 percent	1,684	1.66
101 to 130 percent	1,684	1.20
131 to 185 percent	1,684	1.43
186 to 200 percent	1,684	0.50
201 percent or above	1,684	1.45

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThis table summarizes household income, so readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Household income in FACES includes all contributions from members of the household, public assistance programs, and other sources of income such as rental income, interest, and dividends.

^bThe federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, 100 percent of the federal poverty threshold for a family of four in 2018 was \$25,701.

Table AA.13. Standard errors for all potential sources of income supporting the household in the past 12 months^a

	n	SE
Mean annual household income^b	1,684	602.56
	n	SE
Annual household income (categories)	1,684	
<\$10,000		1.22
\$10,001 - \$20,000		1.48
\$20,001 - \$30,000		1.37
\$30,001 - \$40,000		1.42
\$40,001 - \$50,000		0.98
>\$50,000		1.23

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Parents include both biological and adoptive parents.

^aThis table summarizes household income, so readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Household income in FACES includes all contributions from members of the household, public assistance programs, and other sources of income such as rental income, interest, and dividends.

^bTo lessen the effect of a small number of respondents who reported extremely high salaries, we limit the annual household income at a maximum of \$75,000.

Table AA.14. Standard errors for parents' total depressive symptoms scores^a

	n	SE
Total depressive symptoms score (categories)^b	1,657	
No to few (0 to 4)		1.84
Mild (5 to 9)		1.47
Moderate (10 to 14)		1.13
Severe (15 to 36)		0.89
Mean total depressive symptoms score^b	1,657	0.20

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aIn fall 2019, 87 percent of respondents were biological/adoptive mothers, 8 percent were biological or adoptive fathers, and the remainder were other household members.

^bThe total depressive symptoms score is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. The publisher reports that depressive symptoms scores have been correlated with clinical diagnosis, but the CES-D is a screening tool and not used to formally diagnose depression.

Table AA.15. Standard errors for types and number of social supports available to parents

	n	SE
If I need to do an errand, I can easily find someone to watch my child	1,670	
Never true		1.41
Sometimes true		1.33
Always true		1.55
If I need a ride to get my child to the doctor, friends or family will help me	1,668	
Never true		1.02
Sometimes true		1.62
Always true		1.64
If my child is sick, friends or family will call or come by	1,676	
Never true		1.24
Sometimes true		1.07
Always true		1.53
If I need a place to stay, I can find someone to provide me and my child with a place to live	1,661	
Never true		1.34
Sometimes true		1.39
Always true		1.79
If I have an emergency and need cash, family or friends will loan it to me	1,662	
Never true		0.99
Sometimes true		1.73
Always true		1.98
If I have problems buying food, I have someone to go to for a meal	1,670	
Never true		0.52
Sometimes true		1.65
Always true		1.79
Mean number of types of social supports parent can always get	1,667	0.07

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table AA.16. Standard errors for types and number of household financial strains experienced in the past 12 months

	n	SE
Parents experienced being unable to afford the		
Home they need	1,668	1.28
Clothing they need	1,677	1.11
Food they need	1,678	0.67
Medical care they need	1,671	1.60
Number of financial strains	1,680	
None		1.18
One		1.20
Two		0.86
Three		0.96
Four		0.81
Parent experienced one or more financial strains^a	1,680	
Yes		1.18
No		1.18
Mean number of financial strains	1,680	0.03

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aWe categorized a family as "experienced a financial strain" if the parent disagreed or strongly disagreed that they had enough money to afford a home, clothing, food, or medical care.

Table AA.17. Standard errors for types and number of household financial strains experienced in the past 12 months, by household income as a percentage of federal poverty threshold^a

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Parent experienced being unable to afford the:								
Home they need	231	3.55	484	3.38	277	3.45	676	1.59
Clothing they need	231	4.97	485	1.98	280	2.89	681	1.50
Food they need	231	2.62	486	1.87	280	2.10	681	1.52
Medical care they need	230	4.02	483	2.60	279	3.72	679	1.55
Number of financial strains	231		487		280		682	
None		3.74		2.77		3.63		2.05
One		2.42		3.51		3.19		1.71
Two		2.84		1.82		1.92		1.08
Three		3.63		1.46		2.43		1.17
Four		1.98		1.62		1.14		1.02
Parent experienced one or more financial strains^b	231		487		280		682	
Yes		3.74		2.77		3.63		2.05
No		3.74		2.77		3.63		2.05
Mean number of financial strains	231	0.13	487	0.04	280	0.08	682	0.05

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, the 100 percent federal poverty threshold for a family of four in 2018 was \$25,701.

^bThe financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. We categorized a family as "experienced a financial strain" if the parent disagreed or strongly disagreed that they had enough money to afford a home, clothing, food, or medical care.

Table AA.18. Standard errors for types and number of household financial strains experienced in the past 12 months, by parent employment status^a

	Parent employment status									
	Both parents working full-time		Single parent working full-time		One parent working full-time; one parent working part-time or less		Neither parent working full-time		Single parent working part-time or less	
	n	SE	n	SE	n	SE	n	SE	n	SE
Parent experienced being unable to afford the:										
Home they need	115	5.18	435	2.87	315	2.60	82	6.72	572	3.07
Clothing they need	116	3.20	438	2.37	316	2.82	83	6.07	575	2.25
Food they need	116	4.41	437	2.08	316	1.97	83	5.37	576	1.33
Medical care they need	116	5.02	435	3.66	315	3.05	82	7.40	574	2.77
Number of financial strains	116		438		316		84		576	
None		5.68		3.45		2.21		7.18		2.99
One		2.95		2.35		2.70		5.76		2.84
Two		1.69		1.50		1.91		5.29		2.64
Three		4.20		2.72		2.64		1.67		0.94
Four		2.74		0.89		0.55		5.06		1.07
Parent experienced one or more financial strains^b	116		438		316		84		576	
Yes		5.68		3.45		2.21		7.18		2.99
No		5.68		3.45		2.21		7.18		2.99
Mean number of financial strains	116	0.16	438	0.09	316	0.06	84	0.22	576	0.07

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aParent employment categories draw on the information provided in Table AA.11 and include one- and two-parent households with biological or adoptive parents.

^bThe financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. We categorized a family as "experienced a financial strain" if the parent disagreed or strongly disagreed that they had enough money to afford a home, clothing, food, or medical care.

Table AA.19. Standard errors for household ability to pay for food or meals in the past 12 months

	n	SE
Household food security	1,671	
High		1.49
Marginal		1.10
Low		1.25
Very Low		1.08
Household is food secure^a	1,671	
Yes		1.47
No		1.47
Food purchased for household did not last and there was no money to get more	1,672	
Never true		1.74
Sometimes true		1.73
Often true		0.61
Household could not afford to eat balanced meals	1,671	
Never true		1.70
Sometimes true		1.68
Often true		0.60
Parent or other adult(s) in household cut size of or skipped meals because not enough money for food	1,676	
Yes		1.14
No		1.14
Among the parent or other adult(s) who cut size of or skipped meals, frequency	288	
In only 1 or 2 months		3.79
Some months, but not every month		3.72
Almost every month		2.78
Parent ate less than should have because not enough money for food	1,677	
Yes		0.93
No		0.93
Parent was hungry but did not eat because could not afford enough food	1,682	
Yes		0.95
No		0.95

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe food security scale uses guidelines from the U.S. Department of Agriculture's (USDA) Guide to Measuring Household Food Security (Revised 2000) and the USDA's 2006 updates to the security labels. The USDA guidelines consider households to be food secure if they fall in the high or marginal range. A household is food secure if they indicate few or no food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food, and few or no changes in diets or food intake. Households with low food security report reduced quality, variety, or desirability of diet, but little or no reduced food intake. Households with very low food security have multiple indications of disrupted eating patterns and reduced food intake.

Table AA.20. Standard errors for household ability to pay for food or meals in the past 12 months, by income as a percentage of federal poverty threshold^a

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Household food security	230		482		279		680	
High		3.88		3.10		3.75		2.32
Marginal		3.09		2.20		2.30		1.64
Low		3.49		2.72		2.65		1.43
Very low		2.82		1.45		1.94		2.02
Household is food secure^b	230		482		279		680	
Yes		3.88		2.55		3.27		2.02
No		3.88		2.55		3.27		2.02
Food purchased for household did not last and there was no money to get more	229		484		279		680	
Never true		1.75		1.31		2.07		1.08
Sometimes true		4.14		3.27		3.80		2.09
Often true		4.01		3.28		4.17		2.61
Household could not afford to eat balanced meals	228		485		280		678	
Never true		1.82		1.15		1.90		1.17
Sometimes true		3.67		3.34		2.96		1.92
Often true		3.94		3.02		2.83		2.49
Parent or other adult(s) in household cut size of or skipped meals because not enough money for food	231		482		280		683	
Yes		3.19		2.30		2.84		1.62
No		3.19		2.30		2.84		1.62
Among the parent or other adult(s) who cut size of or skipped meals, frequency	50		79		54		105	
In only 1 or 2 months		6.29		4.16		6.12		5.89
Some months, but not every month		8.72		6.14		5.78		6.45
Almost every month		5.50		5.92		7.41		7.39

Table AA.20 (*continued*)

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Parent ate less than should have because not enough money for food	229		485		280		683	
Yes		2.65		2.59		3.05		1.86
No		2.65		2.59		3.05		1.86
Parent was hungry but did not eat because could not afford enough food	231		487		281		683	
Yes		2.96		2.12		1.98		1.35
No		2.96		2.12		1.98		1.35

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, the 100 percent federal poverty threshold for a family of four in 2018 was \$25,701.

^bThe food security scale uses guidelines from the U.S. Department of Agriculture's (USDA) Guide to Measuring Household Food Security (Revised 2000) and the USDA's 2006 updates to the security labels. The USDA guidelines consider households to be food secure if they fall in the high or marginal range. A household is food secure if they indicate few or no food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food, and few or no changes in diets or food intake. Households with low food security report reduced quality, variety, or desirability of diet, but little or no reduced food intake. Household with very low food security have multiple indications of disrupted eating patterns and reduced food intake.

Table AA.21. Standard errors for household ability to pay for food or meals in the past 12 months, by parent employment status^a

	Parent employment status									
	Both parents working full-time		Single parent working full-time		One parent working full-time; one-parent working part-time or less		Neither parent working full-time		Single parent working part-time or less	
	n	SE	n	SE	n	SE	n	SE	n	SE
Household food security	116		436		316		84		571	
High		5.42		3.49		3.28		6.86		2.19
Marginal		3.13		2.27		2.28		5.50		1.65
Low		4.51		2.35		2.75		4.43		1.72
Very low		2.33		2.28		1.50		3.63		1.49
Household is food secure^b	116		436		316		84		571	
Yes		4.90		2.45		2.75		5.92		2.55
No		4.90		2.45		2.75		5.92		2.55
Food purchased for household did not last and there was no money to get more	116		436		316		84		570	
Never true		4.55		2.60		2.83		6.48		2.75
Sometimes true		4.22		3.06		2.96		5.15		2.29
Often true		1.59		1.21		1.30		3.96		1.16
Household could not afford to eat balanced meals	116		436		316		84		571	
Never true		4.85		3.03		3.15		7.01		2.83
Sometimes true		4.35		3.26		2.97		6.67		2.25
Often true		1.51		1.80		1.89		2.47		1.28
Parent or other adult(s) in household cut size of or skipped meals because not enough money for food	116		437		317		84		574	
Yes		4.53		2.78		2.21		4.69		2.18
No		4.53		2.78		2.21		4.69		2.18

Table AA.21 (continued)

	Parent employment status									
	Both parents working full-time		Single parent working full-time		One parent working full-time; one-parent working part-time or less		Neither parent working full-time		Single parent working part-time or less	
	n	SE	n	SE	n	SE	n	SE	n	SE
Among the parent or other adult(s) who cut size of or skipped meals, frequency	18		84		47		23		96	
In only 1 or 2 months		!		5.19		7.05		!		4.49
Some months, but not every month		!		6.00		6.94		!		6.07
Almost every month		!		3.97		8.12		!		5.93
Parent ate less than should have because not enough money for food	116		438		316		84		574	
Yes		4.51		1.83		2.76		5.24		1.88
No		4.51		1.83		2.76		5.24		1.88
Parent was hungry but did not eat because could not afford enough food	116		438		317		84		576	
Yes		2.22		2.40		1.52		3.40		1.54
No		2.22		2.40		1.52		3.40		1.54

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

! Too few cases for a reliable estimate.

^aParent employment categories draw on the information provided in Table AA.11 and include one- or two-parent households with biological or adoptive parents.

^bThe food security scale uses guidelines from the U.S. Department of Agriculture's (USDA) Guide to Measuring Household Food Security (Revised 2000) and the USDA's 2006 updates to the security labels. The USDA guidelines consider households to be food secure if they fall in the high or marginal range. A household is food secure if they indicate few or no food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food, and few or no changes in diets or food intake. Households with low food security report reduced quality, variety, or desirability of diet, but little or no reduced food intake. Households with very low food security have multiple indications of disrupted eating patterns and reduced food intake.

Table AA.22. Standard errors for family housing, utility, and medical hardships families experienced in the past 12 months

	n	SE
Housing insecurity		
Did not pay the full amount of the rent or mortgage	1,666	1.82
Evicted from home or apartment for not paying the rent or mortgage	1,675	0.65
Number of housing insecurities	1,663	
None		1.97
One		1.79
Two		0.57
Lack of basic utilities		
Without telephone or cell phone service for any financial reason (for example, could not pay the telephone bill)	1,678	1.47
Service turned off by the gas or electric company, or the oil company would not deliver oil, because payments were not made	1,677	1.10
Water to home turned off because payments were not made	1,676	0.54
Number of basic utilities household lacks	1,672	
None		1.30
One		1.24
Two		0.58
Three		0.35
Unmet medical needs		
Someone needed to see a doctor or go to the hospital but could not go for any financial reason (for example, could not afford transportation or child care)	1,673	1.39
Someone needed to see a dentist but could not go for any financial reason (for example, could not afford transportation or child care)	1,675	2.45
Number of unmet medical needs	1,668	
None		2.32
One		1.43
Two		1.31

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table AA.23. Standard errors for family housing, utility, and medical hardships families experienced in the past 12 months, by income as a percentage of federal poverty threshold^a

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Housing insecurity	229		482		278		677	
Did not pay the full amount of the rent or mortgage		3.83		3.06		4.30		1.96
Evicted from home or apartment for not paying the rent or mortgage		2.52		0.98		2.00		0.63
Number of housing insecurities	228		481		278		676	
None		3.85		3.54		4.30		1.98
One		3.11		3.54		2.82		1.99
Two		2.52		0.70		2.00		0.64
Lack of basic utilities	231		488		279		680	
Without telephone or cell phone service for any financial reason (for example, could not pay the telephone bill)		3.92		2.70		3.22		1.24
Service turned off by the gas or electric company, or the oil company would not deliver oil, because payments were not made		2.19		2.46		1.71		1.43
Water to home turned off because payments were not made		1.69		0.90		1.47		0.61
Number of basic utilities household lacks	231		487		277		677	
None		4.31		2.74		3.42		1.49
One		3.85		2.86		3.03		1.53
Two		1.27		0.96		2.00		1.06
Three		1.61		0.59		0.69		0.42
Unmet medical needs	231		487		279		678	
Someone needed to see a doctor or go to the hospital but could not go for any financial reason (for example, could not afford transportation or child care)		2.31		2.36		4.58		1.61
Someone needed to see a dentist but could not go for any financial reason (for example, could not afford transportation or child care)		3.43		2.84		5.41		3.19

Table AA.23 (*continued*)

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Number of unmet medical needs	231		483		278		676	
None		3.28		2.83		5.54		2.95
One		2.43		2.79		2.44		2.05
Two		1.96		2.28		4.35		1.55

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, the 100 percent federal poverty threshold for a family of four in 2018 was \$25,701.

Table AA.24. Standard errors for family housing, utility, and medical hardships families experienced in the past 12 months, by parent employment status^a

	Parent employment status									
	Both parents working full-time		Single parent working full-time		One parent working full-time; one parent working part-time or less		Neither parent working full-time		Single parent working part-time or less	
	n	SE	n	SE	n	SE	n	SE	n	SE
Housing insecurity	116		435		316		83		568	
Did not pay the full amount of the rent or mortgage		4.45		2.33		2.76		6.28		2.71
Evicted from home or apartment for not paying the rent or mortgage		0.96		1.46		0.50		4.20		0.85
Number of housing insecurities	116		435		316		82		566	
None		4.45		2.37		2.76		6.28		3.15
One		4.18		2.88		2.63		6.36		3.13
Two		0.96		1.46		0.50		4.22		0.76
Lack of basic utilities	116		437		317		84		575	
Without telephone or cell phone service for any financial reason (for example, could not pay the telephone bill)		2.83		2.81		3.10		5.60		2.37
Service turned off by the gas or electric company, or the oil company would not deliver oil, because payments were not made		4.37		1.22		1.98		4.51		2.34
Water to home turned off because payments were not made		1.58		1.18		0.95		1.41		1.05
Number of basic utilities household lacks	116		436		315		84		573	
None		4.63		2.96		3.30		6.48		2.31
One		4.53		2.59		2.63		6.45		1.67
Two		0.70		1.16		1.51		0.53		1.68
Three		1.18		0.78		0.77		1.31		0.54

Table AA.24 (continued)

	Parent employment status									
	Both parents working full-time		Single parent working full-time		One parent working full-time; one parent working part-time or less		Neither parent working full-time		Single parent working part-time or less	
	n	SE	n	SE	n	SE	n	SE	n	SE
Unmet medical needs	116		436		317		83		574	
Someone needed to see a doctor or go to the hospital but could not go for any financial reason (for example, could not afford transportation or child care)		3.49		2.15		2.27		6.26		2.47
Someone needed to see a dentist but could not go for any financial reason (for example, could not afford transportation or child care)		3.87		1.58		4.27		6.57		2.52
Number of unmet medical needs	116		434		316		83		573	
None		4.22		1.96		3.91		6.35		2.82
One		2.80		1.97		4.12		5.68		1.93
Two		2.85		1.45		2.10		6.23		1.90

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aParent employment categories use the information provided in Table AA.11 and include one- or two-parent households with biological or adoptive parents.

Table AA.25. Standard errors for whether parents own or rent home, live in public or subsidized housing, or have some other living situation

	n	SE
Owens home	1,677	1.63
Rents home	1,677	1.90
Lives in public or subsidized housing	1,677	1.79
Lives with someone else, whether pays rent or not	1,677	0.92
Other ^a	1,677	0.12

Source: Fall 2019 FACES Parent Interview.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aOther includes situations like living in a family-owned property rent free, or in a hotel or family shelter.

Table AA.26. Standard errors for whether parents own or rent home, live in public or subsidized housing, or have some other living situation, by income as a percentage of federal poverty threshold^a

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Owens home	227	2.07	488	1.72	280	3.09	682	2.35
Rents home	227	4.96	488	3.46	280	3.98	682	1.82
Lives in public or subsidized housing	227	4.20	488	3.00	280	2.51	682	1.17
Lives with someone else, whether pays rent or not	227	2.92	488	1.99	280	2.38	682	0.95
Other ^b	227	0.00	488	0.25	280	0.48	682	0.15

Source: Fall 2019 FACES Parent Interview.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, the 100 percent federal poverty threshold for a family of four in 2018 was \$25,701.

^bOther includes situations like living in a family-owned property rent free, or in a hotel or family shelter.

Table AA.27. Standard errors for whether parents own or rent home, live in public or subsidized housing, or have some other living situation, by parent employment status^a

	Parent employment status									
	Both parents working full-time		Single parent working full-time		One parent working full-time; one parent working part-time or less		Neither parent working full-time		Single parent working part-time or less	
	n	SE	n	SE	n	SE	n	SE	n	SE
Owens home	116	4.62	438	2.02	317	3.50	84	6.06	572	1.37
Rents home	116	3.88	438	3.11	317	4.22	84	6.31	572	3.00
Lives in public or subsidized housing	116	0.86	438	1.35	317	1.74	84	6.07	572	2.67
Lives with someone else, whether pays rent or not	116	2.28	438	2.07	317	1.10	84	1.58	572	1.83
Other ^b	116	0.00	438	0.34	317	0.00	84	0.32	572	0.25

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aParent employment categories draw on the information provided in Table AA.11 and include one- and two-parent households with biological or adoptive parents.

^bOther includes housing situations like living in a family-owned property rent free, or in a hotel or family shelter.

Table AA.28. Standard errors for public assistance received by household in the past six months

	n	SE
Welfare or Temporary Assistance for Needy Families (TANF)	1,672	2.18
Unemployment insurance	1,682	0.37
Food Stamps or Supplemental Nutrition Assistance Program (SNAP)	1,679	2.59
WIC or the Special Supplemental Nutrition Program for Women, Infants, and Children	1,679	2.09
Child support	1,680	1.72
Supplemental Security Income (SSI) or Social Security Retirement, Disability, or Survivor's benefits	1,681	1.74
Foster care, guardianship, or adoption assistance or payments	1,681	0.49
Energy assistance	1,678	1.12

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table AA.29. Standard errors for public assistance received by household in the past six months, by income as a percentage of federal poverty threshold^a

	Percentage of federal poverty threshold							
	Below 50 percent		50 to 100 percent		101 to 130 percent		131 percent or above	
	n	SE	n	SE	n	SE	n	SE
Welfare or Temporary Assistance for Needy Families (TANF)	231	4.09	481	3.84	281	3.07	679	2.04
Unemployment insurance	231	0.00	489	0.52	280	1.44	682	0.59
Food Stamps or Supplemental Nutrition Assistance Program (SNAP)	230	2.32	487	3.49	280	4.86	682	3.54
WIC or the Special Supplemental Nutrition Program for Women, Infants, and Children	231	5.28	488	3.15	281	4.23	679	3.14
Child support	231	3.91	488	3.02	280	2.31	681	2.54
Supplemental Security Income (SSI) or Social Security Retirement, Disability, or Survivor's benefits	231	2.27	487	2.42	281	2.81	682	2.15
Foster care, guardianship, or adoption assistance or payments	231	0.35	487	0.84	281	1.25	682	0.91
Energy assistance	230	2.50	487	3.51	280	3.16	681	1.46

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau thresholds, which use household income relative to number of family members. For example, the 100 percent federal poverty threshold for a family of four in 2018 was \$25,701.

Table AA.30. Standard errors for public assistance received by household in the past six months, by parent employment status^a

	Parent employment status									
	Both parents working full-time		Single parent working full-time		One parent working full-time; one parent working part-time or less		Neither parent working full-time		Single parent working part-time or less	
	n	SE	n	SE	n	SE	n	SE	n	SE
Welfare or Temporary Assistance for Needy Families (TANF)	116	3.23	435	2.31	315	1.62	84	5.54	573	3.82
Unemployment insurance	115	0.77	438	0.84	317	1.05	84	2.11	577	0.70
Food Stamps or Supplemental Nutrition Assistance Program (SNAP)	116	5.63	437	3.74	316	4.37	84	5.64	576	3.08
WIC or the Special Supplemental Nutrition Program for Women, Infants, and Children	116	6.05	436	2.93	316	3.38	84	7.93	578	2.74
Child support	115	4.78	437	2.82	317	2.48	84	1.99	577	2.58
Supplemental Security Income (SSI) or Social Security Retirement, Disability, or Survivor's benefits	116	3.21	438	1.38	316	2.51	84	6.75	577	3.06
Foster care, guardianship, or adoption assistance or payments	116	2.08	438	0.85	316	0.53	83	1.23	578	0.62
Energy assistance	116	3.08	437	1.39	315	1.77	84	5.47	576	2.30

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aParent employment categories draw on the information provided in Table AA.11 and include one- and two-parent households with biological or adoptive parents.

Table AA.31. Standard errors for number of times a family member read to the child in the past week

	n	SE
Not at all	1,683	2.23
Once or twice	1,683	1.58
Three or more times, but not every day	1,683	1.88
Every day	1,683	0.44

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table AA.32. Standard errors for number of times a family member read to the child in the past week, by Head Start exposure

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	SE	n	SE	n	SE	n	SE
Not at all	849	2.77	709	3.40	1,558	2.29	125	4.84
Once or twice	849	2.54	709	2.58	1,558	1.64	125	4.02
Three or more times, but not every day	849	2.35	709	2.62	1,558	1.99	125	3.70
Every day	849	0.62	709	0.53	1,558	0.46	125	1.46

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

Table AA.33. Standard errors for types and number of activities that family members did with the child in the past week

	n	SE
Told child a story	1,677	
Never		0.88
1 or 2 days		1.30
3 or 4 days		1.27
Most days		1.71
Taught child letters, words, or numbers	1,683	
Never		0.23
1 or 2 days		1.23
3 or 4 days		1.73
Most days		1.94
Taught child songs or music	1,683	
Never		0.67
1 or 2 days		1.20
3 or 4 days		1.03
Most days		1.40
Played with toys or games indoors	1,684	
Never		0.11
1 or 2 days		0.66
3 or 4 days		1.42
Most days		1.66
Played a game, sport, or exercised together	1,681	
Never		0.81
1 or 2 days		1.48
3 or 4 days		1.55
Most days		1.99
Took child along on errands	1,684	
Never		0.83
1 or 2 days		1.97
3 or 4 days		1.38
Most days		2.48
Involved child in household chores	1,684	
Never		1.00
1 or 2 days		0.93
3 or 4 days		1.49
Most days		1.77
Talked about what happened in Head Start	1,683	
Never		0.40
1 or 2 days		0.47
3 or 4 days		0.97
Most days		1.34

Table AA.33 (*continued*)

	n	SE
Talked about TV programs or videos	1,682	
Never		1.10
1 or 2 days		1.39
3 or 4 days		1.07
Most days		2.21
Played counting games	1,682	
Never		0.37
1 or 2 days		0.89
3 or 4 days		1.54
Most days		1.50
Played a board game or a card game	1,682	
Never		2.07
1 or 2 days		2.17
3 or 4 days		0.98
Most days		1.06
Played with blocks	1,681	
Never		1.22
1 or 2 days		1.12
3 or 4 days		1.42
Most days		1.51
Counted different things	1,682	
Never		0.50
1 or 2 days		1.46
3 or 4 days		1.38
Most days		1.63
Mean number of activities	1,684	0.07

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table AA.34. Standard errors for types and number of activities that family members did with the child in the past week, by Head Start exposure

	Newly entering children				All newly entering		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	SE	n	SE	n	SE	n	SE
Told child a story	847		705		1,552		125	
Never		1.17		1.28		0.94		0.72
1 or 2 days		2.03		2.41		1.45		2.96
3 or 4 days		1.92		2.30		1.15		4.84
Most days		2.72		2.12		1.82		4.41
Taught child letters, words, or numbers	849		709		1,558		125	
Never		0.12		0.50		0.26		0.00
1 or 2 days		1.40		1.88		1.14		3.20
3 or 4 days		2.80		1.69		1.87		3.95
Most days		2.66		2.15		2.07		4.96
Taught child songs or music	849		709		1,558		125	
Never		0.64		1.30		0.57		4.51
1 or 2 days		1.57		1.98		1.15		5.99
3 or 4 days		1.73		1.84		1.07		2.94
Most days		1.65		1.94		1.34		6.29
Played with toys or games indoors	850		709		1,559		125	
Never		0.15		0.05		0.08		0.62
1 or 2 days		0.86		1.15		0.69		2.37
3 or 4 days		1.28		2.22		1.42		2.99
Most days		1.49		1.93		1.53		3.79
Played a game, sport, or exercised together	848		709		1,557		124	
Never		1.04		1.30		0.90		1.98
1 or 2 days		1.80		1.75		1.23		3.56
3 or 4 days		1.49		2.70		1.76		2.77
Most days		2.33		2.19		1.71		5.91
Took child along on errands	850		709		1,559		125	
Never		0.93		0.88		0.79		3.37
1 or 2 days		2.38		2.48		1.87		2.57
3 or 4 days		1.49		2.01		1.32		2.53
Most days		2.72		3.37		2.56		6.08
Involved child in household chores	850		709		1,559		125	
Never		1.08		1.15		0.99		2.42
1 or 2 days		1.51		1.21		0.97		2.56
3 or 4 days		1.35		2.50		1.69		2.04
Most days		2.23		2.23		1.88		3.82

Table AA.34 (continued)

	Newly entering children				All newly entering		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	SE	n	SE	n	SE	n	SE
Talked about what happened in Head Start	849		709		1,558		125	
Never		0.60		0.58		0.45		1.01
1 or 2 days		0.83		0.85		0.50		2.25
3 or 4 days		1.13		1.37		1.03		1.80
Most days		1.45		1.99		1.38		3.48
Talked about TV programs or videos	848		709		1,557		125	
Never		1.13		1.68		1.16		3.60
1 or 2 days		2.23		2.28		1.71		3.99
3 or 4 days		2.01		1.56		1.02		4.32
Most days		2.89		3.31		2.59		4.50
Played counting games	850		708		1,558		124	
Never		0.42		0.59		0.35		1.83
1 or 2 days		1.14		1.41		0.93		2.58
3 or 4 days		1.83		1.82		1.42		5.69
Most days		1.77		1.83		1.40		5.00
Played a board game or a card game	849		708		1,557		125	
Never		2.26		2.54		1.97		7.13
1 or 2 days		2.86		2.08		2.00		6.05
3 or 4 days		2.00		1.56		1.15		2.31
Most days		1.39		1.34		1.00		2.40
Played with blocks	849		707		1,556		125	
Never		1.65		1.82		1.37		5.17
1 or 2 days		1.79		2.19		1.24		2.80
3 or 4 days		1.74		1.73		1.39		5.84
Most days		2.15		2.22		1.53		3.83
Counted different things	849		708		1,557		125	
Never		0.67		0.84		0.54		0.95
1 or 2 days		1.66		2.34		1.52		5.53
3 or 4 days		2.89		1.69		1.57		4.64
Most days		2.85		3.47		1.95		4.54
Mean number of activities	850	0.07	709	0.10	1,559	0.07	125	0.20

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

Table AA.35. Standard errors for family bedtime and dinner routines

	n	SE
Child has regular bedtime	1,652	
Yes		1.22
No		1.22
Number of days per week family eats dinner together (categories)	1,683	
0-2		0.48
3-4		1.49
5-6		1.59
7		1.80
Mean number of days per week family eats dinner together	1,683	0.05

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table AA.36. Standard errors for family bedtime and dinner routines, by Head Start exposure

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	SE	n	SE	n	SE	n	SE
Child has regular bedtime	828		699		1,527		125	
Yes		1.36		1.37		1.13		3.12
No		1.36		1.37		1.13		3.12
Number of days per week family eats dinner together (categories)	850		708		1,558		125	
0-2		0.87		0.80		0.51		1.56
3-4		1.99		2.16		1.48		4.39
5-6		2.25		1.62		1.73		2.57
7		2.22		2.70		1.91		3.79
Mean number of days per week family eats dinner together	850	0.06	708	0.08	1,558	0.05	125	0.14

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

Table AA.37. Standard errors for children's access to health care providers and medical and dental care

	n	SE
Child has a regular health care provider^a	1,673	
Yes		0.66
No		0.66
Where child usually goes if sick	1,667	
A private doctor, private clinic, or HMO		2.47
An outpatient clinic run by a hospital		1.37
The emergency room at a hospital		0.90
Public health department or community health center		1.25
A migrant health clinic		0.10
The Indian Health Service		0.20
Urgent care		0.47
Where child usually goes for routine medical care	1,662	
No regular place		0.26
A private doctor, private clinic, or HMO		2.69
An outpatient clinic run by a hospital		1.65
The emergency room at a hospital		0.27
Public health department or community health center		1.30
A migrant health clinic		0.03
The Indian Health Service		0.20
Urgent care		0.11
Child uses a dentist or dental clinic	1,663	
Yes		1.38
No		1.38

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aA child has a regular health care provider if the parent reports taking the child to one of the following for routine medical care: a private doctor, private clinic, or HMO; an outpatient clinic run by a hospital; a public health department or community health center; a migrant health clinic; or The Indian Health Service. A child does not have a regular health care provider if the parent reports taking the child to a hospital emergency room for routine medical care, or not having a regular place for the child's care.

Table AA.38. Standard errors for children's access to health care providers and medical and dental care, by Head Start exposure

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	SE	n	SE	n	SE	n	SE
Child has a regular health care provider^b	844		704		1,548		125	
Yes		0.51		1.30		0.71		0.00
No		0.51		1.30		0.71		0.00
Where child usually goes if sick	841		703		1,544		123	
A private doctor, private clinic, or HMO		2.58		2.95		2.38		3.20
An outpatient clinic run by a hospital		2.02		1.66		1.56		1.82
The emergency room at a hospital		1.18		1.51		0.92		2.65
Public health department or community health center		1.74		1.28		1.24		1.88
A migrant health clinic		0.22		0.00		0.12		0.00
The Indian Health Service		0.31		0.00		0.16		0.57
Urgent care		0.67		0.82		0.46		1.25
Where child usually goes for routine medical care	836		702		1,538		124	
No regular place		0.53		0.19		0.29		0.00
A private doctor, private clinic, or HMO		2.85		3.66		2.69		5.54
An outpatient clinic run by a hospital		2.35		1.82		1.80		1.69
The emergency room at a hospital		0.25		0.53		0.29		0.00
Public health department or community health center		1.57		1.68		1.16		4.72
A migrant health clinic		0.06		0.00		0.03		0.00
The Indian Health Service		0.31		0.00		0.17		0.56
Urgent care		0.22		0.16		0.13		0.00
Child uses dentist or dental clinic	840		700		1,540		123	
Yes		1.48		1.71		1.45		4.16
No		1.48		1.71		1.45		4.16

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

^bA child has a regular health care provider if the parent reports taking the child to one of the following for routine medical care: a private doctor, private clinic, or HMO; an outpatient clinic run by a hospital; a public health department or community health center; a migrant health clinic; or The Indian Health Service. A child does not have a regular health care provider if the parent reports taking the child to a hospital emergency room for routine medical care, or not having a regular place for the child's care.

SECTION BB

STANDARD ERRORS FOR CHILDREN'S COGNITIVE SKILLS

This page has been left blank for double-sided copying.

Table BB.2. Standard errors for language of direct assessment^a

	n	SE
Assessed in English	1,586	4.03
Primarily assessed in English	1,586	2.85
Primarily assessed in Spanish	1,586	1.88
Assessed in English, shortened assessment	1,586	0.54

Source: Fall 2019 FACES Direct Child Assessment and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aWe based language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

Table BB.3. Standard errors for language of direct assessment, by Head Start exposure^a

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^b		4 years old or older ^b					
	n	SE	n	SE	n	SE	n	SE
Assessed in English	786	4.15	677	3.86	1,463	3.70	123	9.93
Primarily assessed in English	786	1.57	677	2.69	1,463	1.67	123	10.44
Primarily assessed in Spanish	786	3.32	677	1.29	1,463	2.23	123	0.86
Assessed in English, shortened assessment	786	0.90	677	0.38	1,463	0.60	123	0.00

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aWe based language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^bAge as of September 1, 2019.

Table BB.4. Standard errors for English receptive vocabulary skills for all children and by language of direct assessment, age, and Head Start exposure^a

	n	SE
All children	1,586	0.71
Language of direct assessment^b		
Assessed in English	1,265	0.56
Primarily assessed in English	174	0.80
Primarily assessed in Spanish	139	1.09
Assessed in English, shortened assessment	8	!
Age as of September 1, 2019		
3 years old or younger	812	0.87
4 years old or older	774	0.85
Head Start exposure		
All newly entering children	1,463	0.82
3 years old or younger ^c	786	1.01
4 years old or older ^c	677	0.99
All returning children	123	2.60

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019. The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores. Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older. ! Too few cases for a reliable estimate.

^aThe table reports standard scores on the PPVT-5; they reflect a child's performance relative to English-speaking children of the same age nationally. These scores have a mean of 100 and a standard deviation of 15.

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cAge as of September 1, 2019.

Table BB.5. Standard errors for English expressive vocabulary skills for all children assessed in English or assessed in English with the shortened assessment and by language of direct assessment, age, and Head Start exposure^a

	n	SE
All children	1,254	0.73
Language of direct assessment^b		
Assessed in English	1,246	0.63
Assessed in English, shortened assessment	8	!
Age as of September 1, 2019		
3 years old or younger	633	1.18
4 years old or older	621	0.81
Head Start exposure		
All newly entering children	1,168	0.82
3 years old or younger ^c	617	1.21
4 years old or older ^c	551	0.94
All returning children	86	1.96

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.
 The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores.
 Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.
 ! Too few cases for a reliable estimate.

^aThe table reports standard scores on the EOWPVT-4; they reflect a child's performance relative to English-speaking children of the same age nationally. These scores have a mean of 100 and a standard deviation of 15.

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cAge as of September 1, 2019.

Table BB.6. Standard errors for Spanish receptive vocabulary skills for children primarily assessed in English or primarily assessed in Spanish and by language of direct assessment, age, and Head Start exposure^{a, b}

	n	SE
All children	301	1.55
Language of direct assessment^c		
Primarily assessed in English	166	2.19
Primarily assessed in Spanish	135	2.61
Age as of September 1, 2019		
3 years old or younger	164	2.17
4 years old or older	137	1.71
Head Start exposure		
All newly entering children	268	1.54
3 years old or younger ^d	155	2.42
4 years old or older ^d	113	1.89
All returning children	33	2.68

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019. The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores. Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aThis table reports standard scores on the ROWPVT-4: SBE; they reflect a child's performance relative to Spanish-speaking children of the same age nationally who were allowed responses and/or prompts in Spanish and English. These scores have a mean of 100 and a standard deviation of 15.

^bIn FACES 2019, the ROWPVT-4: SBE is administered in Spanish, with prompts allowed in Spanish only.

^cWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^dAge as of September 1, 2019.

Table BB.7. Standard errors for conceptual expressive vocabulary skills for children primarily assessed in English or primarily assessed in Spanish and by language of direct assessment, age, and Head Start exposure^{a, b}

	n	SE
All children	301	1.40
Language of direct assessment^c		
Primarily assessed in English	166	1.22
Primarily assessed in Spanish	135	1.69
Age as of September 1, 2019		
3 years old or younger	164	2.03
4 years old or older	137	1.51
Head Start exposure		
All newly entering children	268	1.15
3 years old or younger ^d	155	1.71
4 years old or older ^d	113	1.62
All returning children	33	1.32

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.
 The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the scores.
 Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aThe table reports standard scores on the EOWPVT-4: SBE; they reflect a child's performance relative to Spanish-speaking children of the same age nationally. These scores have a mean of 100 and a standard deviation of 15.

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

^cWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^dAge as of September 1, 2019.

Table BB.8. Standard errors for literacy skills for children assessed in English or primarily assessed in English, by language of direct assessment^{a, b}

	n	SE
Children assessed in English or primarily assessed in English		
Letter-word knowledge (WJ IV: Letter-Word Identification standard score)	1,423	0.73
Early writing (WJ IV: Spelling standard score) ^c	1,313	0.44
Letter-sounds knowledge (ECLS–B Letter-Sounds IRT score)	495	0.03
Letter-sounds and letter-word knowledge (Combined ECLS–B Letter-Sounds/WJ IV Letter-Word Identification IRT score)	495	0.14
Children assessed in English		
Letter-word knowledge (WJ IV: Letter-Word Identification standard score)	1,250	0.79
Early writing (WJ IV: Spelling standard score) ^c	1,145	0.51
Letter-sounds knowledge (ECLS–B Letter-Sounds IRT score)	435	0.03
Letter-sounds and letter-word knowledge (Combined ECLS–B Letter-Sounds/WJ IV Letter-Word Identification IRT score)	435	0.15
Children primarily assessed in English		
Letter-word knowledge (WJ IV: Letter-Word Identification standard score)	173	0.76
Early writing (WJ IV: Spelling standard score) ^c	168	1.43
Letter-sounds knowledge (ECLS–B Letter-Sounds IRT score)	60	0.04
Letter-sounds and letter-word knowledge (Combined ECLS–B Letter-Sounds/WJ IV Letter-Word Identification IRT score)	60	0.29

Source: Fall 2019 FACES Direct Child Assessment and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

n.a. = not applicable. We only report these data for measures with standard scores.

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

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cWe do not report WJ IV Spelling standard scores for children younger than 3 years, 4 months because these scores may not adequately reflect the abilities of this age group.

Table BB.9. Standard errors for literacy skills for children assessed in English or primarily assessed in English, by age^{a, b}

	3 years old or younger ^c		4 years old or older ^c	
	n	SE	n	SE
Letter-word knowledge (WJ IV: Letter-Word Identification standard score)	688	0.93	735	1.12
Early writing (WJ IV: Spelling standard score) ^d	578	0.50	735	0.62
Letter-sounds knowledge (ECLS-B Letter-Sounds IRT score)	131	0.06	364	0.03
Letter-sounds and letter-word knowledge (Combined ECLS-B Letter-Sounds/WJ IV Letter-Word Identification IRT score)	131	0.30	364	0.16

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

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

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cAge as of September 1, 2019.

^dWe do not report WJ IV Spelling standard scores for children younger than 3 years, 4 months because these scores may not adequately reflect the abilities of this age group.

Table BB.10. Standard errors for literacy skills for children assessed in English or primarily assessed in English, by Head Start exposure^{a, b}

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^c		4 years old or older ^c					
	n	SE	n	SE	n	SE	n	SE
Letter-word knowledge (WJ IV: Letter-Word Identification standard score)	664	0.91	639	1.35	1,303	0.78	120	1.73
Early writing (WJ IV: Spelling standard score) ^d	555	0.54	639	0.71	1,194	0.51	119	1.36
Letter-sounds knowledge (ECLS–B Letter-Sounds IRT score)	122	0.07	316	0.03	438	0.03	57	0.06
Letter-sounds and letter-word knowledge (Combined ECLS–B Letter-Sounds/WJ IV Letter-Word Identification IRT score)	122	0.36	316	0.17	438	0.16	57	0.34

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

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

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cAge as of September 1, 2019.

^dWe do not report WJ IV Spelling standard scores for children younger than 3 years, 4 months because these scores may not adequately reflect the abilities of this age group.

Table BB.11. Standard errors for math skills for children assessed in English or primarily assessed in English, by language of direct assessment^{a, b}

	n	SE
Children assessed in English or primarily assessed in English		
Early math (WJ IV: Applied Problems standard score)	1,390	0.79
Early math (ECLS–B math IRT score)	1,387	0.14
Number and shape knowledge (ECLS–B number/shape IRT proficiency probability score ^d)	1,387	0.39
Early math (Combined ECLS–B/WJ IV Applied Problems IRT score)	1,387	0.31
Children assessed in English		
Early math (WJ IV: Applied Problems standard score)	1,220	0.75
Early math (ECLS–B math IRT score)	1,214	0.14
Number and shape knowledge (ECLS–B number/shape IRT proficiency probability score ^d)	1,214	0.39
Early math (Combined ECLS–B/WJ IV Applied Problems IRT score)	1,214	0.32
Children primarily assessed in English		
Early math (WJ IV: Applied Problems standard score)	170	1.70
Early math (ECLS–B math IRT score)	173	0.34
Number and shape knowledge (ECLS–B number/shape IRT proficiency probability score ^d)	173	0.04
Early math (Combined ECLS–B/WJ IV Applied Problems IRT score)	173	0.74

Source: Fall 2019 FACES Direct Child Assessment and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

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

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cProficiency probability scores indicate the probability that a child would have passed the proficiency level. Scores can be multiplied by 100 to be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, a score of 0.39 would mean that 39 percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take any value from zero to one.

Table BB.12. Standard errors for math skills for children assessed in English or primarily assessed in English, by age^{a, b}

	3 years old or younger ^c		4 years old or older ^c	
	n	SE	n	SE
Early math (WJ IV: Applied Problems standard score)	688	1.16	702	0.91
Early math (ECLS–B Math IRT score)	654	0.18	733	0.15
Number and shape knowledge (ECLS–B Number/Shape IRT proficiency probability score ^d)	654	0.02	733	0.02
Early math (Combined ECLS–B/WJ IV Applied Problems IRT score)	654	0.40	733	0.33

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

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

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cAge as of September 1, 2019.

^dProficiency probability scores indicate the probability that a child would have passed the proficiency level. Scores can be multiplied by 100 to be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, a score of 0.39 would mean that 39 percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take any value from zero to one.

Table BB.13. Standard errors for math skills for children assessed in English or primarily assessed in English, by Head Start exposure^{a, b}

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^c		4 years old or older ^c					
	n	SE	n	SE	n	SE	n	SE
Early math (WJ IV: Applied Problems standard score)	664	1.13	612	1.06	1,276	0.85	114	2.22
Early math (ECLS–B Math IRT score)	630	0.18	638	0.16	1,268	0.17	119	0.42
Number and shape knowledge (ECLS–B Number/Shape IRT proficiency probability score ^d)	630	0.02	638	0.02	1,268	0.02	119	0.05
Early math (Combined ECLS–B/WJ IV Applied Problems IRT score)	630	0.41	638	0.36	1,268	0.38	119	0.94

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

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

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cAge as of September 1, 2019.

^dProficiency probability scores indicate the probability that a child would have passed the proficiency level. Scores can be multiplied by 100 to be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, a score of 0.39 would mean that 39 percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take any value from zero to one.

Table BB.14. Standard errors for Spanish literacy and math skills for children primarily assessed in Spanish^{a, b}

	n	SE
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	68	2.46
Early writing (WM III NU: Spelling standard score)	134	2.14
Early math (WM III NU: Applied Problems standard score)	134	1.77

Source: Fall 2019 FACES Direct Child Assessment and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

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

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

Table BB.15. Standard errors for Spanish literacy and math skills for children primarily assessed in Spanish, by age^{a, b}

	3 years old or younger ^c		4 years old or older ^c	
	n	SE	n	SE
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	36	1.51	32	2.00
Early writing (WM III NU: Spelling standard score)	101	1.84	33	4.06
Early math (WM III NU: Applied Problems standard score)	101	2.01	33	2.08

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

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

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cAge as of September 1, 2019.

Table BB.16. Standard errors for Spanish literacy and math skills for children primarily assessed in Spanish, by Head Start exposure^{a, b}

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^c		4 years old or older ^c					
	n	SE	n	SE	n	SE	n	SE
Letter-word knowledge (WM III NU: Letter-Word Identification standard score)	34	1.80	31	2.02	65	2.60	3	!
Early writing (WM III NU: Spelling standard score)	99	1.85	32	4.05	131	2.16	3	!
Early math (WM III NU: Applied Problems standard score)	99	2.03	32	2.07	131	1.79	3	!

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

! Too few cases for a reliable estimate.

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

^bWe based the language of direct assessment on the parent's report of the language the child uses most often at home and the child's performance on the screener. Figure 2 illustrates how we assigned children to each group.

^cAge as of September 1, 2019.

This page has been left blank for double-sided copying.

SECTION CC

STANDARD ERRORS FOR CHILDREN'S SOCIAL-EMOTIONAL SKILLS

This page has been left blank for double-sided copying.

Table CC.2. Standard errors for children's executive function scores

	n	SE
MEFS App™ percentile score ^a	1,490	0.72
MEFS App™ standard score ^b	1,490	0.37
	n	SE
MEFS App™ standard score (categories)^c	1,490	
Approaching age expectations		0.86
Meets-low age expectations		1.56
Meets age expectations		1.44
Meets-high age expectations		1.26
Exceeds age expectations		0.07

Source: Fall 2019 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aThe MEFS App™ is a standardized assessment of children's executive function skills. We administered it to each child individually on a touch-screen tablet. The MEFS App™ measures children's ability to remember instructions (working memory), regulate their behavior to sort cards as instructed (inhibitory control), and switch their behavior to sort cards according to new rules when instructions change (cognitive flexibility). Percentile scores range from 0 to 100. A score of 50 is the 50th percentile, meaning the child scored better than 50 percent of same-age children in the MEFS App™ 2019 norming sample.

^bThe standard score reflects a child's performance relative to same age children in the MEFS App™ 2019 norming sample. This standard score has a mean of 100 and a standard deviation of 15.

^cApproaching age expectations means the child scored a full standard deviation or more below the mean. Meeting age expectations (includes meets-low age and meets-high age) means the child scored one standard deviation below to one standard deviation above the mean. Exceeding age expectations means the child scored a full standard deviation or more above the mean.

Table CC.3. Standard errors for children's executive function scores, by age

	3 years old or younger ^a		4 years old or older ^a	
	n	SE	n	SE
MEFS App™ percentile score ^b	752	0.97	738	0.81
MEFS App™ standard score ^c	752	0.57	738	0.34
	n	SE	n	SE
MEFS App™ standard score (categories)^d	752		738	
Approaching age expectations		1.49		0.85
Meets-low age expectations		2.30		2.18
Meets age expectations		2.12		3.21
Meets-high age expectations		1.62		2.32
Exceeds age expectations		0.10		0.09

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aAge as of September 1, 2019.

^bThe MEFS App™ is a standardized assessment of children's executive function skills. We administered it to each child individually on a touch-screen tablet. The MEFS App™ measures children's ability to remember instructions (working memory), regulate their behavior to sort cards as instructed (inhibitory control), and switch their behavior to sort cards according to new rules when instructions change (cognitive flexibility). Percentile scores range from 0 to 100. A score of 50 is the 50th percentile, meaning the child scored better than 50 percent of same-age children in the MEFS App™ 2019 norming sample.

^cThe standard score reflects a child's performance relative to same age children in the MEFS App™ 2019 norming sample. This standard score has a mean of 100 and a standard deviation of 15.

^dApproaching age expectations means the child scored a full standard deviation or more below the mean. Meeting age expectations (includes meets-low age and meets-high age) means the child scored one standard deviation below to one standard deviation above the mean. Exceeding age expectations means the child scored a full standard deviation or more above the mean.

Table CC.4. Standard errors for children's executive function scores, by Head Start exposure

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	SE	n	SE	n	SE	n	SE
MEFS App™ percentile score ^b	726	1.08	648	0.95	1,374	0.79	116	0.73
MEFS App™ standard score ^c	726	0.61	648	0.42	1,374	0.41	116	0.38
	n	SE	n	SE	n	SE	n	SE
MEFS App™ standard score (categories)^d	726		648		1,374		116	
Approaching age expectations		1.51		1.10		0.94		2.61
Meets-low age expectations		2.62		1.93		1.64		3.65
Meets age expectations		2.11		2.47		1.39		2.92
Meets-high age expectations		1.92		2.22		1.37		3.10
Exceeds age expectations		0.11		0.11		0.08		0.00

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

^bThe MEFS App™ is a standardized assessment of children's executive function skills. We administered it to each child individually on a touch-screen tablet. The MEFS App™ measures children's ability to remember instructions (working memory), regulate their behavior to sort cards as instructed (inhibitory control), and switch their behavior to sort cards according to new rules when instructions change (cognitive flexibility). Percentile scores range from 0 to 100. A score of 50 is the 50th percentile, meaning the child scored better than 50 percent of same-age children in the MEFS App™ 2019 norming sample.

^cThe standard score reflects a child's performance relative to same age children in the MEFS App™ 2019 norming sample. This standard score has a mean of 100 and a standard deviation of 15.

^dApproaching age expectations means the child scored a full standard deviation or more below the mean. Meeting age expectations (includes meets-low age and meets-high age) means the child scored one standard deviation below to one standard deviation above the mean. Exceeding age expectations means the child scored a full standard deviation or more above the mean.

Table CC.5. Standard errors for children's social skills, problem behaviors, and approaches to learning scores^a

	n	SE
Teachers' report of children's behavior		
Social skills score ^b	1,572	0.26
Problem behaviors total score ^b	1,580	0.21
Aggressive behavior subscale score	1,580	0.08
Hyperactive behavior subscale score	1,577	0.06
Withdrawn behavior subscale score	1,577	0.09
Approaches to learning score (ECLS-K)	1,574	0.03
Assessors' report of children's behavior during the direct assessment		
Cognitive/social behavior total score (Leiter-3)	1,580	0.77
Attention subscale score	1,580	0.31
Organization/impulse control subscale score	1,580	0.23
Activity level subscale score	1,580	0.13
Sociability subscale score	1,580	0.14
Cognitive/social behavior total standard score ^c (Leiter-3)	1,577	1.24

Source: Fall 2019 FACES Teacher Child Report and Assessor Rating.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aWe report raw scores unless noted otherwise.

^bSocial skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table CC.6. Standard errors for children's social skills, problem behaviors, and approaches to learning scores, by age^a

	3 years old or younger ^b		4 years old or older ^b	
	n	SE	n	SE
Teachers' report of children's behavior				
Social skills score ^c	813	0.34	759	0.31
Problem behaviors total score ^c	815	0.28	765	0.29
Aggressive behavior subscale score	815	0.12	765	0.09
Hyperactive behavior subscale score	813	0.09	764	0.08
Withdrawn behavior subscale score	814	0.14	763	0.12
Approaches to learning score (ECLS-K)	813	0.05	761	0.04
Assessors' report of children's behavior during the direct assessment				
Cognitive/social behavior total score (Leiter-3)	811	1.07	769	0.94
Attention subscale score	811	0.45	769	0.36
Organization/impulse control subscale score	811	0.35	769	0.32
Activity level subscale score	811	0.19	769	0.17
Sociability subscale score	811	0.17	769	0.14
Cognitive/social behavior total standard score ^d (Leiter-3)	808	1.70	769	1.57

Source: Fall 2019 FACES Teacher Child Report, Assessor Rating, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aWe report raw scores unless noted otherwise.

^bAge as of September 1, 2019.

^cSocial skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

Table CC.7. Standard errors for children's social skills, problem behaviors, and approaches to learning scores, by Head Start exposure^a

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^b		4 years old or older ^b					
	n	SE	n	SE	n	SE	n	SE
Teachers' report of children's behavior								
Social skills score ^c	792	0.33	669	0.35	1,461	0.27	111	0.70
Problem behaviors total score ^c	794	0.29	675	0.32	1,469	0.23	111	0.26
Aggressive behavior subscale score	794	0.13	675	0.10	1,469	0.08	111	0.19
Hyperactive behavior subscale score	792	0.09	674	0.09	1,466	0.06	111	0.12
Withdrawn behavior subscale score	793	0.15	673	0.14	1,466	0.10	111	0.14
Approaches to learning score (ECLS-K)	792	0.05	671	0.05	1,463	0.03	111	0.11
Assessors' report of children's behavior during the direct assessment								
Cognitive/social behavior total score (Leiter-3)	785	1.13	672	1.10	1,457	0.87	123	1.58
Attention subscale score	785	0.46	672	0.41	1,457	0.34	123	0.56
Organization/ impulse control subscale score	785	0.38	672	0.37	1,457	0.27	123	0.59
Activity level subscale score	785	0.21	672	0.20	1,457	0.15	123	0.33
Sociability subscale score	785	0.18	672	0.16	1,457	0.16	123	0.24
Cognitive/social behavior total standard score ^d (Leiter-3)	782	1.77	672	1.74	1,454	1.32	123	2.97

Source: Fall 2019 FACES Teacher Child Report, Assessor Rating, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aWe report raw scores unless noted otherwise.

^bAge as of September 1, 2019.

^cSocial skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

SECTION DD

STANDARD ERRORS FOR CHILDREN'S PHYSICAL HEALTH AND DISABILITY STATUS

This page has been left blank for double-sided copying.

Table DD.1. Standard errors for teacher report of children's disability, delay, health impairment, and IEP or IFSP status^a

	n	SE
Children with disabilities	1,570	
Yes		1.32
No		1.32
Among children with disabilities		
Type of disability^b		
Speech or language	264	2.98
Cognitive ^c	264	4.38
Behavioral/emotional ^d	264	2.91
Sensory ^e	264	1.32
Physical ^f	264	2.53
Children who have multiple disabilities	264	3.90
Children who have IEP or IFSP	259	4.90

Source: Fall 2019 FACES Teacher Child Report.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019. The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs.

IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

^aSurveys asked teachers whether a professional had indicated that the child had a developmental problem, delay, or other special need, and if so, to specify the need or disability.

^bPercentages do not add to 100 because teachers could report that a child has more than one disability across the categories.

^cCognitive disability includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

^dBehavioral/emotional disability includes: behavior problems, hyperactivity, and attention deficit.

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

^fPhysical disability includes: motor impairment.

Table DD.2. Standard errors for teacher report of children's disability, delay, health impairment, and IEP or IFSP status, by age^a

	3 years old or younger ^b		4 years old or older ^b	
	n	SE	n	SE
Children with disabilities	807		763	
Yes		2.08		1.62
No		2.08		1.62
Among children with disabilities				
Type of disability^c				
Speech or language	140	3.31	124	4.23
Cognitive ^d	140	4.09	124	6.35
Behavioral/emotional ^e	140	3.09	124	4.00
Sensory ^f	140	2.38	124	1.42
Physical ^g	140	2.65	124	4.30
Children who have multiple disabilities	140	4.54	124	5.91
Children who have IEP or IFSP	137	5.85	122	6.04

Source: Fall 2019 FACES Teacher Child Report, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

^aSurveys asked teachers whether a professional had indicated that the child had a developmental problem, delay, or other special need, and if so, to specify the need or disability.

^bAge as of September 1, 2019.

^cPercentages do not add to 100 because teachers could report that a child has more than one disability across the categories.

^dCognitive disability includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

^eBehavioral/emotional disability includes: behavior problems, hyperactivity, and attention deficit.

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

^gPhysical disability includes: motor impairment.

Table DD.3. Standard errors for teacher report of children's disability, delay, health impairment, and IEP or IFSP status, by Head Start exposure^a

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^b		4 years old or older ^b					
	n	SE	n	SE	n	SE	n	SE
Children with disabilities	786		674		1,460		110	
Yes		1.80		1.95		1.36		3.69
No		1.80		1.95		1.36		3.69
Among children with disabilities								
Type of disability ^c								
Speech or language	135	3.38	101	4.77	236	3.01	28	!
Cognitive ^d	135	4.33	101	6.91	236	4.62	28	!
Behavioral/emotional ^e	135	3.15	101	4.47	236	2.91	28	!
Sensory ^f	135	2.64	101	1.75	236	1.60	28	!
Physical ^g	135	2.98	101	2.87	236	2.11	28	!
Children who have multiple disabilities	135	5.13	101	6.40	236	4.28	28	!
Children who have IEP or IFSP	132	5.58	99	5.98	231	4.58	28	!

Source: Fall 2019 FACES Teacher Child Report, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

! Too few cases for a reliable estimate.

IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

^aSurveys asked teachers whether a professional had indicated that the child had a developmental problem, delay, or other special need, and if so, to specify the need or disability.

^bAge as of September 1, 2019.

^cPercentages do not add to 100 because teachers could report that a child has more than one disability across the categories.

^dCognitive disability includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

^eBehavioral/emotional disability includes: behavior problems, hyperactivity, and attention deficit.

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

^gPhysical disability includes: motor impairment.

Table DD.4. Standard errors for parent report of child health status

	n	SE
Excellent	1,677	1.91
Very good	1,677	1.52
Good	1,677	2.03
Fair	1,677	0.56
Poor	1,677	0.24

Source: Fall 2019 FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Table DD.5. Standard errors for parent report of child health status, by age

	3 years old or younger ^a		4 years old or older ^a	
	n	SE	n	SE
Excellent	873	2.97	804	2.06
Very good	873	1.81	804	2.46
Good	873	3.00	804	1.44
Fair	873	0.81	804	0.91
Poor	873	0.06	804	0.45

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aAge as of September 1, 2019.

Table DD.6. Standard errors for parent report of child health status, by Head Start exposure

	Newly entering children				All newly entering children		All returning children	
	3 years old or younger ^a		4 years old or older ^a					
	n	SE	n	SE	n	SE	n	SE
Excellent	847	3.23	705	2.10	1,552	1.87	125	4.24
Very good	847	1.68	705	2.70	1,552	1.71	125	2.97
Good	847	3.23	705	1.29	1,552	1.96	125	3.96
Fair	847	0.80	705	1.01	1,552	0.63	125	1.71
Poor	847	0.07	705	0.51	1,552	0.26	125	1.09

Source: Fall 2019 FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

Table DD.7. Standard errors for children's body mass index, height, and weight

	n	SE
Body mass index (BMI) (categories)^a	1,535	
Underweight		1.36
Normal weight		2.51
Overweight		1.27
Obese		1.24
	n	SE
Mean height (in inches)	1,557	0.13
Mean weight (in pounds)	1,536	0.36
Mean BMI ^b	1,535	0.08

Source: Fall 2019 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

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

^bBMI percentiles are age- and sex-specific. For example, for a 4-year-old boy, a BMI score of 14.0 is the 5th percentile, a BMI score of 17.0 is the 85th percentile, and a BMI score of 17.8 is the 95th percentile. For a 4-year-old girl, a BMI score of 13.8 is the 5th percentile, a BMI score of 16.8 is the 85th percentile, and a BMI score of 18.0 is the 95th percentile. The mean BMI score of 16.4 in FACES is around the 75th percentile for both a 4-year-old boy and 4-year-old girl.

Table DD.8. Standard errors for children's body mass index, height, and weight, by age

	3 years old or younger ^a		4 years old or older ^a	
	n	SE	n	SE
Body mass index (BMI) (categories)^b	783		752	
Underweight		1.80		1.13
Normal weight		3.03		3.11
Overweight		1.78		2.06
Obese		2.08		1.06
	n	SE	n	SE
Mean height (in inches)	793	0.09	764	0.10
Mean weight (in pounds)	784	0.37	752	0.35
Mean BMI ^c	783	0.12	752	0.08

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

^aAge as of September 1, 2019.

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

^cBMI percentiles are age- and sex-specific. For example, for a 4-year-old boy, a BMI score of 14.0 is the 5th percentile, a BMI score of 17.0 is the 85th percentile, and a BMI score of 17.8 is the 95th percentile. For a 4-year-old girl, a BMI score of 13.8 is the 5th percentile, a BMI score of 16.8 is the 85th percentile, and a BMI score of 18.0 is the 95th percentile.

Table DD.9. Children's body mass index, height, and weight, by Head Start exposure

	Newly entering children				All newly entering children	All returning children
	3 years old or younger ^a		4 years old or older ^a			
	n	SE	n	SE		
Body mass index (BMI) (categories) ^b	757		660		1,417	118
Underweight		1.86		1.38		2.11
Normal weight		2.64		3.26		5.81
Overweight		1.61		2.12		3.43
Obese		2.07		1.08		3.69
	n	SE	n	SE	n	SE
Mean height (in inches)	767	0.12	668	0.12	1,435	0.11
Mean weight (in pounds)	758	0.36	660	0.40	1,418	0.52
Mean BMI ^c	757	0.12	660	0.09	1,417	0.18

Source: Fall 2019 FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Head Start in fall 2019.

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

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most of them (74 percent) were age 4 or older.

^aAge as of September 1, 2019.

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

^cBMI percentiles are age- and sex-specific. For example, for a 4-year-old boy, a BMI score of 14.0 is the 5th percentile, a BMI score of 17.0 is the 85th percentile, and a BMI score of 17.8 is the 95th percentile. For a 4-year-old girl, a BMI score of 13.8 is the 5th percentile, a BMI score of 16.8 is the 85th percentile, and a BMI score of 18.0 is the 95th percentile.

This page has been left blank for double-sided copying.

FACES 2019 COPYRIGHT PERMISSIONS

Batería III Woodcock-Muñoz®. Normative Update (NU) Pruebas de Aprovechamiento Copyright © 2014 by the Riverside Publishing Company. Used by permission of the publisher. All rights reserved.

Expressive One-Word Picture Vocabulary Test–4 (EOWPVT–4). Copyright © 2011, Academic Therapy Publications, 20 Commercial Boulevard, Novato, CA, 94949-6191. All rights reserved. Reproduced by permission of Academic Therapy Publications.

Expressive One-Word Picture Vocabulary Test–4: Spanish-Bilingual Edition (EOWPVT–4: SBE). Copyright © 2013, Academic Therapy Publications, 20 Commercial Boulevard, Novato, CA, 94949-6191. All rights reserved. Reproduced by permission of Academic Therapy Publications.

Leiter International Performance Scale–Third Edition (Leiter–3). Copyright © 2013 Stoelting Co., 620 Wheat Lane, Wood Dale, IL 60191. All rights reserved.

Minnesota Executive Function Scale App™ (MEFS App™). Copyright © 2019 Reflection Sciences, Inc. All rights reserved.

Peabody Picture Vocabulary Test, Fifth Edition (PPVT–5). Copyright © 2019, Wascana Limited Partnership. Adapted and reproduced with permission of the publisher NCS Pearson, Inc. All rights reserved.

preLAS 2000, Copyright © 2019, Data Recognition Corporation. Reproduced with permission of Data Recognition Corporation, Maple Grove, MN. *preLAS* is a registered trademark of Data Recognition Corporation. DRC granted permission to use two subtests of DRC’s proprietary *preLAS* 2000 product for use in this research study. DRC strongly recommends the use of *preLAS* according to product guidelines DRC/Mathematica Policy Research in order to preserve the integrity of test interpretation. DRC is not responsible for the design, methodology or findings of this study. Use of the DRC proprietary materials in any way that does not conform to product guidelines, including score interpretation, is not the responsibility of DRC.

Receptive One-Word Picture Vocabulary Test–4: Spanish-Bilingual Edition (ROWPVT–4: SBE). Copyright © 2013, by Academic Therapy Publications, Inc., 20 Commercial Boulevard, Novato, CA, 94949-6191. All rights reserved. Reproduced by permission of Academic Therapy Publications.

Selected items from the Early Childhood Longitudinal Study, Birth Cohort (ECLS–B), National Center for Education Statistics. Used with permission. To include items reproduced from the Test of Early Mathematics Ability, 3rd Ed. (TEMA–3), by H.P. Ginsburg, and A.J. Baroody. Copyright © 2003 by Pro Ed, Inc. Used with permission.

Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson, Inc. Adapted and reproduced with permission. All rights reserved.

Woodcock-Johnson® IV (WJ IV®), WJ IV® Tests of Cognitive Abilities and Achievement.
Copyright © 2014 by the Riverside Publishing Company. Used by permission of the
publisher. All rights reserved.

This page has been left blank for double-sided copying.

Mathematica

Princeton, NJ • Ann Arbor, MI • Cambridge, MA
Chicago, IL • Oakland, CA • Seattle, WA
Tucson, AZ • Woodlawn, MD • Washington, DC

EDI Global, a Mathematica Company

Bukoba, Tanzania • High Wycombe, United Kingdom



mathematica.org