Child Care & Early Education
RESEARCH CONNECTIONS

Head Start Family and Child Experiences Survey (FACES) Bibliography

This bibliography lists resources in the *Research Connections* collection related to the Head Start Family and Child Experiences Survey (FACES), which has fielded cohorts in 1997, 2000, 2003, 2006, 2009, and 2014. It is intended as a reference tool for researchers and policymakers. It is divided into sections for data sets; official reports (findings, data tables, and methods); studies using FACES data; and instruments and documentation. Within each section resources are listed alphabetically by author and then by year and title. The FACES cohort(s) used by each resource follows its citation in brackets.

NCCP   ICPSR   OPRE

Data Sets

Romero, M., & Douglas-Hall, A. (2009). *Guide to datasets for research and policymaking in child care and early education*. New York: Child Care & Early Education Research Connections. [1997, 2000, 2003]
An annotated bibliography of existing large-scale datasets that provide useful information to policymakers, researchers, and others in the field of child care and early education in the United States.

United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation. *Head Start Family and Child Experiences Survey (FACES): 1997 Cohort* [United States]. ICPSR04134-v6. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2013-05-24.

United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation. *Head Start Family and Child Experiences Survey (FACES): 2000 Cohort* [United States]. ICPSR04149-v8. Ann Arbor, MI: Inter-university Consortium for Political and Social Research[distributor], 2013-05-29.

United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation. *Head Start Family and Child Experiences Survey (FACES): 2003 Cohort* [United States]. ICPSR22580-v6. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2013-05-13.

United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation. *Head Start Family and Child Experiences Survey (FACES): 2006 Cohort* [United States]. ICPSR28421-v4. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2013-05-10.

United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation. *Head Start Family and Child Experiences Survey (FACES): 2009 Cohort* [United States]. ICPSR34558-v1. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2013-07-08.

United States Department of Health and Human Services. Administration for Children and Families. Office of Planning, Research and Evaluation. *Head Start Family and Child Experiences Survey (FACES 2014)* [United States]. ICPSR36643-v1. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor] , 2017-04-14.

Official Reports—Findings

Aikens, N., Bush, C., Gleason, P., Malone, L. M., & Tarullo, L. B. (2016). *[Tracking quality in Head Start classrooms: FACES 2006 to FACES 2014. (OPRE Report No. 2016-82)](#)*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

This brief examines data from the Head Start Family and Child Experiences Survey (FACES) for trends in observed classroom quality and selected teacher characteristics (such as credentials and professional development activities) between 2006 and 2014. We also examine whether changes in selected teacher characteristics are related to changes in classroom quality. (author abstract)

Aikens, N., Bush, C., Gleason, P., Malone, L. M., & Tarullo, L. B. (2016). *[Tracking quality in Head Start classrooms: FACES 2006 to FACES 2014: Technical report (OPRE Report 2016-95)](#)*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009, 2006]**

In this report, we highlight findings from cross-cohort analyses of data from the Head Start Family and Child Experiences Survey (FACES) 2006, 2009, and 2014. The analyses (1) provide a descriptive portrait of observed classroom quality and other relevant classroom, teacher, and program characteristics at each time period; (2) determine the existence of trends or patterns in observed classroom quality and selected classroom, teacher, and program characteristics across cohorts; and (3) examine whether changes in such characteristics can explain the trends in observed classroom quality fully, partially, or not at all. We first describe the research questions the analyses are intended to address and then provide a brief overview of the FACES design across cohorts, including a description of any caveats related to the instrumentation and sampling across cohorts. Next, we describe our analytic approach and summarize findings from each analysis. We conclude this report with a discussion of the implications of the findings for future research. A companion policy brief (Aikens et al. 2016), also highlights a subset of the current findings. (author abstract)

Aikens, N., Cavadel, E., Hartog, J., Hurwitz, F., Knas, E., Schochet, O., Malone, L. M., & et al. (2017). *[Building family partnerships: Family engagement findings from the Head Start FACES study. (OPRE Report 2017-102)](#)*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

This report provides preliminary information on family engagement efforts and service provision in Head Start programs. The collected data highlight patterns in the family engagement practices currently taking place in Head Start programs; their alignment with the Head Start Parent, Family, Community Engagement (PFCE) Framework and targeted family outcomes; and parent and staff perspectives on those practices. The report also provides suggestive information on how programs engage with community partners to provide comprehensive services to families and how parents and staff (teachers and family services staff) characterize their relationships with one another. Data are drawn from the Head Start Family and Child Experiences Survey (FACES 2014). (author abstract)

Aikens, N., Klein, A., Tarullo, L. B., & West, J. (2013). *[Getting ready for kindergarten: Children's progress during Head Start: FACES 2009 report](). (OPRE Report 2013-21a)*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]**
A study of the characteristics and family backgrounds of Head Start children, as well as their developmental progress from Head Start entry to exit in the domains of cognitive development, socioemotional development, health, and physical development, based on data from the Head Start Family and Child Experiences Survey (FACES), 2009 Cohort, for 2,356 children who entered the program in fall 2009.

Aikens, N., Knas, E., Malone, L. M., Tarullo, L. B., & Harding, J. F. (2017). *[A spotlight on dual language learners in Head Start: FACES 2014](). (OPRE Report No. 2017-99)*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**
This brief provides a nationally representative description of DLL children in Head Start, their families, and their homes at the beginning of the program year, using data from FACES 2014. This brief highlights information from the Fall 2014 Data Tables and Study Design report (Aikens et al. 2017b). In addition, this brief is accompanied by a set of appendix tables with descriptive data that are not included in the fall 2014 data table set. We address the following research questions: 1. What are the characteristics of DLL children in Head Start? 2. What are the demographic characteristics of families of DLL children in Head Start? - How do the characteristics of families of DLL children compare to those of non-DLL children? 3. What are the characteristics of the home environments of DLL children in Head Start? - How do the characteristics of home environments of DLL children compare to those of non-DLL children? (author abstract)

Aikens, N., Malone, L. M., Klein, A., West, J., & Tarullo, L. B. (2017). *[Head Start children's developmental progress and kindergarten experiences](). (OPRE Report No. 2017-71)*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]**
This brief focuses on Head Start children's developmental progress and kindergarten experiences, drawing on data from the 2009 cohort of the Head Start Family and Child Experiences Survey (FACES 2009). In a related report, we explore in depth the home and classroom supports available to children in kindergarten (Malone et al. 2017). Measuring children's outcomes and experiences throughout the program and following up at the end of kindergarten yields a deeper understanding of Head Start's efforts to prepare children for the school experience, and provides context for where children go after they leave Head Start. (author abstract)

Aikens, N., Tarullo, L. B., Hulsey, L., Ross, C., West, J., & Xue, Y. (2010). *[ACF-OPRE report: A year in Head Start: Children, families and programs]()*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006]**
A profile of the characteristics of Head Start children and families and their home and Head Start classroom environments from fall 2006 through spring 2007, including children's cognitive,

physical, and socioemotional development, and Head Start classroom curricula and activities, based on data collected from a sample of 60 Head Start programs, 135 centers, 410 classrooms, 365 teachers, and 3,315 children and their parents.

Caronongan, P., Moiduddin, E. M., West, J., & Vogel, C. (2014). *[Children in Early Head Start and Head Start: A profile of early leavers. (OPRE Report 2014-54)](link)*. Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]
Early Head Start serves pregnant women and children up to age 3, allowing families to enroll a child at any point in this age range. Head Start serves preschool-age children, who can enter the program at age 3 or 4. Engaging and retaining families in the program is a priority for Early Head Start and Head Start. However, some children who enroll in these programs do not stay for the full length of time they are eligible. In this brief, we explore the child-, family-, and program-level factors that may be associated with whether children leave the program early. We used data from the Early Head Start Family and Child Experiences Survey (Baby FACES) and from the 2009 cohort of the Head Start Family and Child Experiences Survey (FACES 2009). Analyses show that most families who enrolled stayed for as long as they were eligible. However, a sizable percentage -- 35 percent in Early Head Start and 27 percent in Head Start left early. Early leaving was only related to a few child, family, or program characteristics examined in this brief. The findings suggest that the rate of early leaving was higher among families with several risk factors and who experienced instability, but mainly for Early Head Start families. In Head Start, early leaving was less associated with family risk and more related to program characteristics; children were more likely to leave early if they attended urban programs, if the turnover rates for lead or assistant teachers were high, and if program directors reported there were factors making it more difficult for them to do their jobs. To fully understand the circumstances related to leaving early and what programs can do to keep children enrolled, it will be important to gather additional data about families' needs and what they opt to do in lieu of participating in Early Head Start or Head Start. (author abstract)

Hulsey, L., Aikens, N., Kopack, A., West, J., Moiduddin, E. M., & Tarullo, L. B. (2011). *[Head Start children, families, and programs: Present and past data from FACES. (OPRE Report 2011-33a)](link)*. Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2000, 2003, 2006, 2009]
A profile of the characteristics of Head Start children and families and their home and Head Start classroom environments in fall 2009, including children's cognitive, physical, and socioemotional development, and Head Start classroom curricula and activities, and a comparison to profiles from 2000, 2003, and 2006, based on data collected in fall 2009 from a sample of 60 Head Start programs, 129 centers, 486 classrooms, and 3,349 children.

Malone, L. M., Klein, A., Aikens, N., Harding, J. F., West, J., & Tarullo, L. B. (2017). *[Head Start family and classroom supports for kindergarten achievement: FACES 2009 report. (OPRE Report 2017-70)](link)*. Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]
This report focuses on describing aspects of Head Start children's family and classroom environments that may support children's kindergarten achievement, drawing on data from the

2009 cohort of the Head Start Family and Child Experiences Survey (FACES 2009). Other FACES 2009 reports describe the characteristics of children and their families, classrooms, and programs as children entered Head Start in fall 2009 (Hulsey et al. 2011) and during their first year in the program (Moiduddin et al. 2012) and child outcomes from program entry through program exit (Aikens et al. 2013). Another report takes a closer look at Head Start programs (Moiduddin et al. 2017). The current report extends the portrait of children, their family lives, and their classroom experiences to the spring of kindergarten. A related brief explores children's developmental progress and kindergarten environments in more depth (Aikens et al. 2017). This report focuses on the population of children who entered Head Start for the first time in fall 2009, completed one or two years of the program, and were attending kindergarten in spring 2011 or 2012. (author abstract)

Moiduddin, E. M., Aikens, N., Tarullo, L. B., West, J., & Xue, Y. (2012). *Child outcomes and classroom quality in FACES 2009. (OPRE Report 2012-37a)*. Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]
A profile of the characteristics of Head Start children and families and their home and Head Start classroom environments in fall 2009 and spring 2010, including children's cognitive, physical, and socioemotional development, and Head Start classroom curricula, activities, and quality, based on fall 2009 and spring 2010 data for a sample of 370 classrooms and 3,022 children in the Head Start Family and Child Experiences Survey (FACES).

Moiduddin, E. M., Bush, C., Manley, M., Aikens, N., Tarullo, L. B., Malone, L. M., & Lukashanets, S. (2017). *A portrait of Head Start classrooms and programs in spring 2015: FACES 2014-2015 data tables and study design. (OPRE Report 2017-101)*. Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.
This report includes key information on the Head Start Family and Child Experiences Survey 2014-2018 (FACES 2014) study design and a set of data tables presents descriptive statistics for the characteristics of classrooms, teachers, centers, and programs serving Head Start children and families in spring 2015. Data are drawn from the spring 2015 round FACES 2014. (author abstract)

Moiduddin, E. M., Klein, A., Tarullo, L. B., West, J., & Aikens, N. (2017). *A portrait of Head Start programs: Findings from FACES 2009. (OPRE Report 2017-72)*. Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]
This report is part of a series of reports describing data from the 2009 cohort of the Head Start Family and Child Experiences Survey (FACES 2009). Other FACES 2009 reports and data tables address the characteristics of Head Start children, their families, classrooms, and programs at program entry (Hulsey et al. 2011), during their first year in the program (Moiduddin et al. 2012), and child outcomes from program entry through program exit (Aikens et al. 2013). Another report focuses on describing aspects of the Head Start family and classroom environment that may support children's development (Malone et al. 2017), and a brief explores children's developmental progress and kindergarten environments in more depth (Aikens et al. 2017).The current report provides a portrait of Head Start programs, including characteristics of programs and management staff, supports provided to staff at all levels, and program services.

An accompanying table set (Kopack Klein et al. 2017) provides additional detail on the findings in this report. (author abstract)

Tarullo, L. B., Aikens, N., Moiduddin, E. M., & West, J. (2010). *[ACF-OPRE report: A second year in Head Start: Characteristics and outcomes of children who entered the program at age three](#)*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006]**
A profile of the development, families, and home environments of children participating in their second year of Head Start who had entered the program at age 3 in the fall of 2006, based on spring 2008 data from the Head Start Family and Child Experiences Survey 2006 (FACES 2006)

Tarullo, L. B., Knas, E., Klein, A., Aikens, N., Malone, L. M., & Harding, J. F. (2017). *[A national portrait of Head Start children and families: FACES 2014.](#)* **(OPRE Report No. 2017-98).** **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**
This research brief provides a national portrait of the characteristics, development, and well-being of children and families at the beginning of the Head Start program year, using recent data from the Head Start Family and Child Experiences Survey (FACES 2014). This brief highlights descriptive information from the Fall 2014 Data Tables and Study Design report (Aikens et al. 2017c). We address the following research questions: 1. What are the characteristics of children and families in Head Start? 2. How are families doing at the beginning of the Head Start year? 3. How are children doing at the beginning of the Head Start year? How does this vary by Head Start exposure (that is, newly entering children compared with those returning for a second year), the age of newly enrolled children, and race/ethnicity? (author abstract)

Tarullo, L. B., West, J., Aikens, N., & Hulsey, L. (2008). *[Beginning Head Start: Children, families and programs in fall 2006: FACES 2006 baseline report](#)*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006]**
A profile of the characteristics of newly enrolled Head Start children and families and their home and Head Start classroom environments in fall 2006, including children's cognitive, physical, and socioemotional development, and Head Start classroom curricula and activities, based on data collected from a sample of 60 Head Start programs, 135 centers, 410 classrooms, 365 teachers, and 3,315 children and their parents.

United States. Administration for Children and Families. Office of Planning, Research and Evaluation. (2006). *[FACES findings: New research on Head Start program quality and outcomes](#)*. **U.S. Administration on Children, Youth, and Families. [1997, 2000]**
Highlights of findings on multiple aspects of the Head Start program, including classroom quality and benefits to children and families.

United States. Administration on Children, Youth, and Families. Commissioner's Office of Research and Evaluation., & United States. Head Start Bureau. (2001). *[FACES findings: New research on Head Start program quality and outcomes: June 2000](#)*. **U.S. Administration on Children, Youth, and Families. [1997]**

Highlights of research results on multiple aspects of the Head Start program, including classroom quality and benefits to families and children.

West, J., Malone, L. M., Hulsey, L., Aikens, N., & Tarullo, L. B. (2010). *[ACF/OPRE report: Head Start children go to kindergarten](link).* **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006]**
A profile of the development, families, and home and school environments of kindergarten children who had entered Head Start in the fall of 2006, based on data from the Head Start Family and Child Experiences Survey 2006 (FACES 2006).

Zill, N., Resnick, G., Kim, K., McKey, R., Clark, C., Pai-Samant, S., Connell, D. C., & et al. (2001). *[Head Start FACES: Longitudinal findings on program performance: Third progress report](link).* **Washington, DC: U.S. Administration on Children, Youth, and Families, Commissioner's Office of Research and Evaluation. [1997]**
A data summary from the Family and Child Experiences Survey (FACES), a longitudinal study developed to determine the impact of Head Start programs on disadvantaged preschool children and their families.

Zill, N., Resnick, G., Kim, K., O'Donnell, K., Sorongon, A., McKey, R., Pai-Samant, S., & et al. (2003). *[Head Start FACES 2000: A whole-child perspective on program performance](link).* **Washington, DC: U.S. Administration for Children and Families, Child Outcomes Research and Evaluation. [1997, 2000]**
A longitudinal study of the academic and social outcomes of Head Start children during the Head Start years and in kindergarten, based on data from the Head Start Family and Child Experiences Survey (FACES).

Official Reports—Data Tables

Aikens, N., Hulsey, L., Moiduddin, E. M., Kopack, A., Takyi-Laryea, A., Tarullo, L. B., & West, J. (2011). *[Data tables for FACES 2009 Head Start children, families, and programs: Present and past data from FACES report](link). (OPRE Report 2011-33b).* **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]**
Data tables from a profile of the characteristics of Head Start children and families and their home and Head Start classroom environments in fall 2009, including children's cognitive, physical, and socioemotional development, and Head Start classroom curricula and activities, based on data collected from a sample of 60 Head Start programs, 129 centers, 486 classrooms, and 3,349 children.

Aikens, N., Klein, A., Knas, E., Hartog, J., Manley, M., Malone, L. M., Tarullo, L. B., & et al. (2017). *[Child and family outcomes during the Head Start year: FACES 2014-2015 data tables and study design](link). (OPRE Report 2017-100).* **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**

This report includes key information on the Head Start Family and Child Experiences Survey 2014 (FACES 2014) study design and a set of data tables that presents descriptive statistics on the demographic backgrounds and developmental outcomes of children enrolled in Head Start in fall 2014 and were still enrolled in spring 2015. The tables also detail aspects of their home environment and family life. Data are drawn from the Head Start Family and Child Experiences Survey (FACES 2014). (author abstract)

Aikens, N., Klein, A., Knas, E., Reid, M., Esposito, A. M., Manley, M., Malone, L. M., & et al. (2017). *[Descriptive data on Head Start children and families from FACES 2014: Fall 2014 data tables and study design. (OPRE Report 2017-97)](link)*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.**
This report includes key information on the Head Start Family and Child Experiences Survey 2014 (FACES 2014) study design and a set of data tables that presents descriptive statistics on the demographic backgrounds and developmental outcomes of children enrolled in Head Start in fall 2014. The tables also detail aspects of their home environment and family life. Data are drawn from the Head Start Family and Child Experiences Survey (FACES 2014). (author abstract)

Aikens, N., Moiduddin, E. M., Xue, Y., Tarullo, L. B., & West, J. (2012). *[Data tables for Child outcomes and classroom quality in FACES 2009 report. (OPRE Report 2012-37b)](link)*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]**
*Data tables from a profile of the characteristics of Head Start children and families and their home and Head Start classroom environments in fall 2009 and spring 2010, including children's cognitive, physical, and socioemotional development, and Head Start classroom curricula, activities, and quality, based on fall 2009 and spring 2010 data for a sample of 370 classrooms and 3,022 children in the Head Start Family and Child Experiences Survey (FACES***).***

Hulsey, L., Aikens, N., Xue, Y., Tarullo, L. B., & West, J. (2010). *[ACF-OPRE report: Data tables for FACES 2006 A year in Head Start report](link)*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006]**
Data tables from a profile of the characteristics of Head Start children and families and their home and Head Start classroom environments from fall 2006 through spring 2007, including children's cognitive, physical, and socioemotional development, and Head Start classroom curricula and activities, based on data collected from a sample of 60 Head Start programs, 135 centers, 410 classrooms, 365 teachers, and 3,315 children and their parents.

Klein, A., Aikens, N., West, J., Lukashanets, S., & Tarullo, L. B. (2013). *[Data tables for FACES 2009 report: Getting ready for kindergarten: Children's progress during Head Start. (OPRE Report 2013-21b)](link)*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]**
This set of tables describes the developmental outcomes and family backgrounds for children who entered Head Start for the first time in fall 2009 and completed one or two years of the program before entering kindergarten. It is designed to accompany the report Getting Ready for Kindergarten: Children's Progress During Head Start (Aikens et al. 2013), which is the third in a

series of reports describing data from the 2009 cohort of the Head Start Family and Child Experiences Survey (FACES 2009). Previous FACES 2009 reports and data tables described the characteristics of children and their families and programs as they entered Head Start in fall 2009 (Aikens et al. 2011; Hulsey et al. 2011) and, in spring 2010, at the end of one year in the program (Aikens et al. 2012; Moiduddin et al. 2012). This set of tables and accompanying report focus on the population of children who entered Head Start for the first time in fall 2009 and completed one or two years of the program before entering kindergarten. We include a set of tables focusing on household/family characteristics as children entered the program in fall 2009, and a separate set focused on characteristics as children exited Head Start. The table set also provides information about child cognitive, social-emotional, and health outcomes, including description of children's outcomes as they completed the program and progress in outcomes between Head Start entry and exit. FACES 2009 is the fifth in a series of nationally representative cohort studies of Head Start children, their families, and the programs they attend (previous cohorts were initiated in 1997, 2000, 2003, and 2006). The FACES 2009 child sample was selected to represent 3- and 4-year-old children as they entered their first year of the program, drawing on participants from 60 selected programs from across the country. FACES includes a battery of child assessments across many developmental domains; interviews with children's parents, teachers, and program managers; and observations of classroom quality. The study is conducted by Mathematica Policy Research and its partners--Educational Testing Service and Juarez and Associates--under contract to the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. (author abstract)

Malone, L. M., Hulsey, L., Aikens, N., West, J., & Tarullo, L. B. (2010). *ACF/OPRE report: Data tables for FACES 2006 Head Start children go to kindergarten report*. Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006]
Data tables from a profile of the development, families, and home and school environments of kindergarten children who had entered Head Start in the fall of 2006, based on data from the Head Start Family and Child Experiences Survey 2006 (FACES 2006).

Moiduddin, E. M., Aikens, N., Tarullo, L. B., & West, J. (2010). *ACF/OPRE report: Data tables for FACES 2006 A second year in Head Start report*. Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006]
Data tables from a profile of the development, families, and home environments of children participating in their second year of Head Start who had entered the program at age 3 in the fall of 2006, based on spring 2008 data from the Head Start Family and Child Experiences Survey 2006 (FACES 2006).

West, J., Tarullo, L. B., Aikens, N., & Hulsey, L. (2008). *Study design and data tables for the FACES 2006 baseline report*. Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006]
An overview of the study design of the fall 2006 Head Start Family and Child Experiences Survey and data tables to accompany a profile of the characteristics of newly enrolled Head Start children and families and their home and Head Start classroom environments in fall 2006.

Official Reports—Methods:

McKey, R., Tarullo, L. B., & Doan, H. (1999). *FACES: The Head Start Family and Child Experiences Survey*. **Paper presented at the meeting of the Advisory Committee on Head Start Research and Evaluation, Alexandria, VA. [1997]**
A description of the Head Start Family and Child Experiences Survey (FACES), nationally representative five-phase survey that gathered data on Head Start's Program Performance Measures to identify the program's strengths and weaknesses.

O'Brien, R., D'Elio, M., Vaden-Kiernan, M., Magee, C., Younoszai, T., Keane, M., Connell, D. C., & et al. (2002). *A descriptive study of Head Start families: FACES technical report I*. **Washington, DC: U.S. Administration on Children, Youth, and Families, Commissioner's Office of Research and Evaluation. [1997]**
A description of the characteristics and experiences of Head Start families and staff, based on data from the Head Start Family and Child Experiences Survey (FACES).

Tarullo, L. B., & McKey, R. (2001). *Design and implications of the Head Start Family and Child Experiences Survey (FACES)*. **Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN. [1997]**
The design implications of the Head Start Family and Child Experiences Survey (FACES), a nationally representative six-phase survey that gathered data on Head Start's Program Performance Measures.

West, J., Tarullo, L. B., Aikens, N., Malone, L. M., & Carlson, B. (2011). *FACES 2009 study design*. *(OPRE Report 2011-9)*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2009]**
An overview of the study design of the Head Start Family and Child Experiences Survey 2009 (FACES 2009).

Zill, N., Resnick, G., Kim, K., O'Donnell, K., Sorongon, A., Ziv, Y., Alva, S., & et al. (2006). *Head Start Performance Measures Center Family and Child Experiences Survey (FACES 2000) technical report*. **Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2000]**
A longitudinal study of the academic and social outcomes of Head Start children during the Head Start years and in kindergarten, based on data from the Head Start Family and Child Experiences Survey (FACES), 2000 Cohort.

Studies Using FACES Data

Ansari, A., & Gershoff, E. (2015). Learning-related social skills as a mediator between teacher instruction and child achievement in Head Start. *Social Development*, **1-17. [2006]**

Using a subsample of the Family and Child Experiences Survey (FACES) 2006, this study examined the associations between the amount of teacher instruction in 292 Head Start classrooms with changes in young children's (n = 936) early academic achievement and learning-related social skills from ages three to five. In general, during the early years, children exhibited relatively stable academic and learning-related social skills. Although the amount of teacher instruction did not predict children's short-term academic growth directly, it did predict it indirectly through improvements in learning-related social skills, with benefits lasting through the end of kindergarten. These findings demonstrate that gains in children's learning-related social skills may be necessary before academic gains can be realized. (author abstract)

Ansari, A., & Gershoff, E. (2015). [Parent involvement in Head Start and children's development: Indirect effects through parenting](#). *Journal of Marriage and Family*, **1-18. [2006]**

The authors examined the extent to which parent involvement in Head Start programs predicted changes in both parent and child outcomes over time, using a nationally representative sample of 1,020 three-year-old children over 3 waves of the Family and Child Experiences Survey. Center policies that promote involvement predicted greater parent involvement, and parents who were more involved in Head Start centers demonstrated increased cognitive stimulation and decreased spanking and controlling behaviors. In turn, these changes in parenting behaviors were associated with gains in children's academic and behavioral skills. These findings suggest that Head Start programs should do even more to facilitate parent involvement because it can serve as an important means for promoting both parent and child outcomes. (author abstract)

Ansari, A., Pettit, K., & Gershoff, E. (2015). [Combating obesity in Head Start: Outdoor play and change in children's body mass index](#). *Journal of Developmental and Behavioral Pediatrics*, **36(8), 605-612. [2006]**

Objective: To determine whether increased outdoor play time at Head Start was associated with greater changes in body mass index (BMI) over the course of a preschool year. Method: The authors used data from 2810 children from the Family and Child Experiences Survey 2006 cohort. With children's spring BMI as the outcome (both continuously measured and dichotomized to measure the risk of obesity), the authors conducted weighted regression analyses, controlling for child-level, family-level, and school-level covariates, including preschool entry BMI. Results: Children played outdoors at school for roughly 37 minutes per day, with little variation across half-day and full-day programs. The more children played outdoors, the more their BMI decreased over the preschool year ([beta] =-.05, 95% confidence interval (CI) [-0.08 to -0.01]) and the less likely they were to be obese (odds ratio = 0.99, 95% CI [0.98-0.99]). The difference between high levels and low levels of outdoor play corresponded to 0.18 BMI points and a 42% reduction in children's risk of obesity. Sixty minutes was the "tipping point" for the association between outdoor play time and improvements in children's BMI. These associations were also stronger among children who were obese at the start of the year, less active at home, and living in unsafe neighborhoods. Conclusion: Outdoor play time at Head Start is associated with decreases in children's BMI scores and, thus, may serve as an important means of preventing obesity. Head Start programs should consider establishing clear guidelines encouraging more outdoor time. (author abstract)

Ansari, A., & Purtell, K. M. (2017). [Absenteeism in Head Start and children's academic learning](#). *Child Development*, 1-11. [2009]
Using nationally representative data from the Family and Child Experiences Survey 2009 cohort (n = 2,842), this study examined the implications of 3- and 4-year-old's absences from Head Start for their early academic learning. The findings from this study revealed that children who missed more days of school, and especially those who were chronically absent, demonstrated fewer gains in areas of math and literacy during the preschool year. Moreover, excessive absenteeism was found to detract from the potential benefits of quality preschool education and was especially problematic for the early learning of children who entered the Head Start program with a less developed skill set. Implications for policy and practice are discussed. (author abstract)

Ansari, A., Purtell, K. M., & Gershoff, E. (2016). [Classroom age composition and the school readiness of 3- and 4-year-olds in the Head Start program](#). *Psychological Science*, 27(1), 53-63. [2009]
The federal Head Start program, designed to improve the school readiness of children from low-income families, often serves 3- and 4-year-olds in the same classrooms. Given the developmental differences between 3- and 4-year-olds, it is unknown whether educating them together in the same classrooms benefits one group, both, or neither. Using data from the Family and Child Experiences Survey 2009 cohort, this study used a peer-effects framework to examine the associations between mixed-age classrooms and the school readiness of a nationally representative sample of newly enrolled 3-year-olds (n = 1,644) and 4-year-olds (n = 1,185) in the Head Start program. Results revealed that 4-year-olds displayed fewer gains in academic skills during the preschool year when they were enrolled in classrooms with more 3-year-olds; effect sizes corresponded to 4 to 5 months of academic development. In contrast, classroom age composition was not consistently associated with 3-year-olds' school readiness. (author abstract)

Barton, L. R., Spiker, D., & Williamson, C. (2012). [Characterizing disability in Head Start programs: Not so clearcut](#). *Early Childhood Research Quarterly*, 27(4), 596-612. [2000]
An identification of Head Start children meeting three different criteria for having a disability or developmental delay, an identification of three additional categories based on alternative criteria, an examination of the children's early literacy, social, and behavioral skills both at entry to Head Start and at the end of kindergarten, and an examination of disability status as a predictor of kindergarten outcomes, based on data from 638 children from the Family and Child Experiences Survey (FACES) 2000 data set.

Bobbitt, K. C., & Gershoff, E. (2016). [Chaotic experiences and low-income children's social-emotional development](#). *Children and Youth Services Review*, 70, 19-29. [2006]
Development in early childhood is increasingly likely to take place in multiple contexts. Continuity and discontinuity in children's experiences across multiple contexts have important implications for their development. This study examines the extent to which children experience chaos in their homes and in their preschool settings is linked with their social-emotional

development over the course of the preschool year. Data from a large, representative sample of low-income preschool children attending Head Start was used to test a series of multi-level models. Children whose experiences of their homes were highly chaotic, regardless of the how chaotic their experiences of their classroom were, decreased in their social-emotional skills over the preschool year. Chaotic experiences in the home environment thus appear to have more influence on children's development than do chaotic preschool experiences. (author abstract)

Bosch, S., & Duch, H. (2017). [The role of cognitive stimulation at home in low-income preschoolers' nutrition, physical activity and body mass index](#). *BMC Pediatrics*, **17. [2006]**
Background: Early childhood obesity disproportionately affects children of low socioeconomic status. Children attending Head Start are reported to have an obesity rate of 17.9%.This longitudinal study aimed to understand the relationship between cognitive stimulation at home and intake of junk food, physical activity and body size, for a nationally representative sample of 3- and 4-year old children entering Head Start. Methods: We used The Family and Child Experiences Survey 2006. Cognitive stimulation at home was measured for 1905 children at preschool entry using items from the Home Observation Measurement of the Environment Short Form. Junk food consumption and physical activity were obtained from parent interviews at kindergarten entry. BMI z scores were based on CDC national standards. We analyzed the association between early cognitive stimulation and junk food consumption, physical activity and BMI, using multinomial and binary logistic regression on a weighted sample. Results: Children who received moderate levels of cognitive stimulation at home had a 1.5 increase in the likelihood of consuming low amounts of junk food compared to children from low cognitive stimulation environments. Children who received moderate and high levels of cognitive stimulation were two and three times, respectively, more likely to be physically active than those in low cognitive stimulation homes. No direct relationship was identified between cognitive stimulation and BMI. Conclusion: Prevention and treatment efforts to address early childhood obesity may consider strategies that support parents in providing cognitively stimulating home environments. Existing evidence-based programs can guide intervention in pediatric primary care. (author abstract)

Bulotsky-Shearer, R. J., Wen, X., Faria, A., Hahs-Vaughn, D. L., & Korfmacher, J. (2012). [National profiles of classroom quality and family involvement: A multilevel examination of proximal influences on Head Start children's school readiness](#). *Early Childhood Research Quarterly*, **27(4), 627-639. [1997]**
A study of the relationship between Head Start children's school readiness and both classroom quality and family involvement, based on data from 1,870 children, their teachers, and families from the Family and Child Experiences Survey (FACES) 1997.

Burchinal, M., Soliday-Hong, S., Sabol, T. J., Forestieri, N., Peisner-Feinberg, E. S., Tarullo, L. B., & Zaslow, M. (2016). *[Quality rating and improvement systems: Secondary data analyses of psychometric properties of scale development](#)* (OPRE Report 2016-26). Washington DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [2006, 2009]
The results of this secondary data analysis simulating a QRIS validation using six large early care

and education datasets demonstrate several issues that should be considered when constructing, validating, and making changes to existing quality ratings. First, QRIS are developed from logic models that involve multiple outcome areas such as improving children's outcomes, professionalization of the workforce, family engagement, and ECE systems building. The analyses reported here suggest that separate QRIS rating scales will be needed for each of these dimensions unless they are highly correlated. Second, selection of the quality indicators should be based on the consistency and magnitude of effects in research literature. The QRIS rating is more likely to accurately measure quality when there is good evidence that we know how to measure the included quality indicators in a manner that predicts desired outcomes for the QRIS. Third, use of validated professional guidelines for defining the cut-points in the rating scales can maintain the information in the selected quality measures as they are converted into ratings to form the QRIS score. Results from this secondary data analysis suggest that a QRIS score reflecting classroom quality based on these principles predicts small but significant gains in children's academic outcomes. (author abstract)

Burchinal, M., Xue, Y., Auger, A., Tien, H., Mashburn, A. J., Peisner-Feinberg, E. S., Cavadel, E., & et al. (2016). [Testing for quality thresholds and features in early care and education](#). *Monographs of the Society for Research in Child Development*, **81(2), 46-63. [2006, 2009]**

In this chapter, we report on the analyses focusing on both quality thresholds and quality features. First, we address questions about quality thresholds, using two analytic approaches. The analyses ask whether there is evidence suggesting thresholds in the association between a specific quality measure and a specific child outcome. Second, we extend these analyses to ask whether each child outcome is more strongly related to global quality measures or to quality measures that measure teacher-child interactions or quality of instruction in a given content area. The research to date provides the basis for the articulation of two hypotheses related to quality thresholds and features: (1) the quality of ECE is a stronger predictor of residualized gains in child outcomes in classrooms with higher quality than in classrooms with lower quality and (2) more specific measures of quality are stronger predictors of residualized gains in child outcomes than are global measures. We turn now to analyses intended to address these hypotheses by using data from several data sets. (author abstract)

Choi, J., Elicker, J., Christ, S. L., & Dobbs-Oates, J. (2016). [Predicting growth trajectories in early academic learning: Evidence from growth curve modeling with Head Start children](#). *Early Childhood Research Quarterly*, **36(3), 244-258. [2006]**

The purpose of this study was to evaluate the association between children's academic and social-emotional skill levels at entry into Head Start (HS) and their subsequent academic growth through HS and into kindergarten. We first examined HS children's growth trajectories in math, reading, and receptive vocabulary skills over a period of 2.5 years (i.e., between HS entry and kindergarten). Then, we examined whether children's capabilities in academic and social-emotional skills at HS entry were associated with their academic growth trajectories. The study was guided by two competing theories on the effectiveness of early care and education (ECE) programs, the "skills-beget-skills hypothesis" and the "compensatory hypothesis." A sample from the Head Start Family and Child Experiences Survey 2006 Cohort (FACES 2006) was analyzed using three-level growth curve modeling. Children who had lower receptive vocabulary

skills at HS entry showed faster growth in receptive vocabulary skills. This result supports the compensatory hypothesis, which suggests that quality ECE programs have larger program effects for more disadvantaged children. For math and reading skills, no association between children's entry-level skills and their growth rate was found. Social-emotional skills at HS entry were positively associated with either concurrent baseline academic skills or their growth rate over time, partially supporting the skills-beget-skills hypothesis, which posits that the skills children possess before an intervention allow them to better acquire program benefits. (author abstract)

Choi, J., Jeon, S., & Lippard, C. N. (2018). [Dual language learning, inhibitory control, and math achievement in Head Start and kindergarten](link). *Early Childhood Research Quarterly*, 42, 66-78. [2009]
This study examined whether developmental patterns of inhibitory control (IC) and kindergarten math achievement differed among Head Start children with varying dual language learning status. This study further explored the potential mediation effects of IC development as an explanation of differences in kindergarten math skills across children with varying dual language learning status. Based on their English skills and home language use, children' dual language learning status was categorized into (1) Spanish-English bilingual children, (2) Spanish-English dual language learners with limited English skills (DLLs-LES), and (3) English-monolingual children. Analyses were conducted using data from the Head Start Family and Child Experiences Survey (FACES) 2009 Cohort. Results showed that bilingual children presented greater IC at Head Start entry than DLLs-LES and faster growth in IC through kindergarten (1.5 years) than English-monolingual children. Bilingual children also outperformed monolingual children and DLLs-LES in math at kindergarten, despite the fact that they had lower baseline math skills than monolingual children. DLLs-LES, on average, presented the lowest IC skills and math skills through kindergarten. DLLs-LES, however, presented faster growth in IC than English-monolingual children through kindergarten. The achievement gaps in math among the three groups were explained by relative differences in IC development among the groups. The current study with low-income preschoolers supported emerging literature suggesting the benefits of bilingualism for cognitive skills and learning. Study implications are discussed. (author abstract)

Day Leong, A., Cosner Berzin, S., & Hawkins, S. (2018). [Immigrant parent involvement in government funded early childhood education programming: An examination of FACES](link). *Early Child Development and Care*, , 1-14. [2009]
Head Start is a federally funded early childhood education programme that takes a unique 2-generation approach to working with families. Family engagement in early education like Head Start has been shown to improve academic and behavioural outcomes in children, with particular beneficial effects in the children of immigrant parents. This study seeks to explore predictors of involvement in Head Start services among immigrant families. Through an examination of Family and Child Experiences Survey (FACES) 2009 data, this study uses bivariate and multivariate regression, and Karlson/Holm/Breen (KHB) analyses to determine variables associated with involvement in Head Start services. Results indicate that immigrant and U.S.-born parents do not differ in their levels of involvement in Head Start services. Rather, for both groups of parents, parental education attainment and satisfaction in services predicted levels of

involvement. Furthermore, for mothers, the relationship between levels of educational attainment and involvement was fully mediated by mothers' levels of employment. (author abstract)

Dilks, S. (2008). *[Parent programs and child outcomes: A Head Start FACES investigation](#)*. **(Unpublished master's thesis). Georgetown University, Washington, DC. [1997]**
Family- and parent-directed programs and family assistance services are critical aspects of the Head Start program's mission to provide comprehensive services to support the education of low-income children. This investigation examines the relationship between parental involvement in Head Start family- and parent-directed programs and parental receipt of Head Start assistance and child cognitive and academic outcomes. Several types of assistance have a significant impact on child cognitive measures, including receiving assistance with food, income, and Medicaid needs and assistance with medical care. Parental involvement with the Head Start program had no consistent impact on child academic outcomes, either positive or negative. The findings that certain types of involvement and assistance have substantial impacts on child outcomes, and that other forms of parental participation that were expected to have positive impacts in fact did not, have profound consequences for the future development of Head Start programming in this time of constrained financial resources. (author abstract)

Early, D., Maxwell, K., Burchinal, M., Alva, S., Bender, R. H., Bryant, D. M., Cai, K., & et al. (2007). [Teachers' education, classroom quality, and young children's academic skills: Results from seven studies of preschool programs](#). *Child Development*, **78(2), 558-580. [2003]**
An examination of the connections between preschool teachers' academic degrees and major courses of study and classroom quality and children's academic skills during the year before entering kindergarten, based on data from multiple studies, including the Early Head Start (EHS) Follow-Up, Georgia Early Care Study (GECS), and Head Start Family and Child Experiences Survey (FACES 2003).

Fletcher, E. N., Whitaker, R. C., Marino, A. J., & Anderson, S. (2014). [Screen time at home and school among low-income children attending Head Start](#). *Child Indicators Research*, **7(2), 421-436. [2006]**
A survey of television, computer, and video game use in a sample of 2,221 children in Head Start, including comparisons of viewing patterns in homes and classrooms, as well as an identification of household factors associated with high levels of screen time in homes.

Garcia, E. B. (2018). [The classroom language context and English and Spanish vocabulary development among dual language learners attending Head Start](#). *Early Childhood Research Quarterly*, **42, 148-157. [2009]**
Using a nationally representative sample of dual language learners (DLLs) attending Head Start, this study investigated how the language used for instruction and the proportion of DLLs in the class was associated with English and Spanish receptive vocabulary development between the fall and spring (n = 531). Based on teacher report of the language or languages used for instructional activities in the classroom, teachers were categorized as using (1) English only, (2) a mix of English and Spanish, or (3) mostly Spanish. Three-level hierarchical linear models

showed that children in classrooms using a mix of English and Spanish had English vocabulary scores that were no different than children in English-only classrooms. Children in mostly Spanish classrooms, however, had significantly lower spring English scores than children in English-only classrooms. In addition, children in English-only classrooms had significantly lower Spanish vocabulary scores than children in the other two categories of classrooms, which did not differ from each other. The higher the proportion of DLLs in a class the lower were spring English scores, but not Spanish vocabulary scores. Findings suggest that using bilingual instruction, and sharing classrooms with English-dominant peers can promote English vocabulary development without a cost to Spanish vocabulary development. (author abstract)

Gooze, R. A. (2013). [*Workplace stress and the quality of teacher-child relationships in Head Start*](**. (Unpublished doctoral dissertation). Temple University, Philadelphia, PA. [2006]**
Objective: The quality of the emotional relationship between teachers and young children affects children's social and emotional development and their academic success. Little is known, however, about whether the amount of workplace stress experienced by early childhood educators impacts the quality of their relationships with the young children in their classrooms. The purpose of this dissertation was to determine whether workplace stress was associated with poorer quality teacher-child relationships in Head Start, the nation's largest federally-funded early childhood education program. Methods: Two separate but complementary studies were conducted. In Study 1, teachers from 37 Head Start programs in Pennsylvania (PA) completed the Staff Wellness Survey (SWS), an anonymous, web-based survey about workplace stress and the levels of conflict and closeness in their relationships with children in their classrooms. Study 2 data came from an existing federal data set, the 2006 Head Start Family and Child Experiences Survey (FACES). In FACES, a nationally representative sample of Head Start teachers responded to interview questions about workplace stress and were observed and rated on the quality of their teacher-child relationships in their classrooms. In both studies, the association of poor quality teacher-child relationships was examined with the presence or absence of 3 types of perceived workplace stress: high demands (above median), low control (below median), and low support (below median). Results: In Study 1, surveys were completed by 994 teachers (52.0% of teachers in the 37 PA programs), of whom 19.8% experienced 0 of the 3 types of workplace stress, and 23.3% experienced all 3 types. Teachers experiencing all 3 types of workplace stress were more likely than those experiencing 0 types to report high conflict (upper quartile) in their relationships with children, even after controlling for teacher depressive symptoms and economic stressors (odds ratio [OR] = 1.98, 95% confidence interval [CI]: 1.19-3.29). Only low control was significantly associated with low closeness (lowest quartile) in teacher-child relationships after adjusting for covariates (OR = 1.50, 95% CI: 1.09-2.05). In Study 2, data were available from 325 teachers (89.0% of teachers participating in FACES), of whom 19.4% experienced none of the 3 types of workplace stress and 38.5% reported experiencing [greater than or equal to] 2 types. Teachers experiencing [greater than or equal to] 2 types of workplace stress were more likely to have poor observed teacher-child relationship quality (below median) than teachers reporting 0 types of workplace stress (OR = 2.68, 95% CI: 1.22-5.90). Conclusion: In both a large sample of Pennsylvania Head Start teachers and a nationally representative sample of Head Start teachers, higher perceived workplace stress was associated with poorer teacher-child relationship quality. In light of these findings, Head Start should consider more

closely examining and addressing workplace stress as part of its professional development and training activities for teachers. (author abstract)

Grimm, K. J., & Liu, Y. (2016). [Residual structures in growth models with ordinal outcomes](#). *Structural Equation Modeling*, **23(3), 466-475. [1997]**
Growth models allow for the study of within-person change and between-person differences in within-person change. Typically, these models are applied to continuous variables where the residuals are assumed to be normally distributed. With normally distributed residuals there are a variety of residual structures that can be imposed and tested, which have been shown to affect model fit and parameter estimation. This article concerns residual structures in growth models with binary and ordered categorical outcomes using the probit link function. Different residual structures and their appropriateness for growth data are discussed and their use is illustrated with longitudinal data collected as part of Head Start's Family and Child Experiences Survey 1997 Cohort. We close with recommendations for the specification and parameterization of growth models that use the probit link. (author abstract)

Hahs-Vaughn, D. L., McWayne, C. M., Bulotsky-Shearer, R. J., Wen, X., & Faria, A. (2011). [Methodological considerations in using complex survey data: An applied example with the Head Start Family and Child Experiences Survey](#). *Evaluation Review*, **35(3), 269-303. [1997, 2000]**
A presentation of analytical issues and methodological considerations when using complex survey data illustrated with analyses from Head Start Family and Child Experiences Survey with recommendations for reporting results.

Hammer, C., Farkas, G., & Maczuga, S. (2010). [The language and literacy development of Head Start children: A study using the Family and Child Experiences Survey Database](#). *Language, Speech, and Hearing Services in Schools*, **45(2), 70-83. [1997]**
An investigation of the relationship between early literacy outcomes and child and family characteristics, speech-language impairment, and the home literacy environment of children from low income families from analyses of FACES 1997 data.

Han, J., Schlieber, M., & Gregory, B. (2017). [Associations of home and classroom environments with Head Start children's code-related and oral language skills](#). *Journal of Education for Students Placed at Risk*, **22(4), 200-219. [2009]**
This study used data from the Head Start Family and Child Experiences Survey (FACES) 2009 4-year-old cohort to examine associations among family characteristics, home and classroom environments, and the emergent literacy skills of Head Start children. Results from hierarchical linear models suggest that both family and classroom contexts play a unique and interactive role in supporting Head Start children's development of different sets of emergent literacy skills. Parental warmth was positively related to children's oral language skills (i.e., receptive and expressive vocabulary knowledge), and teachers' educational level and the quality of instructional support in the classroom were significantly associated with children's code-related skills (i.e., letter-name and letter-sound knowledge). Further, high-quality instructional support in the classroom buffered the negative influence of low maternal education on children's oral

language skills. Interventions focusing on enhancing the quality of parent-child interactions, in addition to professional development for teachers designed to improve the quality of instructional support, may contribute to promoting the development of emergent literacy skills of young children from low-income families. (author abstract)

Hilado, A., Leow, C. S., & Hornstein, J. (2011). *A report on risk characteristics among young children and families in the Baby TALK demonstration program: 2008-2010, with select comparative local, state, and national data from 2003-2010. (Research Brief, 2011, No. 1).* **Decatur, IL: Baby TALK, Inc. [2003]**
This publication is the first installment of a series of reports and scholarly articles that will examine the Baby TALK model, the various components of the model, and the ways in which the model is used to aid high-risk families. In this research brief, we examine the risk characteristics of children and families in the Baby TALK demonstration program and compare those characteristics with demographic data at the county, state, and federal level. In short, this brief provides empirical evidence indicating the Baby TALK model does identify and serve a high-risk population in the demonstration program. (author abstract)

Hindman, A. H. (2013). Mathematics instruction in Head Start: Nature, extent, and contributions to children's learning. *Journal of Applied Developmental Psychology*, 34(5), 230-240. [2006]
This study employed the most recent (2006) cohort of the nationally representative Family and Child Experiences Survey (FACES) to explore the nature of mathematics instruction in Head Start and the child, family, and teacher factors that contribute to children's mathematics learning over the preschool year. In total, 2501 preschoolers and their families, as well as their teachers (n = 335), participated in the study from fall 2006 to spring 2007. Results showed that teachers reported frequent mathematics instruction, although direct observations did not entirely confirm this frequency. A variety of factors predicted children's mathematics knowledge at Head Start entry, and several - including instructional quality - were linked to learning over time. No thresholds in instructional quality emerged. Overall, this study provides new information about classroom mathematics instruction and child learning among the nation's most vulnerable early learners. (author abstract)

Hindman, A. H., Cromley, J. G., Skibbe, L. E., & Miller, A. (2011). Conventional and piecewise growth modeling techniques: Applications and implications for investigating Head Start children's early literacy learning. *Evaluation Review*, 35(3), 204-239. [1997]
An overview of the mechanics of conventional and piecewise growth models, an examination of predictors of children's early literacy learning during the transition from preschool through first grade using these techniques, and a comparison of model findings, based on data from a longitudinal study of 945 Head Start children followed through first grade.

Hindman, A. H., Miller, A., Froyen, L. C., & Skibbe, L. E. (2012). A portrait of family involvement during Head Start: Nature, extent, and predictors. *Early Childhood Research Quarterly*, 27(4), 654-667. [2003]
A profile of the nature, frequency, and both family and center predictors of low income Head

Start families' involvement in children's learning and schooling in the home, community, and school contexts, based on data from 2,154 children and families and 165 directors of Head Start centers participating in the Family and Child Experiences Survey (FACES) 2003.

Hindman, A. H., Pendergast, L. L., & Gooze, R. A. (2016). Using bifactor models to measure teacher-child interaction quality in early childhood: Evidence from the Caregiver Interaction Scale. *Early Childhood Research Quarterly*, 36(3), 366-378. [1997, 2000, 2003, 2006]
Bifactor models have great promise to support the measurement of adult-child interaction in early childhood settings but are not frequently used in the field. This study explored whether a bifactor model fit teacher-child interaction data gathered from the Caregiver Interaction Scale (CIS; Arnett, 1989) in four cohorts of the recent Head Start Family and Child Experiences Survey (FACES) study (1997-2006). Analyses also examined concurrent validity of this approach using several teacher- and child-level variables. In total, 1422 Head Start classrooms were observed with the CIS. Factor analyses found that a bifactor model, featuring one factor for overall positive teacher-child interaction as well as two methodological factors accounting for whether items targeted appropriate or (reverse-coded) inappropriate behaviors, fit the data well, consistent with other recent work. Further, evidence of concurrent validity for this bifactor model of teacher-child interaction emerged with lead teachers' background factors (experience and CDA credential) and their global classroom quality, as well as children's prosocial skills. Overall, results illustrate both the utility and logistics of the bifactor model approach to measuring interaction quality in early childhood settings. (author abstract)

Hindman, A. H., Skibbe, L. E., Miller, A., & Zimmerman, M. (2010). Ecological contexts and early learning: Contributions of child, family, and classroom factors during Head Start, to literacy and mathematics growth through first grade. *Early Childhood Research Quarterly*, 25(2), 235-250. [1997]
An investigation of the extent to which child, family, and Head Start classroom factors are related to children's literacy and mathematics skills from kindergarten entrance through first grade, based on a secondary analysis of data on 945 children and families from the Family and Child Experiences Survey.

Hindman, A. H., & Wasik, B. A. (2015). Building vocabulary in two languages: An examination of Spanish-speaking dual language learners in Head Start. *Early Childhood Research Quarterly*, 31, 19-33. [2006]
This study examines the English and Spanish vocabulary skills that young Dual Language Learners (DLLs) bring to Head Start, as well as their vocabulary learning over the year. Further, we isolate the unique contributions of various child, family, teacher, and classroom factors to these skills. Participants were drawn from a recent cohort of the Head Start Family and Child Experiences Survey. Results show that, for both Spanish and English vocabulary, child and family factors, especially the prevalence of each language in the household, play a role in initial skills and end-of-year skills. The quality of the language of classroom instruction also predicts Spanish and English vocabulary learning over the year for all children; in English, this relation is significantly greater for children with the lowest initial skills. Findings elucidate potential leverage points for intervention to improve Spanish and English vocabulary outcomes during

Head Start for these vulnerable early learners. (author abstract)

Institute for Children, Poverty, and Homelessness. (2013). *[Head Start and housing (in)stability: Examining the school readiness of children experiencing homelessness](.* **New York: Institute for Children, Poverty, and Homelessness. [2006]**
Drawing on data from the Head Start Family and Child Experiences Survey (FACES), a nationally representative sample of low-income children enrolled in Head Start, this brief examines young children's progress over a two-year enrollment period across three key indicators of school readiness: socio-emotional, cognitive, and health-related outcomes. A cohort of three-year old children was assessed in the fall of 2006, when children entered Head Start, and again in the spring of 2008, when they completed the program. This brief compares children in the cohort who are homeless or highly mobile (HHM) with the cohort's low-income but stably housed children to determine what differences in outcomes, if any, exist between housing groups. (author abstract)

Jordan, L. P. (2012). [Examining cost fulfillment: Child care policy and strategies](. *Journal of Social Service Research*, **38(3), 313-329. [1997]**
A study of correlations among a variety of characteristics of child care subsidy eligibility policies in 20 cities across 15 states, and an identification of four categories of similar types of city-specific subsidy offerings, based on an examination of the local policies regarding the Temporary Assistance for Needy Families (TANF) and Child Care Development Fund (CCDF) subsidies.

Kim, S., Chang, M., & Kim, H. (2011). [Does teacher educational training help the early math skills of English language learners in Head Start?](. *Children and Youth Services Review*, **33(5), 732-740. [2003]**
A study of the relationship between the early math skills of immigrant preschoolers and teacher educational levels, certification, and professional training, based on data from a nationally representative dataset.

Leow, C. S., & Wen, X. (2017). [Is full day better than half day?: A propensity score analysis of the association between Head Start program intensity and children's school performance in kindergarten](. *Early Education and Development*, **28(2), 224-239. [2006]**
Research Findings: This study used data from a national sample to examine differences in school outcomes at the end of kindergarten between Head Start children who attended full-day and half-day programs. Propensity scores were used to match children who experienced different intensities of the program on a series of demographic characteristics in order to achieve a more unbiased estimation of the intensity effect. Analyses were performed on 2 different age cohorts: 3-year-olds who enrolled in the program for 2 years and 4-year-olds who enrolled in the program for 1 year. The results showed that in comparison to a demographically comparable group of children who attended the Head Start half-day program, children who experienced the more intensive full-day program showed no significant differences on any of the 5 academic and social outcome measures examined. Practice or Policy: Policy and practice implications, as well as future research ideas, are discussed within this context. (author abstract)

Leow, C. S., Wen, X., & Korfmacher, J. (2015). [Two-year versus one-year Head Start program impact: Addressing selection bias by comparing regression modeling with propensity score analysis](#). *Applied Developmental Science*, 19(1), 31-46. [2003]

This article compares regression modeling and propensity score analysis as different types of statistical techniques used in addressing selection bias when estimating the impact of two-year versus one-year Head Start on children's school readiness. The analyses were based on the national Head Start secondary dataset. After controlling for covariates, regression modeling showed that program duration (two years vs. one year) was a significant predictor of all six outcome measures, including Peabody Picture Vocabulary Test, Woodcock-Johnson Reading Skills, Woodcock-Johnson Math Reasoning Skills, teacher-reported composite academic skills, preschool learning behaviors, and social skills. When using propensity score analysis that matched children, program duration significantly predicted children's academic outcomes but had limited effects on learning behaviors and social skills. Overall, both methods confirmed the predictive effects of program duration but propensity score analysis offered more conservative findings than regression modeling. Methodological issues and policy implications were discussed based on these findings. (author abstract)

Li, S. D. (2011). [Testing mediation using multiple regression and structural equation modeling analyses in secondary data](#). *Evaluation Review*, 35(3), 240-268. [2000]

Mediation analysis in child and adolescent development research is possible using large secondary data sets. This article provides an overview of two statistical methods commonly used to test mediated effects in secondary analysis: multiple regression and structural equation modeling (SEM). Two empirical studies are presented to illustrate the respective circumstances in which the two methods are most useful. One study examines the mediated effect of parents' social capital on parent involvement in Head Start programs through parent-child bond. The other study assesses the mediating effects of structured routine activities, delinquent association, and prosocial belief on the relationship between religiosity and juvenile delinquency. (author abstract)

Limlingan, M. (2016). *[More than words: The relations between teacher-child interactions, classroom context, and Latino DLLs' school readiness](#)*. (Unpublished doctoral dissertation). Tufts University, Medford, MA. [2009]

Increasingly, studies have shown that early childhood education programs are an effective way to promote young children's school readiness and long-term outcomes. However, there is still debate in the field about what constitutes a high-quality preschool experience for DLLs to foster their optimal positive development. To better serve DLLs, research needs to focus on how having access to two languages uniquely affects their learning. This dissertation examined the relations between teacher-child interactions, a consistently cited feature of high-quality preschools, characteristics of classroom context, and DLLs' school readiness skills. The three studies in this dissertation used multiple methods but all focused on low-income Latino DLLs. Study 1 utilized the latest Family and Child Experiences Survey (FACES), a secondary data set representing the population of children who entered Head Start in the U.S. for the first time in fall 2009. In Study 2 and 3, data were taken from a local Head Start program that consisted of 11 classrooms

where more information was collected on DLLs' initial English and Spanish skills and teacher language ideologies.The first set of findings discussed the positive associations between teachers' speaking Spanish and students' socio-emotional skills but not language outcomes. The second set of findings show how higher concentrations of DLLs were linked to lower language and socio-emotional outcomes. Implications for preschool programs and teacher professional development are discussed as well as potential directions for future research. (author abstract)

Marino, A. J., Fletcher, E. N., Whitaker, R. C., & Anderson, S. (2012). [Amount and environmental predictors of outdoor playtime at home and school: A cross-sectional analysis of a national sample of preschool-aged children attending Head Start](). *Health & Place*, 18(6), 1224-1230. [2006]
An estimation of the amount of time children attending Head Start spend playing outdoors at both home and at school, and an examination of the relationship between outdoor play time and both the home and school environment, based on data from 2,529 children in Head Start in spring 2007 from the Head Start Family and Child Experiences Survey (FACES).

McKey, R. (2003). [The Head Start Family and Child Experiences Survey (FACES): What are we learning about program quality and program development?](). *Children and Families*, 22(1), 62-64. [1997, 2000]
A summary of findings from the 1997 and 2000 waves of the Head Start Family and Child Experiences Survey (FACES).

McWayne, C. M., & Bulotsky-Shearer, R. J. (2013). [Identifying family and classroom practices associated with stability and change of social-emotional readiness for a national sample of low-income children](). *Research in Human Development*, 10(2), 116-140. [2006]
Among a nationally representative sample of 2,529 Head Start children, patterns of social-emotional readiness were identified at the beginning and end of children's first preschool year. This study documented that although the majority of children remain in a qualitatively similar social-emotional readiness profile across the year, 34% of children move to a qualitatively different profile reflecting improvements and declines in social-emotional functioning. Child and family attributes (e.g., child age, disability status, and maternal education), as well as contextual factors (e.g., weekly parent home involvement) were significant predictors of these classification patterns, and parents' involvement in educational activities at home significantly moderated transitions among the profiles. (author abstract)

McWayne, C. M., Cheung, K., Wright, L., & Hahs-Vaughn, D. L. (2012). [Patterns of school readiness among Head Start children: Meaningful within-group variability during the transition to kindergarten](). *Journal of Educational Psychology*, 104(3), 862-878. [2003]
A study of the overlap of children's early school readiness skills in the social and cognitive domains as they enter preschool, if the configurations of school readiness skills predict children's school adjustment by the end of kindergarten, and if patterns of children's school readiness identified at the beginning of their first Head Start year as well as family and classroom context factors predict and/or moderate cognitive and social outcomes at the end of kindergarten, based on data from 1,898 respondents from the Family and Children's Experiences Survey of

2002-2003.

McWayne, C. M., Hahs-Vaughn, D. L., Cheung, K., & Wright, L. (2012). [National profiles of school readiness skills for Head Start children: An investigation of stability and change](#). *Early Childhood Research Quarterly***, 27(4), 668-683. [2000]**
A study of school readiness skills profiles for Head Start children at the beginning and end of the children's first preschool year, and an examination of predictors of stability and change across readiness profiles, based on data from a nationally representative sample of 2,336 Head Start children from the Head Start Families and Child Experiences Survey (FACES) 2000.

Meng, C. (April 2013). *[Protective Effects of Language Development Among Children in Head Start: A Person-Centered Approach](#)*. Poster presentation presented at the biennial meeting of Society for Research in Child Development. Seattle, WA. [2003]
This poster examined whether the family literacy environment, children's characteristics, and classroom environment would function as protective factors against the negative effect of poverty on language development among Head Start children. Growth mixture modeling was used to address the research questions.

Meng, C. (April 2013). *[Shared Book Reading and Early Vocabulary Development: Child Motivation as a Moderator [Executive Summary]](#)*. Paper presentation presented at the biennial meeting of Society for Research in Child Development. Seattle, WA. [2003]
This paper used a nationally representative sample of Head Start children to examine child motivation, shared book reading, and the trajectory of vocabulary development. Specifically, this paper used the latent growth curve analysis to examine whether child motivation moderated the effect of shared book reading on the vocabulary developmental trajectory.

Meng, C. (April/May 2013). *[Child Motivation, Shared Book Reading, and Vocabulary Development: A Growth Mixture Modeling Approach](#)*. Poster presentation presented at the annual meeting of American Educational Research Association. San Francisco, CA. [2003]
Based on the sociocultural theory and the expectancy-value theory, this poster examined direct effects of shared book reading and child motivation on the vocabulary trajectories, and whether child motivation moderated the effect of shared book reading on the vocabulary trajectories. The growth mixture modeling was performed to address the research questions with a nationally representative sample of Head Start children.

Meng, C. (2015). [Classroom quality and academic skills: Approaches to learning as a moderator](#). *School Psychology Quarterly***, 30(4), 553-563. [2003]**
The purpose of this study was to examine whether approaches to learning moderated the association between child care classroom environment and Head Start children's academic skills. The data came from the Head Start Family and Child Experiences Survey (FACES--2003 Cohort). The dataset is a nationally representative longitudinal study of Head Start children. The sample was selected using the stratified 4-stage sampling procedure. Data was collected in fall 2003, spring 2004, spring 2005, and spring 2006 in the first year of kindergarten. Participants included 3- and 4-year-old Head Start children (n = 786; 387 boys, 399 girls; 119 Hispanic

children, 280 African American children, 312 Caucasian children). Head Start children's academic skills in letter-word identification, dictation/spelling, and mathematics at the 4 time points were measured by the Woodcock-Johnson Achievement Battery tests. Approaches to learning in fall 2003 was measured by the teacher report of the Preschool Learning Behaviors Scale. Child care classroom quality in fall 2003 was measured by the revised Early Childhood Environment Rating Scale. Results of the linear mixed effects models demonstrated that approaches to learning significantly moderated the effect of child care classroom quality on Head Start children's writing and spelling. Specifically, positive approaches to learning mitigated the negative effect of lower levels of classroom quality on dictation/spelling. Results underscore the important role of approaches to learning as a protective factor. Implications for early childhood educators with an emphasis on learning goals for disengaged children are discussed. (author abstract)

Meng, C. (2015). [Home literacy environment and Head Start children's language development: The role of approaches to learning](). *Early Education and Development*, 26(1), 106-124. [2003]
This study examined whether approaches to learning moderate the association between home literacy environment and English receptive vocabulary development. The Head Start Family and Child Experiences Survey (2003 cohort) was used for analysis. Latent growth curve modeling was utilized to test a quadratic model of English receptive vocabulary development. Results showed that children's approaches to learning significantly moderated the influence of home literacy environment on English receptive vocabulary development. Post hoc probing of the simple slopes demonstrated that children with more positive approaches to learning and lower levels of home literacy environment had a higher English receptive vocabulary trajectory. The implications of the study results for early literacy interventions are discussed. Practice or Policy: Findings from this study may have implications for early educators who aim to improve Head Start children's language competencies by targeting home literacy environment and approaches to learning. At a preliminary level, the study findings suggest that positive approaches to learning may compensate for a limited home literacy environment. Because positive approaches to learning can facilitate learning in other domains, for instance, language learning, this information may be useful for early educators in terms of promoting positive learning attitudes and predispositions toward learning. (author abstract)

Meng, C. (2015). [Joint book reading and receptive vocabulary: A parallel process model](). *Infant and Child Development*. [2003]
The purpose of the present study was to understand the reciprocal, bidirectional longitudinal relation between joint book reading and English receptive vocabulary. To address the research goals, a nationally representative sample of Head Start children, the Head Start Family and Child Experiences Survey (2003 cohort), was used for analysis. The children were aged 3-4 years at programme entry. The mothers' average age at programme entry was 39 years old. A parallel process model was utilized to examine the growth factors of joint book reading and receptive vocabulary in parallel. Three significant findings emerged: (1) initial levels of English receptive vocabulary and joint book reading positively covaried; (2) English receptive vocabulary and joint book reading were positively and reciprocally related to each other; and (3) slopes for joint book

reading and English receptive vocabulary negatively covaried. Results suggest that joint book reading can support and scaffold Head Start children's English receptive vocabulary. Reciprocally, Head Start children's English receptive vocabulary appears to predict the extent to which they engage in joint book reading at home. Moreover, the frequency of joint book reading decreases as the children demonstrate higher levels of English receptive vocabulary. (author abstract)

Meng, C., & Cheng, Y. (2016). [A dyadic analysis of Head Start parents' depressive symptoms and parent involvement: Sense of mastery as a mediator](#). *Early Child Development and Care***, 1-14. [2000]**

This study used the actor-partner interdependence mediation model to examine the association among parents' depressive symptoms, sense of mastery, and parent involvement. To address the research goal, this study conducted secondary analysis using the cross-sectional data collected from the 2000 cohort of the Head Start Family and Child Experiences Survey. Both mothers and fathers with children enrolled in Head Start programmes completed the phone interviews and questionnaires. Results showed that sense of mastery significantly mediated the association between parents' depressive symptoms and Head Start involvement for both parents. Specifically, mothers' increased depressive symptoms were related to lower sense of mastery, which in turn was related to fathers' increased involvement at Head Start. Implications of this study and future research are discussed. (author abstract)

Meng, C. (2017). [A cross-lagged analysis of teacher-child language interactions and receptive vocabulary of non-ELL and ELL children](#). *Early Child Development and Care***, , 1-13. [2009]**

The present study investigated whether the bidirectional cross-lagged paths between teacher-child language interactions and receptive vocabulary would be significantly different between English language learner (ELL) and non-ELL children. The FACES 2009 cohort was used to address the research goals. Cross-lagged analysis was conducted with the individual paths tested to compare across three groups of children: non-ELLs, ELLs with limited English proficiency, and ELLs with English proficiency. Results showed that Time 1 teacher-child language interactions significantly predicted Time 2 receptive vocabulary, but not vice versa. When equality constraints were placed on the specific paths, differences and similarities were found among the three groups of children. Future research directions and study implications are discussed. (author abstract)

Miller, E. B. (2016). [Child care enrollment decisions among dual language learner families: The role of Spanish language instruction in the child care setting](#). *Early Childhood Research Quarterly***, 36(3), 223-232. [2009]**

Data from the Head Start Impact Study (N = 1141) and the Head Start Family and Child Experiences Survey, 2009 Cohort (N = 825) were used to describe child care enrollment decisions among Spanish-speaking Dual Language Learner (DLL) families. In particular, logistic regression models tested which child, family, and institutional characteristics predicted enrollment in early care and education (ECE) settings that used Spanish for instruction versus enrollment in settings that did not use Spanish. Results showed that whether the child's first language was exclusively Spanish and whether other DLL families previously attended the ECE arrangement strongly

predicted whether that child enrolled. Policy implications for Head Start-eligible Spanish-speaking DLLs are discussed. (author abstract)

Miller, E. B. (2016). [*Spanish instruction in Head Start and dual language learners'*](#) [*achievement*](#)**. Presentation at the Society for Research on Educational Effectiveness Spring 2016 Conference, Washington, DC. [2009]**
The purpose of the current study is to determine whether Spanish language instruction is associated with school readiness skills for Head Start-eligible Spanish-speaking DLL children. It examines the relationship between Spanish instruction used by caregivers in Head Start settings and DLL children's subsequent English language academic achievement, as this may prove essential for their kindergarten readiness. (author abstract)

Miller, E. B. (2016). [*Use of Spanish in Head Start and dual language learners' academic*](#) [*achievement: A mixed-methods study*](#)**. Unpublished doctoral dissertation, University of California, Irvine, CA. [2009]**
The number of Spanish-speaking Dual Language Learners (DLLs) is growing rapidly in the U.S., representing an increasing share of Head Start participants. The recent experimental Head Start Impact Study (HSIS) found that Spanish-speaking DLLs benefitted more from assignment to Head Start on some academic outcomes than monolingual-English speakers, and this dissertation aimed to understand whether classroom use of Spanish played a role in these impacts. Specifically, this mixed-methods dissertation sought to answer: 1) What child, family, and institutional factors are associated with enrollment in early care environments that use Spanish for instruction?; 2) Are there main effects of Spanish language instruction on Spanish-speaking DLL children's English academic school readiness skills?; and 3) Does Head Start differentially benefit Spanish-speaking DLL children instructed in Spanish? These research questions were answered using the two largest, nationally representative samples of Head Start children - the HSIS and the Head Start Family and Child Experiences Survey (FACES, 2009 Cohort). Results showed that whether children's first language was exclusively Spanish and whether other DLL families previously attended the ECE arrangement predicted whether DLL children enrolled in centers that used Spanish for instruction. Further, DLL children instructed in Spanish had higher English receptive vocabulary skills at the end of Head Start than those not instructed, with children who attended Head Start and instructed in Spanish having the highest scores. Using the results from these secondary data analyses, classroom observations were then conducted at four local Head Start sites to answer: 4) How is Spanish used in local Head Start classrooms, for what purposes, and how may the use of Spanish possibly contribute to DLL children's school readiness? Results showed that in accordance with Head Start's "whole child" model of development, Spanish was used to promote English oral language skills in academic, socio-emotional, and health domains as well as to strengthen the home-school partnership. Taken together, the results of this mixed-methods dissertation imply that Head Start should continue targeting their resources in ways that support the home language such as bilingual teacher and staff hiring, classroom language supports, and curriculum decisions that stress the importance of both languages. (author abstract)

Miller, E. B. (2017). [**Spanish instruction in Head Start and dual language learners' academic**](#)

achievement. *Journal of Applied Developmental Psychology*, 52, 159-169. [2009]
Data from the Head Start Impact Study (N = 1141) and the Head Start Family and Child Experiences Survey, 2009 Cohort (N = 825) were used to investigate whether Spanish instruction in Head Start differentially increased Spanish-speaking Dual Language Learners' (DLLs) academic achievement. Although hypothesized that Spanish instruction would be beneficial for DLLs' early literacy and math skills, results from residualized growth models showed there were no such positive associations. Somewhat surprisingly, DLL children instructed in Spanish had higher English receptive vocabulary skills at the end of the Head Start year than those not instructed, with children randomly assigned to Head Start and instructed in Spanish having the highest scores. Policy implications for Head Start-eligible Spanish-speaking DLLs are discussed. (author abstract)

O'Brien, R. W., Pai-Samant, S., Vaden-Kiernan, M., & McKey, R. (2002). *Exploring diversity among Head Start families [PowerPoint]*. Presentation at Head Start's 6th National Research Conference. Washington, DC. [1997]
The presentation highlights characteristics of Head Start families, based on data from the Head Start Family and Child Experiences Survey.

Quintero, E. (1999). The new faces of Head Start: Learning from culturally diverse families. *Early Education and Development*, 10(4), 475-197. [1997]
A discussion of reasons for Head Start Programs to support culturally diverse families' child-rearing beliefs, including social, emotional and cognitive development, based on data collected from two literacy projects: Project FIEL (Family Initiative for English Literacy) for Mexican and Mexican-American families in Texas, and Poj Niam Thiab Meyuam (Mother/Child Shool) for Hmong women and their children in Minnesota.

Rainelli, S., Bulotsky-Shearer, R. J., Fernandez, V. A., Greenfield, D. B., & Lopez, M. (2017). Validity of the first two subtests of the Preschool Language Assessment Scale as a language screener for Spanish-speaking preschool children. *Early Childhood Research Quarterly*, 38, 10-22. [2006]
Large-scale early childhood studies use the first two subscales of the Preschool Language Assessment Scale, "Simon Says" and "Art Show" (PreLAS2000; Duncan & De Avila, 1998) to guide decisions about the most appropriate language (or languages) researchers should use when directly assessing the academic skills of dual language learner (DLL) children. Large-scale studies use a cut-score derived from a total score on the two PreLAS subscales in English and/or Spanish in combination with parent or teacher reports of children's language abilities, to route children into the most appropriate language of assessment. However, limited research exists to support the use of these cut-scores as part of a language routing procedure with Spanish-speaking DLL preschool children from low-income backgrounds. The current study examined the validity of the two English PreLAS subscale scores for a local sample of children enrolled in Head Start (N = 872) and Hispanic children from the national FACES 2006 sample (N = 935). Rasch and DIF analyses supported the invariance of item difficulty values across the three- and four-year-old age groups in the overall sample. For a subsample of Spanish-speaking DLL children, receiver operator characteristic (ROC) analyses identified the most appropriate cut-scores on the PreLAS

screener for both age groups. Findings provided evidence to support the validity of the use of the English PreLAS language screener score as part of a more comprehensive language routing procedure. Implications for policy, practice, and measurement development are discussed. (author abstract)

Resnick, G. (2010). *Project Head Start: Quality and links to child outcomes*. In A. J. Reynolds, A. J. Rolnick, M. M. Englund, & J. A. Temple (Eds.). Childhood programs and practices in the first decade of life: A human capital integration (pp. 121-156). New York: Cambridge University Press. [1997, 2000, 2003]
Whether Head Start is able to reduce the achievement gap and indeed whether it "works" has been a hotly debated topic since its inception, and legislative pressures to demonstrate program performance and accountability are increasing. Evaluation of its effectiveness has had a somewhat checkered past, partly because of changes in program philosophy, debates about the most appropriate and expectable outcomes from the program, and the evaluation methods that can best demonstrate these effects. In particular, several key questions have emerged, broadly stated as follows: 1. What is the quality of Head Start classrooms as early learning environments, how does it compare to other early childhood education settings, and what factors predict variations in quality? 2. Do children make significant gains in their school-readiness skills during the Head Start year and into kindergarten, and are these gains due to their exposure to Head Start? 3. Is program quality related to children's gains during Head Start and into kindergarten? 4. What difference does participation in Head Start make to key school-readiness outcomes and parental practices for children and parents from low-income families? 5. Under what circumstances does Head Start achieve the greatest impact? What works for which children? Which Head Start services are most related to impact? To answer these key questions, this chapter reviews the state of the national Head Start program, with emphasis on the findings from the Head Start Child and Family Experiences Survey (FACES) and the Head Start Impact Study (HSIS). (author abstract)

Roberts, A. M., LoCasale-Crouch, J., Hamre, B., & DeCoster, J. (2016). Exploring teachers' depressive symptoms, interaction quality, and children's social-emotional development in Head Start. *Early Education and Development*, 27(5), 642-654. [2009]
This study explored the role Head Start teachers' (n = 355) depressive symptoms play in their interactions with children and in children's (n = 2,203) social-emotional development, specifically changes in children's problem behaviors and social skills as reported by parents and teachers during the preschool year. Results of the multilevel path analyses revealed that children in classrooms with more depressed teachers made significantly fewer gains in social-emotional skills as reported by both teachers and parents. We found no evidence of mediation by the quality of teacher-child interactions. Practice or Policy: These findings have implications for understanding and supporting Head Start teachers' mental health and potentially improving children's social-emotional outcomes. (author abstract)

Rudasill, K., Hawley, L. R., LoCasale-Crouch, J., & Buhs, E. S. (2017). Child temperamental regulation and classroom quality in Head Start: Considering the role of cumulative economic risk. *Journal of Educational Psychology*, 109(1), 118-130. [2009]

There is growing recognition that cumulative economic risk places children at higher risk for depressed academic competencies (Crosnoe & Cooper, 2010; NCCP, 2008; Sameroff, 2000). Yet, children's temperamental regulation and the quality of the early childhood classroom environment have been associated with better academic skills. This study is an examination of prekindergarten classroom quality (instructional support, emotional support, organization) as a moderator between temperamental regulation and early math and literacy skills for children at varying levels of cumulative economic risk. The sample includes children enrolled in Head Start programs drawn from the FACES 2009 study. Three main findings emerged. First, for lower and highest risk children, more instructional support was associated with better math performance when children had high levels of temperamental regulation but poorer performance when children had low temperamental regulation. Second, among highest risk children, low instructional support was protective for math performance for children with low temperamental regulation and detrimental for those with high temperamental regulation. Third, for highest risk children, high classroom organization predicted better literacy scores for those with high temperamental regulation. Children with low temperamental regulation were expected to perform about the same, regardless of the level of classroom organization. Implications are discussed. (author abstract)

Santillan, J., & Khurana, A. (2017). [Developmental associations between bilingual experience and inhibitory control trajectories in Head Start children](). *Developmental Science*, , 1-12. [2009]
Children from lower socioeconomic (SES) backgrounds tend to be at-risk for executive function (EF) impairments by the time they are in preschool, placing them at an early disadvantage for academic success. The present study examined the potentially protective role of bilingual experience on the development of inhibitory control (IC) in 1146 Head Start preschoolers who were followed for an 18-month period during the transition to kindergarten as part of the longitudinal Family and Child Experiences Survey (FACES) 2009 study. Using three waves of data, we predicted individual variation in developmental trajectories of IC for three groups that differed in bilingual experience--English monolinguals, Spanish-English bilinguals, and a group of children who transitioned from being Spanish monolingual to Spanish-English bilinguals during the course of the study. Compared to their English monolingual peers, bilingual children from Spanish-speaking homes showed higher IC performance at Head Start entry, as well as steeper IC growth over time. Children who were Spanish monolingual at the beginning of Head Start showed the lowest IC performance at baseline. However, their rate of IC growth exceeded that of children who remained English monolingual and did not differ from that of their peers who entered Head Start being bilingual. These results suggest that acquiring bilingualism and continued bilingual experience are associated with more rapid IC development during the transition from preschool to kindergarten in children from lower SES backgrounds. (author abstract)

Schlieber, M., & Han, J. (2017). [The sleeping patterns of Head Start children and the influence on developmental outcomes](). *Child: Care, Health and Development*, , 1-8. [2009]
Background: Sleep has a significant influence on children's development. The objective of this study was to investigate Head Start children's sleeping patterns and the impact on cognitive and

behavioural outcomes. Methods: Using the 2009 cohort of the Head Start Family and Child Experiences Survey (N = 2,868), information on sleeping patterns was assessed through parent interviews. Cognitive outcomes were assessed using direct assessments (Peabody Picture Vocabulary Test-IV, the Expressive One-Word Picture Vocabulary Test, and Subtests of the Woodcock-Johnson III) in addition to teacher report. Behavioural outcomes were assessed through parent and teacher reports. A multiple regression analysis was performed for each outcome variable. Results: Descriptive findings showed that 89% of children had a regular bedtime at least 4 days per week and that the average amount of sleep per night was 10.41 hr. White mothers were more likely than other racial groups to adhere to a consistent bedtime, and maternal employment predicted less hour of sleep per night. Multiple regression analyses revealed that disrupted sleep had a negative influence on cognitive outcomes, especially in areas of mathematical problem solving, receptive language, teacher-reported literacy behaviours, and approaches to learning. Disrupted sleep was associated with the risk of misbehaviour by increasing teacher and parent ratings on aggressive behaviours, hyperactivity, and withdrawing in addition to decreased scores on overall social skills. Having an inconsistent bedtime negatively predicted expressive vocabulary and teacher-reported literacy behaviours. Conclusions: The findings of this study support the influential role of sleep on children's development. Sleeping through the night and having a consistent bedtime were found to be predictive of many areas of cognitive and behavioural development. Head Start staff can provide the supports to increase parental knowledge on appropriate child sleep practices. (author abstract)

Son, S., Kwon, K., Jeon, H., & Hong, S. (2013). Head Start classrooms and children's school readiness benefit from teachers' qualifications and ongoing training. *Child & Youth Care Forum*, 42(6), 525-553. [2003]

Teacher qualifications have been emphasized as a basis of professional development to improve classroom practices for at-risk children's school readiness. However, teacher qualifications have often not been compared to another form of professional development, in-service training. Objective The current study attempts to investigate contributions of multiple types of professional development to school readiness skills of low-income preschoolers. Specifically, we examined the significance of teachers' education level, degree, teaching certificate, teaching experiences as well as specialized in-service training and coaching support as these teacher trainings are linked to preschoolers' school readiness through proximal classroom practices. Method We used a multi-level path analysis to examine multiple pathways from teachers' professional development to classroom environments and school readiness with Head Start Family and Child Experiences Survey 2003 (N = 2,159). Results Teachers with an early childhood education major provided higher-quality provision for learning and social-emotional practices in the classroom; teachers who received coaching provided higher-quality social-emotional and parent involvement practices. Further, children in higher-quality social-emotional classrooms had better math skills, social skills and learning behaviors; children in the classrooms with higher-quality parent involvement practices had higher receptive vocabulary and parent-reported social skills and positive approaches to learning. Conclusions Along with early childhood education degree, ongoing coaching support would work effectively, improving classroom environments and a broad array of school readiness skills of at-risk children. (author

abstract)

Sorongon, A., Kim, K., & O'Donnell, K. (2003). *[Predictive validity of cognitive and behavioral measures in Head Start: Relationships within and across cognitive and social developmental domains [PowerPoint]](#).* Presentation at Society for Research in Child Development Biennial Meeting. Tampa, FL. [1997]
This presentation examines the role of Head Start Family and Child Experiences Survey (FACES, 1997 cohort) assessment battery data in predicting cognitive and behavioral outcomes at the end of kindergarten.

Tarullo, L. B. (2002). *[A tapestry of Head Start families: Challenges they face and strengths they possess: Findings from FACES--The Head Start Family and Child Experiences Survey [PowerPoint]](#).* **Presentation at Head Start's 6th National Research Conference. Washington, DC. [1997]**
This presentation outlines the sample and the data collection for the 1997 cohort of the Head Start Family and Child Experiences Survey (FACES).

United States. Administration for Children and Families. (n.d.). *[Report to Congress on dual language learners in Head Start and Early Head Start programs](#).* **Washington, DC: U.S. Administration for Children and Families. [2006]**
A study that examines: the characteristics of dual language learner Head Start and Early Head Start children and their families; the services they receive; the qualifications of staff that serve them; the languages that staff use to communicate with them; and dual language learner children's developmental progress, based on Head Start Program Information Report data, Head Start Family and Child Experiences Survey 2006 (FACES 2006) data, and Early Head Start Family and Child Experiences Survey (Baby FACES) data.

United States. Department of Health and Human Services. Office of Human Services Policy., & United States. Administration for Children and Families. Office of Planning, Research and Evaluation. (2017). *[Head Start children and families experiencing homelessness: Trends, characteristics, and program services](#).* **Washington, DC: U.S. Department of Health and Human Services, Office of Human Services Policy. [2009]**
This brief provides a descriptive picture of Head Start children and families who experience homelessness and the kinds of services Head Start programs offer them. In this brief, "homeless" includes those who are literally homeless (living on streets, in cars, in shelters, or in other places not meant for habitation), as well as those who are "doubled-up" (multiple families share a unit intended for a single family due to economic hardship, loss of housing, or a similar reason). Data sources include the Head Start Program Information Report (PIR) and the 2009 cohort of the Head Start Family and Child Experiences Survey (FACES 2009). (author abstract)

Vaden-Kiernan, M., O'Brien, R., Tarullo, L. B., Zill, N., McKey, R., & D'Elio, M. (2010). *[Neighborhoods as a developmental context: A multilevel analysis of neighborhood effects on Head Start families and children](#).* *American Journal of Community Psychology*, **45(1-2), 49-67. [2000]**

A study of the relationships between neighborhood factors and children's cognitive and behavioral outcomes, including family and social factors that mediate and/or moderate these relationships, from an analysis of combined Head Start Family and Child Experiences Survey (FACES) and Census 2000 data.

Vukelich, C., Buell, M. J., & Han, M. (2010). *[Early Reading First graduates go to kindergarten: Are achievement gains enduring?](#)* **In Promoting early reading: Research, resources, and best practices (pp. 232-248). New York: The Guilford Press. [2003]**
A comparison of early literacy and social skills achievement gains of 97 Early Reading First Head Start graduates and 97 comparison children in the spring of their kindergarten year from the Family and Child Experiences Survey (FACES) 2003 cohort.

Walter, M., & Lippard, C. N. (2016). [Head Start teachers across a decade: Beliefs, characteristics, and time spent on academics](#). *Early Childhood Education Journal***. [2000, 2003, 2006, 2009]**
We examined changes in teachers' beliefs regarding developmentally appropriate practice (DAP) in 2000, 2003, 2006, and 2009 using data from the Head Start Family and Child Experience Survey. In addition, we examined how teacher education, credentials, and professional experience relate to beliefs about DAP and explored how these relationships differ by cohort. We also explored teachers' reports of time spent in math and literacy focused activities. Findings indicate that after 2003, developmentally appropriate beliefs decreased significantly, while developmentally inappropriate beliefs increased. Results also showed significant increases in the frequency of literacy activity across the decade, while the frequency of math activity was more consistent. Despite these changes, teachers with more education consistently held the most appropriate beliefs. These findings indicate that teacher education may buffer against influences of pushed down curricula and increased accountability. This study also illustrates that policies at the national level have the potential to impact children's day-to-day classroom experiences. (author abstract)

Wen, X., Bulotsky-Shearer, R. J., Hahs-Vaughn, D. L., & Korfmacher, J. (2012). [Head Start program quality: Examination of classroom quality and parent involvement in predicting children's vocabulary, literacy, and mathematics achievement trajectories](#). *Early Childhood Research Quarterly***, 27(4), 640-653. [1997]**
A study of the relationship between both Head Start classroom quality and parent involvement and children's vocabulary, literacy, and mathematics skills growth from the beginning of Head Start through the end of first grade, based on a secondary data analysis of Family and Child Experiences Survey (FACES) 1997 data.

Wen, X., Leow, C. S., Hahs-Vaughn, D. L., Korfmacher, J., & Marcus, S. M. (2012). [Are two years better than one year?: A propensity score analysis of the impact of Head Start program duration on children's school performance in kindergarten](#). *Early Childhood Research Quarterly***, 27(4), 684-694. [2003]**
A comparison of academic and social outcomes by the end of kindergarten between children who attended Head Start for two years and the ones who attended for one year, based on data

from 1,778 Head Start children from the Family and Child Experience Survey (FACES).

Westbrook, T., & Harden, B. (2010). [Pathways among exposure to violence, maternal depression, family structure, and child outcomes through parenting: A multigroup analysis](#). *American Journal of Orthopsychiatry*, **80(3), 386-400. [2000]**
The present study examined the impact of proximal (maternal depression, family structure) and distal (exposure to violence) risk factors on parenting characteristics (warmth, control), which were in turn hypothesized to affect child social-emotional functioning. Using the Family and Child Experiences Study (FACES) 2000 cohort, findings revealed that study variables were significant predictors of child social-emotional functioning. Despite limited significant pathways in the structural equation models, the cumulative effect of the variables resulted in models accounting for 21%-37% of the outcome. Multigroup analysis revealed that although the amount of variance explained varied, the model held across subgroups. Findings support theories such as the family stress model that suggest that family risk factors negatively influencing children's development through influencing parenting behaviors. Findings also support considering both warmth and control as key parenting dimensions. It may be impractical for practitioners to address the myriad of potential risks encountered by low-income families, but parents can be equipped with mental health services, parent education, and other assistance to help them maintain positive parenting practices in the face of challenges. (author abstract)

Wildsmith, E., Ansari, A., & Guzman, L. (2015). *[Improving data infrastructure to recognize Hispanic diversity in the United States](#). (Publication No. 2015-23).* Bethesda, MD: National Research Center on Hispanic Children and Families. [2009]
One limitation to understanding the diversity of Hispanics is the lack of data that consistently measure critical dimensions of variability within the overall Hispanic population. To begin to address this limitation, the Administration for Children and Families (ACF) within the U.S. Department of Health and Human Services convened a Hispanic Research Work Group to help identify priorities for research concerning Hispanics. In 2014, this work group developed a research brief, "Survey Data Elements to Unpack Diversity of Hispanic Populations," that outlined 10 high priority data elements to be added to surveys for a "more adequate understanding of the diversity within low-income, Hispanic populations." These priority data elements are: 1) Hispanic ancestry/heritage subgroup; 2) Country of birth (adult or child who is the focus of the survey); 3) Parent country of birth (of focal person); 4) U.S. citizenship; 5) Time in U.S.; 6) Language(s) spoken at home; 7) English speaking proficiency; 8) Literacy in any language; 9) Highest educational level outside of the U.S.; 10) Legal residency. In this brief, we identify which of these recommended data elements are included in currently available nationally representative and large-scale data sets commonly used to examine a range of topics critical to the well-being of children and their families, including self-sufficiency, poverty, economic mobility, early care and education, family formation, and health. We also suggest several steps national surveys can take to improve their description of the characteristics and experiences of Hispanics in the United States. (author abstract)

Xue, Y., Burchinal, M., Auger, A., Tien, H., Mashburn, A. J., Peisner-Feinberg, E. S., Cavadel, E.,

& et al. (2016). [Testing for dosage-outcome associations in early care and education](#). *Monographs of the Society for Research in Child Development*, 81(2), 64-74. [2006, 2009]
In this chapter, we turn to the question of whether there is evidence of an association between children's development and the quantity or dosage of ECE across several large studies. As follow-up to the results summarized in the literature review, it is important to control adequately for selection effects in studying effects of dosage. There is also a need to examine different measures of dosage to see if consistent patterns of findings emerge across different measurement approaches. Accordingly, in this chapter, we will summarize analyses by using more rigorous approaches to controlling for selection than those used in previous research and will adopt several approaches to operationalizing dosage. Again, we are seeking replicated findings, as indicated in this section by similar significant findings across projects in analyses of dosage. (author abstract

Youn, M. (2016). [The effects of Head Start duration on the behavioral competence of socially disadvantaged children](#). *Journal of Community Psychology*, 44(8), 980-996. [2009]
This study examined the influence of Head Start duration on teacher-reported children's approaches to learning, behavioral problems, and cooperative classroom behaviors at the end of kindergarten. Propensity score matching was used to create comparable samples of children who experienced different durations of Head Start. Analysis of the Head Start Family and Child Experiences Survey showed that children who attended 2 years of Head Start showed a higher level of approaches to learning (effect size [ES] = .53), cooperative classroom behaviors (ES = .35), and fewer problematic behaviors (ES = -.43) in kindergarten. The effects of 2 years of attendance of Head Start were most prominent for children raised in families with high-risk factors and for Black children, particularly with improvement in approaches to learning. This finding supports the argument that a longer exposure from an earlier age to a preschool program may contribute to improving school readiness for children from economically disadvantaged families. (author abstract)

Youn, M. (2016). [One year or two?: The impact of Head Start enrollment duration on academic achievement](#). *KEDI Journal of Educational Policy*, 13(1), 85-112. [2009]
This study examined the impact of Head Start duration on children's language and mathematics skills based on the nationally representative sample of the Head Start, Family and Children Experiences Survey (FACES, 2009). Analysis of the FACES (2009) revealed that children who attended Head Start for two years displayed substantial advantages both in language and math skills compared to one-year attendees by the time they left Head Start. These advantages were sustained until the end of kindergarten with a slight reduction of the effect sizes. This study adds to the growing body of evidence that a longer exposure from an earlier age to a public preschool program plays a significant role in improving the academic skills of children from economically disadvantaged families. (author abstract)

Zill, N., & Resnick, G. (2006). *[Emergent literacy of low-income children in Head Start: Relationships with child and family characteristics, program factors, and classroom quality](#)*. **In D. K. Dickinson & S. B. Neuman (Eds.), Handbook of early literacy research (Vol. 2, pp. 347-**

371). New York: Guilford Press. [2000]
A study of Head Start program effectiveness in the area of early literacy, using data from the Head Start Family and Child Experiences Survey (FACES) child assessment battery, as administered to the FACES 2000 cohort.

Zill, N., & Resnick, G. (2006). *Low-income children in Head Start and beyond: Findings from FACES*. In N. F. Watt, C. Ayoub, R. H. Bradley, J. E. Puma, & W. A. LeBoeuf (Eds.), The crisis in youth mental health: Critical issues and effective programs: Vol. 4. Early intervention programs and policies (pp. 253-289). Westport, CT: Praeger. [2000, 2003]
This chapter analyzes changes in children's emergent literacy skills during their participation in Head Start and into kindergarten but also examines factors at the program, center, and classroom levels that may enhance or constrain children's acquisition of emergent literacy and numeracy skills. (author abstract)

Zinsser, K. M., Christensen, C. G., & Torres, L. (2016). She's supporting them; who's supporting her?: Preschool center-level social-emotional supports and teacher well-being. *Journal of School Psychology*, 59, 55-66. [2009]
Preschool teachers across the country have been charged to prepare children socially and emotionally for kindergarten. Teachers working in preschool centers are supporting children's social and emotional learning (SEL) within a rich ecology of emotion and social relationships and the present study considers how the supports implemented for children's SEL at the center-level are associated with teachers' psychological health and workplace experiences. Hierarchical linear models were constructed using data from the Head Start Family and Child Experiences Survey 2009 cohort. Results indicate that although teachers work in individual classrooms, they share common perceptions at the center-level of their workplace climate, access to support, and, although to a lesser extent, experience commonalities in psychological health and job satisfaction. Furthermore, in centers that had implemented more supports for children's SEL (including access to mental health consultants, classroom curriculum, and training and resources for teachers) teachers were less depressed, more satisfied with their jobs, felt more supported in managing challenging behavior, and viewed the workplace climate of their center as more positive. Findings are discussed in light of the national efforts to increase and retain a high-quality early childhood workforce. (author abstract)

Zinsser, K., & Curby, T. W. (2014). Understanding preschool teachers' emotional support as a function of center climate. *SAGE Open*, 4(4), 1-9. [2009]
There is great emphasis recently on improving the quality of early childhood education in the United States. Within quality rating improvement systems, classroom quality is often reported at the center or program levels. Yet little is known about teaching quality at the center level or the influence of center characteristics on teaching quality. Specifically, this study examines the extent to which the quality of emotional support provided by the teacher is associated with characteristics of the center (e.g., prior turnover rates) and center director (e.g., education, management practices). Findings from Head Start Family and Child Experiences Survey (FACES) 2009 data indicated that emotional support dimensions were differentially predicted by characteristics of the center and the director, including prior teacher turnover rate and director

job satisfaction. However, highly regulated indicators of center quality (e.g., student:teacher ratio) did not substantially explain emotional support. (author abstract)

Ziv, Y., Alva, S., & Zill, N. (2010). [Understanding Head Start children's problem behaviors in the context of arrest or incarceration of household members](#). *Early Childhood Research Quarterly*, **25(3), 396-408. [2000]**
A comparison of aggression, hyperactivity, and withdrawn behaviors in groups of children living in households where a member either had or had not been arrested or incarcerated, and an examination of the moderating influences of length of Head Start enrollment, parent involvement in kindergarten, and the use of spanking, from a secondary analysis of nationally representative data collected from families of Head Start children.

Instruments and Documentation

Child Care & Early Education Research Connections. (n.d.). [*FACES Instrument Matrix*](#). New York: Child Care & Early Education Research Connections. [1997, 2000, 2003, 2006, 2009, 2014]
The Head Start Family and Child Experiences Survey (FACES) uses many instruments to collect data. This document provides a complete list of the FACES instruments indexed in the Research Connections' database. Every instrument is hyperlinked to its corresponding record and "X"s designate which cohorts they were used in. Other alpha characters represent the instruments' availability: OS = obtainable through the original source; RC = obtainable through Research Connections. While all instruments are listed, those instruments that are copyrighted are not available through Research Connections. To access a particular instrument, click on the appropriate link.

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