

**APPENDIX C**  
**RECOMMENDED CHANGES FOR FACES 2009**

## RECOMMENDATIONS FOR ENHANCEMENTS TO FACES 2009 INSTRUMENTS

Instrument	Area	Recommendations for FACES 2009
Direct Child Assessment	Vocabulary	Assess expressive language of children with a conceptually scored language assessment, such as the Expressive One Word Picture Vocabulary Test (EOWPVT).
	Literacy	Add the letter-sounds task from the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B) preschool assessment to supplement the Letter Word assessment and assess the skills of children who have progressed beyond letter knowledge but have not yet acquired sight words.  Add items to the Story and Print Concepts task to better assess the skills of low-performing children.
	Executive functioning	Add a direct assessment of executive functioning, such as Pencil Tapping, Head-to-Toes, or Walk-a-Line.
Parent Interview	Dual language learners (DLLs)	Add questions related to the development of DLLs, such as services and referrals provided to them by Head Start, attitudes about learning English and maintaining home language, number of household members speaking language other than English, and presence of books in the home in languages other than English.
	Health, nutrition, and service use	Add items about maintaining a ‘health care home,’ family health behaviors (e.g., eating fruits and vegetables), or access to dental care and health care practices in the home. Also consider additional questions about services for children with disabilities and their families.
	Mathematics development	Add questions to assess in-home activities and practices related to children’s mathematics development.
	Parent involvement	Enhance items about parent involvement in the program, including how program facilitates involvement and parent satisfaction with the program.
Classroom Observation	Classroom Quality	Use the full Classroom Assessment Scoring System (CLASS).
	DLLs	Use an abbreviated form of the Early Childhood Environment Rating Scale-Revised (ECERS-R).  Consider measures specifically designed to assess the classroom experiences of DLLs, like the Language Interaction Snapshot (LISn), which was used in the Universal Prekindergarten Child Outcomes Study (UPCOS).

Instrument	Area	Recommendations for FACES 2009
Teacher Interview	DLLs	Add items on the number of DLL children in the classroom, the languages spoken by these children, and languages used by teachers for instruction, when reading books to children, and when talking to groups of children. Add items on qualification/training of teacher to work with DLL children.
Program Director, Center Director, Ed Coordinator Interviews	DLLs	Add items to describe the nature of the services provided to DLLs by programs, outreach and communication with families of DLLs, program goals and plans for DLLs, and program strategies for assessing the language needs of DLL children.
	Services and Community Partnerships	Expand items on service use and referrals made for children with disabilities, relationships with community partners (including collaboration with child care and prekindergarten), planning for transition to kindergarten, and connections with K-12 learning goals.
	Homeless children and families	Add items to provide information on the enrollment of homeless children in programs and services available/provided to families.