A Portrait of Head Start Classrooms and Programs: FACES Spring 2017 Data Tables and Study Design

OPRE Report 2019-10
March 2019

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OPRE Report 2019-10
March 2019

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OVERVIEW

Head Start is a national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services to enrolled children and families. The program places special emphasis on helping preschoolers develop the language, reading, science, mathematics, and social and emotional skills they need to be successful in school. It also seeks to engage parents in their children's learning and promote their progress toward their own educational, literacy, and employment goals (Administration for Children and Families 2009). The Head Start program aims to achieve these goals by providing comprehensive child development services to economically disadvantaged children and families through grants to local public and private non-profit and for-profit agencies.

Introduction

This report includes key information on the Head Start Family and Child Experiences Survey 2014–2018 (FACES 2014) study design; in addition, a set of data tables presents descriptive statistics for the characteristics of programs, centers, classrooms, and teachers serving Head Start children and families in spring 2017. FACES was first launched in 1997 as a periodic, longitudinal study of Head Start program performance. The study is conducted by Mathematica Policy Research and its partners—Educational Testing Service and Juárez and Associates—under contract to the Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Topics

1. Program and center characteristics in spring 2017
2. Classroom and teacher characteristics in spring 2017

Purpose

The purpose of this report is twofold: (1) to provide information about the FACES study, including the background, design, methodology, measures, and analytic methods; and (2) to report detailed descriptive statistics and related standard errors in a series of tables on the programs, their staff, and classrooms. The data provide descriptive information from classroom observations and staff surveys about Head Start's efforts to help children and families meet their goals, and local efforts to meet the Head Start Program Performance Standards.

Findings and highlights

The data tables provide descriptive information on Head Start programs, centers, classrooms, and teachers.

For programs and centers, the tables show the following:

- Structural characteristics of Head Start programs (such as enrollment, agency type, sources of revenue) and centers (staffing and turnover)
- Program and center director background characteristics

- Areas in which directors would like more support
- Training and technical assistance efforts in programs (including professional development offered to staff)
- Characteristics of mentoring in programs
- Whether a parent support curriculum is used
- Elements of programs' data systems

For classrooms and teachers, the tables show the following:

- The quality of Head Start classrooms
- Teachers' classroom practices
- Curricula and assessment tools used in the classrooms
- Mentoring and training teachers receive
- Teachers' background characteristics, depressive symptoms, attitudes, and job satisfaction

The tables provide this information for all Head Start programs. For some of these characteristics, the tables also provide the information by agency type (community action agency, school system, other) and program size (child enrollment).

Methods

The FACES 2014 sample provides information at the national level about Head Start programs, centers, classrooms, and the children and families they serve. In 2014, we selected a sample of Head Start programs from the 2012–2013 Head Start Program Information Report (PIR), resulting in 176 participating programs. We collected program-, center-, and classroom-level data in these programs in spring 2015. In spring 2017, we updated the sample of programs to ensure that it was nationally representative of all Head Start programs at that time, with two centers per program and two classrooms per center selected for participation. In spring 2017, 178 programs, 350 centers, and 647 classrooms participated in the study.

The statistics found in these tables provide national estimates of key characteristics of Head Start programs, centers, classrooms, and teachers in spring 2017. We weight program and center director survey data to represent all Head Start programs or centers, respectively. We weight teacher data on their characteristics to represent all teachers in Head Start and weight teacher data that describe Head Start classrooms and classroom observation data to represent all Head Start classrooms.

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INTRODUCTION

Head Start is a national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services to enrolled children and families. The program places special emphasis on helping preschoolers develop the reading, language, social-emotional, mathematics, and science skills they need to be successful in school. It also seeks to engage parents in their children's learning and promote their progress toward their own educational, literacy, and employment goals (Administration for Children and Families [ACF] 2017). The Head Start program aims to achieve these goals by providing comprehensive child development services to economically disadvantaged children and families through grants to local public and private non-profit and for-profit agencies.

The 2014–2018 Head Start Family and Child Experiences Survey, or FACES 2014, was conducted by Mathematica Policy Research and its partners—Educational Testing Service and Juárez and Associates—to provide the Office of Head Start (OHS), ACF, and others with a set of key characteristics and indicators related to programs, Head Start classroom practices and quality measures, and child and family outcomes. FACES 2014 consists of a core set of data collection activities to capture key characteristics and indicators related to programs, classrooms, and child outcomes―referred to as "Core studies." Moreover, topical modules or special studies—known as "Plus studies"—allow FACES to respond flexibly to new policy and programmatic issues and questions, and address topics in the Core in additional depth. This set of tables includes program and classroom data collected for the Classroom Core study conducted in spring 2017. Other products present findings from earlier data collection points, including (1) a Classroom + Child Outcomes Core study conducted in fall 2014 and spring 2015 that measures child, family, classroom, and program factors that help shape the developmental trajectories of Head Start children[1] and (2) a Classroom Core study conducted in spring 2015 to measure factors that shape classroom quality (as a pathway to children's school readiness).[2]

Following this introduction to the study methodology, measures, and analytic methods used in this report, the tables provide information about program and center characteristics (Section A), and classroom and teacher characteristics (Section B). We also provide standard error tables in Sections AA (programs and centers) and BB (classrooms and teachers).

We also present some data by agency type (community action agency, school system, all other agency types). Head Start programs can operate in different types of agencies, and programs within those agencies may be subject to additional standards or regulations, depending on the funding streams on which they draw, which can shape both program services and the professional environment (Connors and Friedman-Krauss 2017). Because recent theory and research have suggested the importance of both the quality of services and the professional

[1] Separate FACES 2014 products from the Classroom + Child Outcomes Core study describe findings about children and families from fall 2014 (Aikens et al. 2017a, 2017b; Tarullo et al. 2017) and spring 2015 (Aikens et al. 2017c; Kopack Klein et al. 2018a). Parent and teacher surveys, direct child assessments, teacher ratings of child behavior, and classroom observations were included in the first year. We did not conduct any child-level data collection in spring 2017.

[2] See Moiduddin et al. 2017 and Alamillo et al. 2018 for findings from the spring 2015 Classroom Core study.

environment for children's outcomes (Connors 2016), we present key aspects of the services or professional environment in these different agency types. The staff and classroom characteristics examined by agency type are the size of teaching staff; teacher turnover; directors' education, credentials, and experience; areas for which directors say they need more support to lead more effectively; professional development supports offered in programs and centers; number and type of staff providing mentoring; teachers' education, credentials, and experience; the mentoring received by teachers; and observed classroom quality.

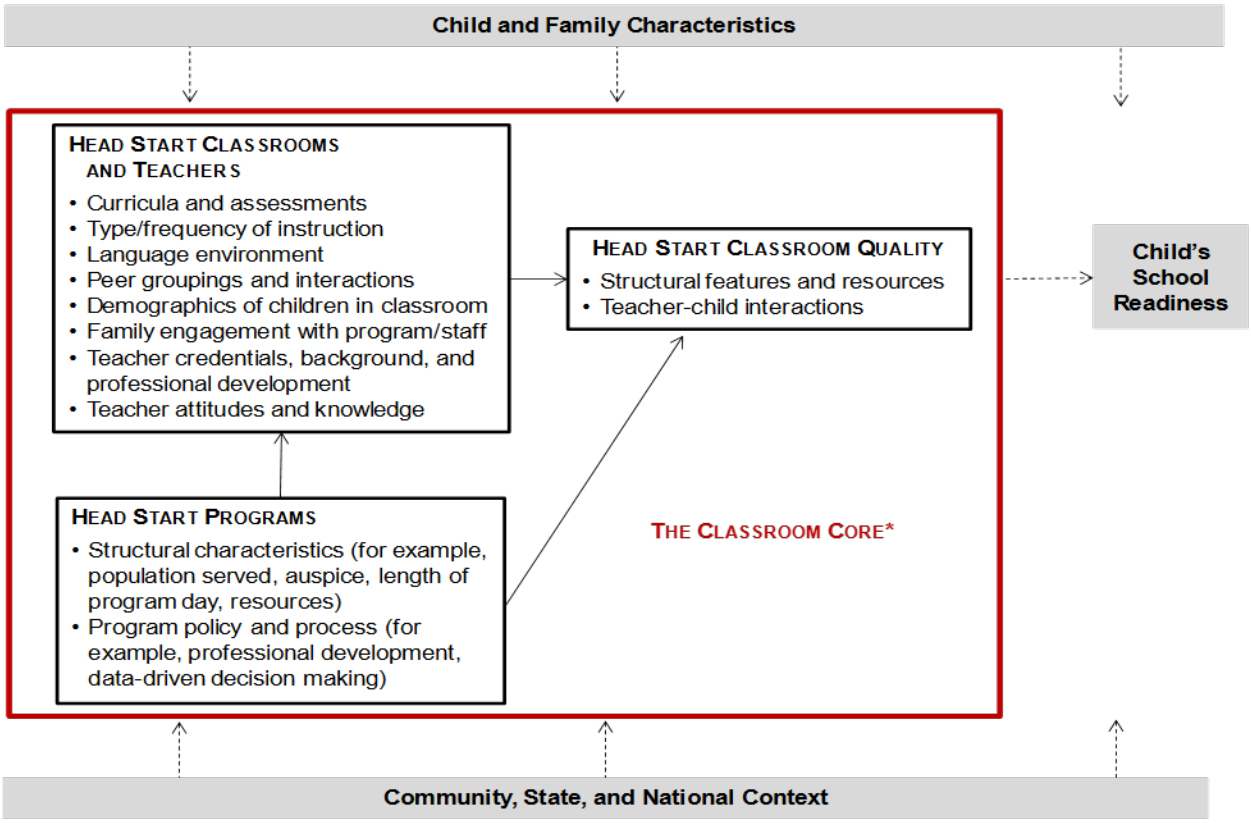
We also examine certain aspects of the professional environment by program size (child enrollment). With these analyses, we seek to assess whether larger programs may be better able to support key aspects of program services or the professional environment (for example, whether more mentors might be available due to economies of scale), or whether smaller programs might have some advantages (for example, because they have fewer staff to whom to provide mentoring). The staff and classroom characteristics examined by program size are the same as for agency type except we did not examine the number and type of staff providing mentoring and the professional development supports offered to teachers in centers by program size.

Conceptual framework

The conceptual framework that guides the FACES Classroom Core illustrates the complex interrelationships that help shape the quality of classroom environments (Figure 1). It demonstrates that the primary path available to Head Start for fostering progress toward school readiness is a high quality classroom experience. The framework also illustrates that classroom quality, like children's school readiness, is shaped by several factors within and beyond Head Start, including various characteristics of programs, classrooms, and teachers.[3]

[3] Note that children's school readiness is outside of this framework—data on children and families were not collected in spring 2017.

Figure 1. Conceptual framework guiding the Classroom Core



*The Classroom Core study addresses constructs enclosed in the boxes labeled Head Start Classrooms and Teachers, Head Start Programs, and Head Start Classroom Quality. Solid arrows depict relationships that may be examined in the Classroom Core; dashed arrows depict those that cannot be examined.

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OVERVIEW OF SAMPLE AND DATA COLLECTION METHODS

The FACES 2014 sample provides information at the national level about Head Start programs, centers, classrooms, and the children and families they serve. Within the Classroom Core,[4] FACES 2014 had two rounds of data collection—spring 2015 and spring 2017. In 2014, we selected a sample of Head Start programs from the 2012–2013 Head Start Program Information Report (PIR), resulting in 176 participating programs.[5] We collected Classroom Core data in these programs in spring 2015. For the 2017 round, we updated the sample of programs to ensure that it was nationally representative of all Head Start programs at that time, [6] with two centers per program and two classrooms per center selected for participation.[7] In spring 2017, 178 programs, 350 centers, and 647 classrooms participated in the study.

In spring 2017, we collected data over a four-month period (March–June). Mathematica staff completed observations in 643 Head Start classrooms within 178 programs. In addition, 576 teachers (reporting on themselves and on 590 classrooms), 320 center directors, and 165 program directors completed surveys on paper or the web.[8] The cumulative weighted response rate for the observations, which takes into account nonresponse at the program level, was 82 percent. The cumulative weighted response rate for surveys was 75 percent for teacher surveys at the classroom level (75 percent at the teacher level), 74 percent for center director surveys, and 76 percent for program director surveys.

We use data from several sources to report on Head Start classrooms, centers, and programs. We use classroom observation data to describe Head Start classroom quality. Single observers—trained and certified after meeting reliability standards showing proficiency to administer each instrument—conducted the classroom observations. The observations lasted for four hours, on average, and were typically completed in the mornings (unless the class met only in the afternoons). In spring 2017, FACES also conducted web surveys with lead teachers[9,10] and center and program directors to describe characteristics of staff and Head Start classroom and program experiences.

[4] As noted earlier, in fall 2014 and spring 2015, we also collected data for a Classroom + Child Outcomes Core study.

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

[6] Between 2015 and 2017, one originally nonparticipating program agreed to participate in 2017, two declined to participate in 2017, and three became ineligible (either losing their grant or closing). In addition, in 2016 we added to the sample six programs that had not existed at the time of the original sample selection to better reflect the current population of Head Start programs.

[7] If one or both centers sampled in 2014–15 closed before 2017, we resampled centers for a program. If both centers sampled in 2014–15 remained eligible and open, those centers remained in the spring 2017 sample. We selected new classrooms from all centers in the sample.

[8] Fifty-three percent of teachers completed the teacher survey on the web; 47 percent did so using the hardcopy instrument. Among directors, 99 percent of program directors and 84 percent of center directors completed their surveys on the web.

[9] Teachers reported on classroom-level items separately if they taught more than one classroom selected for FACES.

[10] Lead teachers are defined as the head or primary teacher in the classroom.

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MEASURES AND ANALYTIC METHODS

In this section, we discuss the measures used to describe Head Start programs, centers, classrooms, and teachers for the data reported in the tables.[11] We then discuss the methods we used for analysis. We provide more detail for measures involving any scales based on multiple items that describe a particular construct.[12]

Head Start programs and centers

Program and center directors provided information on structural characteristics and program policies and processes. Program directors responded to questions on professional development supports, including mentoring and coaching. We also asked program and center directors about their credentials, employment background, and areas in which support would help them lead the program more effectively.

In addition, we use center director reports to calculate lead teacher turnover. Lead turnover percentage is calculated by dividing the number of teachers who left and had to be replaced in the last 12 months by the total number of teachers currently employed at the center, as a percentage (with percentages higher than 100 indicating that some centers had to replace teachers more than once over 12 months). Center directors reported the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more and more than 3 teachers left; in those cases, we coded 3 for the calculations.

Center directors reported on the language environment of centers. They reported the non-English languages spoken by children and families, and by teachers or assistant teachers who support teachers in the classroom. Within each center, we examine whether the specific non-English languages spoken by children/families match those spoken by teachers, as reported by center directors. We then use this information to calculate (1) the percentage of centers with Spanish-speaking families that also have Spanish-speaking teachers or assistant teachers and (2) the percentage of the total number of non-English languages spoken by children/families in a center that are also spoken by any of that center's teachers or assistant teachers.

Center directors also reported whether they used a parent education or parent support curriculum. The item includes response categories for 13 curricula, including Second Step, Parents as Teachers (PAT), Systematic Training for Effective Parenting (STEP), Positive Solutions for Families (Center on the Social and Emotional Foundations for Early Learning), and Improving Parent-Child Relationships. There is also a category for Other curricula that include such widely available materials as Active Parenting, Incredible Years, and Abriendo Puertas.[13] If center directors named a classroom curriculum in response to the question about a parent education or

[11] Unless otherwise noted, we focus on the characteristics of *lead* teachers, defined as the head or primary teachers in the classroom.

[12] A description of the full set of data available from spring 2017, including information from Plus studies on program functioning, can be found in Kopack Klein et al. 2018b.

[13] For survey items with an Other category, respondents could specify if their answer was not listed. Data are presented combined given low frequency of a given Other response.

parent support curriculum, we do not count the center as having a parent education or parent support curriculum in use.

In addition, center directors listed the types of data and information they collect that can be linked electronically to child assessment information. We also present information on the number of types of information that can be linked electronically.

We use the 2016–2017 PIR[14] to report on multiple program characteristics, including metropolitan status and Census region. We identify programs' metropolitan status, categorizing them as metropolitan if their zip code is part of a metropolitan statistical area (MSA), based on Census data updated with annual population estimates. An MSA usually includes one city with 50,000 or more inhabitants and the county within which the city falls. Nearby counties can be included if within commuting distance. All other programs are considered non-metropolitan; all rural programs are in this category. Programs are categorized as being part of a particular Census region (Northeast, Midwest, South, or West) based on the state included in the PIR-reported address.

We also use 2016–2017 PIR data to determine the length of the program day and program year. For length of the program day, we use information on funded enrollment for preschool Head Start (the number of enrollment slots for 3- to 5-year-olds the program is funded to serve through ACF and non-federal sources).[15] According to the definition in the PIR, full-day services are provided for more than six hours per day; part-day services are provided for six hours or less per day. We sum the number of funded enrollment slots available in the center-based and family child care (FCC) options, and then determine the percentage of those slots that are for full- and part-day services.[16] We then categorize programs as providing full-day services for all children, part-day services for all children, or a combination of full- and part-day services.

For the length of the program year, we use the enrollment start and end dates reported in the PIR. For the purpose of this analysis, programs providing services for 11 months or more are identified as full year, and those providing services for less than 11 months per year are identified as part year.

In the tables, we report some data by program agency type and program size, both based on the 2016–2017 PIR. For agency type, subgroups include community action agencies (CAA), school-

[14] One program did not have data in the 2016-2017 PIR file. We use data from the 2015-2016 PIR for that program.

[15] Each year, programs report funded enrollment (the number of enrollment slots the program is funded to serve through ACF and non-federal sources) by program option. Funded enrollment is based on the center-based and FCC options only; home-based and combination options are not included. PIR reports reflect the program option used for the greatest part of the year when more than one program option is used. For center-based programs, PIR respondents identify the number of funded enrollment slots that are part or full day. All FCCs are assumed to offer full-day services.

[16] In the PIR, programs report funded enrollment by program option. To assess the percentage of programs offering full- versus part-day services, we use reports on funded enrollment in the center-based and FCC options. Programs do not report full-/part-day information for home-based and combination options, so those enrollment slots are not included when calculating the number of funded enrollment slots and percentages that are full or part day.

based programs,[17] and all other agency types; the last group includes private or public non-profits (non-CAA), private or public for-profits, and government agencies (non-CAA).[18] For subgroup analyses based on program size, we create four groups based on cumulative child enrollment: small (enrollment of fewer than 300 children), medium (enrollment of at least 300 but fewer than 600 children), large (enrollment of at least 600 but fewer than 1,200 children), or very large (enrollment of at least 1,200).[19] Overall program size reflects both the number of centers within a program and the number of children within each center.

Head Start classrooms and teachers

To measure the quality of Head Start classrooms, FACES 2014 collects information on child-adult ratios and group sizes in addition to using two observation measures. The Classroom Assessment Scoring System for prekindergarten (Pre-K CLASS; Pianta et al. 2008) measures classroom quality in both the instructional and social-emotional aspects of the environment across three domains of interaction: Instructional Support, Emotional Support, and Classroom Organization. The CLASS domains are scored from 1 to 7, with higher scores reflecting better quality care. Domain scores are based on the mean score of the underlying dimensions. Instructional Support dimensions include Concept Development, Quality of Feedback, and Language Modeling. Emotional Support dimensions include Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives. Classroom Organization dimensions include Behavior Management, Productive Use of Time, and Instructional Learning Formats. Each dimension score is based on the mean of ratings for relevant indicators completed over the course of four timed cycles during the observation. Note that for the Emotional Support CLASS domain, items addressing Negative Climate are reverse coded so that higher scores indicate a less negative/more positive climate. In addition to calculating mean scores, we also categorize classrooms based on the developer cut points for the CLASS. For the CLASS domains, scores of 1 or 2 = low; 3, 4, or 5 = mid; and 6 or 7 = high. For the purpose of categorizing classrooms, we do not round the domain scores. For example, we categorize a classroom with a score of 5.9 on the CLASS Emotional Support domain as falling in the mid range, rather than the high range; we include only scores of 6.0 or above in the high range.

The Early Childhood Environment Rating Scale-Revised (ECERS-R; Harms et al. 1998; Clifford et al. 2005) is a global rating of classroom quality based on structural features of the classroom. FACES 2014 uses the short form of the ECERS-R in classroom observations. Work from the National Center for Early Development and Learning's Multi-State Study of Pre-Kindergarten indicates that the short form yields two factors: Teaching and Interactions and Provisions for Learning (Clifford et al. 2005). The ECERS-R items are scored from 1 to 7, with higher scores reflecting better quality care. The Teaching and Interactions score is based on the mean of ratings

[17] Program-level estimates for the school system subgroup are based on a sample of only 29 programs. Therefore, program-level estimates for this group may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

[18] Private or public non-profits (non-CAA) comprise 88.3 percent of this group; 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

[19] We do not examine whether characteristics are statistically significantly different by agency type or size, rather we present descriptive findings by these subgroups.

for 11 items completed over the course of the observation; the Provisions for Learning score is based on the mean of ratings for 12 items. Two items overlap across the two factors. The short form total score is calculated by taking the mean of all items in the Teaching and Interactions and Provisions of Learning factors—a total of 21 unique items across the two factors. In addition to calculating mean scores, we also categorize classrooms based on the developer cut points. Scores of 1 or 2 = inadequate, 3 or 4 = minimal, 5 or 6 = good, and 7 = excellent quality. As with the CLASS, for the purpose of categorizing classrooms, we do not round the scores on the ECERS-R factors.

Teachers reported on their educational backgrounds, professional experience, and credentials;[20] whether they had a regular mentor, frequency of that mentoring and by whom; and involvement in training or technical assistance during this program year. We also asked teachers about a number of classroom-level characteristics. For example, teachers reported on scheduled learning activities in their classrooms and estimated the amount of time spent on both teacher-directed and child-selected activities in a typical day. They also reported on the frequency of instruction in literacy, math, and science, and various language and math activities.

We asked teachers whether they had a primary curriculum guiding their classroom activities. The item includes response categories for Creative Curriculum, HighScope, other widely available curriculum (for example, Montessori), locally designed curriculum, and "Other". Teachers could also report they used multiple curricula equally. Teachers also reported on the primary assessment tool they used. Response categories include common assessments, including Teaching Strategies GOLD, HighScope Child Observation Record (COR), Galileo, Desired Results Developmental Profile (DRDP), Learning Accomplishment Profile Screening (LAP); an assessment designed for the program; and "Other." Among teachers who report they use a curriculum with an available assessment tool, we identify those who used aligned curriculum and assessment tools. This construct is available only for teachers who reported using Creative Curriculum, HighScope, Montessori, and Galileo curricula. Finally, we asked teachers whether they had training on the primary curriculum and child assessment tools they use and the number of hours of training they received.

Teacher depressive symptoms are measured with the short form of the Center for Epidemiological Studies Depression (CES-D) Scale (Ross et al. 1983). Teachers reported how often they felt or behaved a particular way in the past week on 12 items. We sum scores for individual items to create a total score on the level of depressive symptoms that ranged from 0 to 36. We then categorize the level of depressive symptoms as not depressed (0 to 4), mildly depressed (5 to 9), moderately depressed (10 to 14), and severely depressed (15 and above). The CES-D is a screening, not a diagnostic tool, but scores have been correlated with clinical diagnosis (Ensel, 1986).

FACES measures teacher beliefs and attitudes using 15 items from the Teacher Beliefs Scale (Burts et al. 1990), consisting of statements worded to reflect positive attitudes and knowledge of

[20] We ask teachers whether they have a Child Development Associate credential, a state-awarded preschool certificate, and a teaching certificate or license. A certificate or license is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency.

generally accepted practices in preschool settings, or a lack of such attitudes and knowledge. Teachers rated the degree to which they agreed with each statement on a five-point scale ranging from "strongly disagree" to "strongly agree." We present scores for three subscales based on a principal components factor analysis conducted in FACES 2006 (West et al. 2010). The Developmentally Appropriate Practice subscale is a summary score based on 9 items and has a possible range of 1 to 10.[21] The Child-Initiated Practice subscale is a mean score based on 5 items and has a possible range of 1 to 5. The Didactic subscale is a mean score based on 6 items and has a possible range of 1 to 5.[22] For all three subscales, higher scores indicate stronger agreement with the construct being measured.

Teachers report their degree of job satisfaction based on three items: how much teachers enjoy their present teaching job, how much teachers feel they are making a difference in the lives of the children they teach, and whether they would choose teaching again as a career. Ratings on a five-point scale range from "strongly disagree" to "strongly agree." We compute a mean job satisfaction score that has a possible range of 1 to 5; higher scores indicate stronger satisfaction.

Overview of analytic methods

In this section, we provide an overview of the analytic methods used to detail aspects of classroom and program environments.

The statistics found in these tables are estimates of key characteristics of Head Start programs, centers, classrooms, and teachers in spring 2017. We weight program and center director survey data to represent all Head Start programs or centers, respectively. We weight teacher data on their characteristics to represent all teachers in Head Start and weight teacher data that describe Head Start classrooms and classroom observation data to represent all Head Start classrooms. For simplicity, for some estimates we describe results in terms of characteristics of directors rather than of programs and centers (for example, directors' level of education). We use weights to compensate for the differential probabilities of selection at the sampling stage and adjust for changes in eligibility status and the effects of nonresponse. For example, we selected programs and centers with probability proportional to size, and selected a fixed number of classrooms per center out of a variable number of classrooms.[23]

These tables also include unweighted sample sizes which, along with standard errors, provide a sense of the precision of the estimates of key characteristics of the Head Start population. For each table of population estimates, we also provide accompanying standard error tables based on the weighted estimates. In conjunction with the standard errors, users may compare the means and percentages presented in the tables to assess whether differences between estimates are

[21] Scores on this composite started at a value of 1 and then incremented by one point for certain responses to each item to form a composite score ranging from 1 to 10.

[22] The Didactic subscale is reverse coded.

[23] This report applies an analysis weight to represent Head Start teachers (T2TCHWT), classrooms (T2CLSWT when using teacher survey data, O2CLSWT when using classroom observation data), centers (C2WT), and programs (D2WT) in spring 2017.

statistically significant.[24] Standard errors also provide information on the precision of the estimates, where a larger standard error signifies a wider confidence interval (or less certainty about the true value of the estimate based on what we observed in our sample). With a 95 percent confidence interval, we are 95 percent certain that the true population value lies within the confidence interval surrounding the estimate based on our sample. For a given measure and level of confidence, the larger the sample size, the narrower the confidence interval. In the context of FACES, the confidence interval reflects the sampling variance for the estimates presented in this report based on the sample of programs, centers, classrooms, and teachers that participate in FACES, and the range of possible true values for the entire population of Head Start participants.

[24] Student's *t* test can be used to test for statistical significance at the .05 level, where *t* equals the difference between the estimates divided by the square root of the sum of the estimates' squared standard errors.

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SECTION A

PROGRAM AND CENTER CHARACTERISTICS: SPRING 2017

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Table A.1. Agency type, location, program day, and enrollment of programs in the FACES 2017 spring sample

Agency type, location, program day, and enrollment	n	Percentage
Agency type	165	
Community action agency (CAA)		40.3
School system		12.3
Private or public non-profit (non-CAA)		41.9
Private or public for-profit		0.6
Government agency (non-CAA)		4.9
Location[a,b]	165	
Metropolitan		66.3
Non-metropolitan		33.7
Region[b]	165	
Northeast		23.1
Midwest		25.6
South		32.2
West		19.1
Head Start program day[c,d]	165	
Full-day for all children		41.0
Part-day for all children		20.9
Full-day and part-day available to children		38.1
Length of Head Start program year[e]	165	
Full-year		47.6
Part-year		52.4
Full-year and full-day program	165	
Full-year and full-day for all children		14.8
Full-year and full-day for >=75 percent but not all children		2.7
Full-year and full-day for >=50 to 75 percent of children		5.6
Full-year and full-day for <50 percent of all children		13.7
Total enrollment[f]	165	
<300		46.0
>= 300 and < 600		30.6
>= 600 and < 1200		15.5
>= 1200		8.0

Table A.1 *(continued)*

Enrollment[e]	n	Mean	Range
Total enrollment[f]	165	509	<100->7,000

Source: 2016-2017 Program Information Report (PIR), an annual report of grantee-level data, and linked Census data.

Note: Statistics are weighted to represent all Head Start programs.

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

Percentages may not sum to 100 due to rounding.

[a]Programs are categorized as metropolitan if their zip code is part of a metropolitan statistical area (MSA) based on Census data updated with annual population estimates. An MSA usually includes one city with 50,000 or more inhabitants and the county that the city falls within. Nearby counties can also be included if within commuting distance. All other programs are considered non-metropolitan; all rural programs are in this category.

[b]These characteristics draw on Census data in addition to the PIR. All other characteristics in this table draw on the PIR only.

[c]Full-day services are provided for more than six hours per day. Part-day services are provided for six hours or less per day. Note that the length of the program day is likely to vary across centers in a program, and then between classrooms within those centers.

[d]Each year, programs report funded enrollment (the number of enrollment slots the program is funded to serve through ACF and non-federal sources) by program option. Funded enrollment is based on the center-based and family child care (FCC) options only; home-based and combination options are not included. PIR reports reflect the program option used for the greatest part of the year when more than one program option is used. For center-based programs, PIR respondents identify the number of funded enrollment slots that are part-day or full-day. All FCCs are assumed to offer full-day services.

[e]In this analysis, we have identified a program as full-year if it provides services at least 11 months per year. Part-year programs range in length from nearly 8 months to just under 11 months.

[f]Total enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table A.2. Length of Head Start year and days of service per week, as reported by center directors: Spring 2017

Length of Head Start year	n	Mean	Range
Length of Head Start year in months	309	9.5	7-12
Days of service	**n**	**Percentage**	
Days of service per week[a]	320		
4 days per week		33.8	
5 days per week		69.2	

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

[a]Center directors could select more than one answer to the days of service per week because centers can offer multiple service options.

Table A.3. Sources and purposes of program revenue other than Head Start, as reported by program directors: Spring 2017

Head Start programs' sources and purposes of program revenue	n	Percentage
Sources of revenue other than Head Start		
Tuition and fees paid by parents[a]	165	22.7
State government	165	55.4
Local government	165	37.5
Federal government other than Head Start	165	75.5
Community organizations or other grants	164	45.9
Fundraising activities, gifts, cash contributions	165	25.2
Number of other sources of revenue	165	
1		16.4
2		14.2
3		28.2
4		17.4
5		4.9
6		6.5
No sources of revenue other than Head Start		12.5
If more than two sources of revenue other than Head Start, the two largest	84	
Tuition and fees paid by parents[a]		8.1
State government		57.9
Local government		27.1
Federal government other than Head Start		35.6
Community organizations or other grants		21.1
Fundraising activities, gifts, cash contributions		9.1
If other sources of revenue, purposes of that revenue		
Enrollment of additional children	146	47.7
Other services/supports for enrolled children	146	78.1
Services/interventions for parents	144	40.9
Professional development for program staff	144	52.4
Materials for program	145	68.8
Capital improvements	143	26.4

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.

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

Percentages may not sum to 100 due to rounding.

[a]Many Head Start programs serve non-Head Start children through other funding sources (including tuition). Many also serve Head Start families for longer than the Head Start day, and that may require additional funds to support.

Table A.4. Program director education and credentials: Spring 2017

Program director education and credentials	n	Percentage
Highest level of education	160	
High school diploma, equivalent, or less		0.1
Some college		2.2
Associate's degree (AA)		2.7
Bachelor's degree (BA)		40.9
Graduate or professional degree		54.1
Has early childhood program or school license/certificate/credential in administration	158	37.7
Has Bachelor's degree (BA) or higher and an early childhood program or school license/certificate/credential in administration	158	35.4

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.
The n columns in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

Table A.4a. Program director education and credentials by agency type: Spring 2017

	Programs					
	Community action agency		School system[a]		All other agency types[b]	
Program director education and credentials	n	Percentage	n	Percentage	n	Percentage
Highest level of education	62		22		76	
High school diploma, equivalent, or less		0.3		0.0		0.0
Some college		4.1		0.0		1.1
Associate's degree (AA)		6.6		0.0		0.0
Bachelor's degree (BA)		56.0		23.6		32.2
Graduate or professional degree		33.0		76.4		66.7
Has early childhood program or school license/certificate/ credential in administration	61	33.5	22	77.5	75	30.8
Has Bachelor's degree (BA) or higher and an early childhood program or school license/certificate/credential in administration	61	27.8	22	77.5	75	30.8

Source: Spring 2017 FACES Program Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

Percentages may not sum to 100 due to rounding.

[a]Program-level estimates for the school system subgroup are based on a sample of only 29 programs. Therefore, program-level estimates for this group may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

Table A.4b. Program director education and credentials by child enrollment: Spring 2017

Program director education and credentials	Programs							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Highest level of education	31		42		45		42	
High school diploma, equivalent, or less		0.0		0.0		0.0		1.6
Some college		3.5		0.0		0.0		6.6
Associate's degree (AA)		3.0		3.1		2.3		0.0
Bachelor's degree (BA)		51.2		30.9		32.8		33.7
Graduate or professional degree		42.2		66.0		64.9		58.1
Has early childhood program or school license/ certificate/credential in administration	31	37.1	42	41.8	44	25.9	41	47.9
Has Bachelor's degree (BA) or higher and an early childhood program or school license/certificate/credential in administration	31	34.2	42	38.8	44	25.9	41	47.9

Source: Spring 2017 FACES Program Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

Percentages may not sum to 100 due to rounding.

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table A.5. Center director education and credentials: Spring 2017

Center director education and credentials	n	Percentage
Highest level of education	315	
High school diploma, equivalent, or less		0.0
Some college		5.4
Associate's degree (AA)		15.6
Bachelor's degree (BA)		44.7
Graduate or professional degree		34.4
Has state-sponsored credential		
Child Development Associate (CDA)	315	21.2
State-awarded preschool certificate[a]	314	25.0
Teaching certificate or license[a]	316	44.3
Early childhood program or school license/certificate/credential in administration	312	57.5
Any state-sponsored credential	315	77.6
Has Bachelor's degree (BA) or higher and state-sponsored credential	313	61.4

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

Percentages may not sum to 100 due to rounding.

[a]A certificate or license is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency.

Table A.5a. Center director education and credentials by agency type: Spring 2017

	Centers					
	Community action agency		School system		All other agency types[a]	
Center director education and credentials	n	Percentage	n	Percentage	n	Percentage
Highest level of education	124		41		150	
High school diploma, equivalent, or less		0.0		0.0		0.0
Some college		5.2		0.0		7.4
Associate's degree (AA)		24.9		5.2		10.5
Bachelor's degree (BA)		48.9		21.5		48.8
Graduate or professional degree		21.0		73.3		33.4
Has state-sponsored credential						
Child Development Associate (CDA)	124	23.6	41	11.2	150	22.5
State-awarded preschool certificate[b]	124	21.7	41	32.4	149	25.6
Teaching certificate or license[b]	124	30.3	41	80.7	151	44.9
Early childhood program or school license/certificate/ credential in administration	123	51.1	41	72.5	148	58.2
Any state sponsored credential	124	70.8	41	95.8	150	77.6
Has Bachelor's degree (BA) or higher and state-sponsored credential	123	45.2	41	91.3	149	66.2

Source: Spring 2017 FACES Center Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

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

Percentages may not sum to 100 due to rounding.

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

[b]A certificate or license is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency.

Table A.5b. Center director education and credentials by child enrollment: Spring 2017

Center director education and credentials	Centers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Highest level of education	61		78		95		81	
High school diploma, equivalent, or less		0.0		0.0		0.0		0.0
Some college		4.2		3.6		4.9		8.5
Associate's degree (AA)		24.7		12.4		18.6		6.1
Bachelor's degree (BA)		46.2		42.6		40.9		49.1
Graduate or professional degree		24.9		41.4		35.5		36.4
Has state-sponsored credential								
Child Development Associate (CDA)	61	21.0	80	19.9	95	25.4	79	18.1
State-awarded preschool certificate[a]	61	23.9	79	32.1	95	22.8	79	22.1
Teaching certificate or license[a]	61	47.8	79	45.0	95	37.2	81	47.7
Early childhood program or school license/ certificate/credential in administration	60	54.2	77	64.5	95	51.9	80	60.4
Any state sponsored credential	61	84.4	78	81.0	95	68.8	81	76.7
Has Bachelor's degree (BA) or higher and state-sponsored credential	60	56.4	77	73.1	95	48.5	81	69.7

Source: Spring 2017 FACES Center Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

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

Percentages may not sum to 100 due to rounding.

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

[a]A certificate or license is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency.

Table A.6. Program director and center director experience as a Head Start director: Spring 2017

Years of experience as a Head Start director	n	Mean	Range
Program director			
In current program	160	9.6	0-50
In any program	154	10.8	0-50
Center director			
In current program	302	6.4	0-40
In any program	292	8.9	0-40

Source: Spring 2017 FACES Program Director and Center Director Surveys.

Note: Statistics are weighted to represent all Head Start programs or all Head Start centers.
The n columns in this table includes unweighted sample sizes to identify the number of programs and centers with valid data on each of the constructs.

Table A.6a. Program director and center director experience as a Head Start director by agency type: Spring 2017

Years of experience as a Head Start director	Community action agency			School system[a]			All other agency types[b]		
	n	Mean	Range	n	Mean	Range	n	Mean	Range
Program director									
In current program	61	10.8	0-35	23	6.3	1-24	76	9.5	0-50
In any program	57	11.2	0-35	23	7.8	1-35	74	11.2	0-50
Center director									
In current program	120	7.9	0-36	39	5.3	0-26	143	5.3	0-40
In any program	114	10.6	0-36	41	7.3	0-26	137	7.8	0-40

Source: Spring 2017 FACES Program Director and Center Director Surveys.

Note: Statistics are weighted to represent all Head Start programs or all Head Start centers.

The n columns in this table includes unweighted sample sizes to identify the number of programs and centers with valid data on each of the constructs.

[a]Program-level estimates for the school system subgroup are based on a sample of only 29 programs. Therefore, program-level estimates for this group may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

Table A.6b. Program director and center director experience as a Head Start director by child enrollment: Spring 2017

Years of experience as a Head Start director	Small programs: enrollment < 300			Medium programs: enrollment >= 300 and < 600			Large programs: enrollment >= 600 and < 1200			Very large programs: enrollment >= 1200		
	n	Mean	Range	n	Mean	Range	n	Mean	Range	n	Mean	Range
Program director												
In current program	31	9.9	0-25	41	9.0	0-42	45	9.6	0-38	43	10.3	0-50
In any program	29	10.4	0-28	41	10.5	0-42	42	11.5	0-38	42	12.6	0-50
Center director												
In current program	62	7.0	0-33	75	6.6	0-28	90	6.2	0-40	75	5.8	0-29
In any program	58	7.7	0-31	73	9.0	0-28	88	11.1	0-40	73	7.4	0-29

Source: Spring 2017 FACES Program Director and Center Director Surveys and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs or all Head Start centers.

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

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table A.7. Types of professional development activities received by program directors and center directors: Spring 2017

Types of professional development activities	Programs		Centers	
	n	Percentage	n	Percentage
Professional development activities				
College or university course(s)	155	25.0	311	24.1
Visits to other Head Start or early childhood programs	155	57.9	312	49.0
A network or community of Head Start and other early childhood program leaders organized by someone outside of your program	153	86.0	311	52.1
A leadership institute offered by Head Start	155	68.5	311	32.9
A leadership institute offered by an organization other than Head Start	155	35.2	311	35.7
Training or conferences	155	96.9	300	80.9
Formal mentoring or coaching that is provided by program	n.a.	n.a.	313	58.0

Source: Spring 2017 FACES Program Director and Center Director Surveys.

Note: Statistics are weighted to represent all Head Start programs or all Head Start centers.

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

n.a. = not applicable.

Table A.8. Top three areas where program directors report they need additional support to lead more effectively: Spring 2017

Areas program directors need additional support to lead more effectively[a]	n	Percentage
Areas program directors need additional support		
Educational/curriculum leadership	152	16.6
Child assessment	152	2.5
Creating positive learning environments	152	9.6
Working with parents and families	152	13.0
Working with and partnering in the community	152	40.1
Program improvement planning	152	56.4
Budgeting	152	24.4
Staffing (hiring)	152	28.1
Teacher evaluation	152	7.2
Evaluation of other program staff	152	8.1
Teacher professional development	152	9.4
Data-driven decision making	152	59.1

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.

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

[a]Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their program more effectively.

Table A.8a. Top three areas where program directors report they need additional support to lead more effectively by agency type: Spring 2017

	Programs					
	Community action agency		School system[b]		All other agency types[c]	
Areas program directors need additional support to lead more effectively[a]	n	Percentage	n	Percentage	n	Percentage
Areas program directors need additional support						
Educational/curriculum leadership	60	5.6	21	48.7	71	17.6
Child assessment	60	1.2	21	10.5	71	1.5
Creating positive learning environments	60	12.3	21	1.0	71	9.4
Working with parents and families	60	7.4	21	26.9	71	14.1
Working with and partnering in the community	60	46.0	21	53.3	71	31.4
Program improvement planning	60	53.8	21	76.0	71	53.3
Budgeting	60	28.3	21	7.2	71	25.5
Staffing (hiring)	60	29.1	21	12.3	71	31.4
Teacher evaluation	60	1.1	21	1.4	71	14.1
Evaluation of other program staff	60	6.9	21	1.3	71	11.0
Teacher professional development	60	8.5	21	1.0	71	12.5
Data-driven decision making	60	72.3	21	26.2	71	56.3

Source: Spring 2017 FACES Program Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

[a]Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their program more effectively.

[b]Program-level estimates for the school system subgroup are based on a sample of only 29 programs. Therefore, program-level estimates for this group may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

[c]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

Table A.8b. Top three areas where program directors report they need additional support to lead more effectively by child enrollment: Spring 2017

	Programs							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Areas program directors need additional support to lead more effectively[a]	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Areas program directors need additional support								
Educational/ curriculum leadership	30	18.6	41	15.8	40	10.3	41	18.5
Child assessment	30	0.0	41	4.4	40	4.2	41	7.1
Creating positive learning environments	30	10.8	41	10.6	40	1.6	41	12.8
Working with parents and families	30	12.9	41	13.3	40	10.9	41	16.4
Working with and partnering in the community	30	39.9	41	39.9	40	44.3	41	34.9
Program improvement planning	30	63.1	41	50.4	40	50.2	41	50.1
Budgeting	30	33.3	41	9.9	40	25.5	41	23.6
Staffing (hiring)	30	28.0	41	31.5	40	26.0	41	18.7
Teacher evaluation	30	9.5	41	6.3	40	0.9	41	8.1
Evaluation of other program staff	30	9.4	41	6.7	40	5.0	41	11.1
Teacher professional development	30	6.7	41	16.5	40	5.1	41	6.1
Data-driven decision making	30	55.5	41	58.8	40	71.4	41	59.4

Source: Spring 2017 FACES Program Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

[a]Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their program more effectively.

Table A.9. Top three areas where center directors report they need additional support to lead more effectively: Spring 2017

Areas center directors need additional support to lead more effectively[a]	n	Percentage
Areas center directors need additional support		
Educational/curriculum leadership	304	24.0
Child assessment	304	8.3
Creating positive learning environments	303	18.5
Working with parents and families	304	28.8
Working with and partnering in the community	303	43.5
Program improvement planning	305	26.0
Budgeting	305	10.3
Staffing (hiring)	304	28.9
Teacher evaluation	303	11.7
Evaluation of other program staff	303	5.6
Teacher professional development	304	31.9
Data-driven decision making	308	24.3

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

[a]Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their center more effectively.

Table A.9a. Top three areas where center directors report they need additional support to lead more effectively by agency type: Spring 2017

	Centers					
	Community action agency		School system		All other agency types[b]	
Areas center directors need additional support to lead more effectively[a]	n	Percentage	n	Percentage	n	Percentage
Areas center directors need additional support						
Educational/curriculum leadership	122	24.3	37	27.9	145	22.3
Child assessment	122	5.9	38	14.5	144	8.5
Creating positive learning environments	122	16.2	37	20.6	144	20.0
Working with parents and families	122	30.3	37	34.8	145	25.3
Working with and partnering in the community	122	45.6	37	39.7	144	42.6
Program improvement planning	122	30.8	38	17.1	145	24.5
Budgeting	122	8.0	38	12.2	145	11.9
Staffing (hiring)	122	24.9	37	6.9	145	40.4
Teacher evaluation	122	15.1	37	5.2	144	10.5
Evaluation of other program staff	122	8.8	37	2.3	144	3.6
Teacher professional development	122	30.2	37	42.0	145	30.2
Data-driven decision making	122	17.3	39	29.2	147	29.5

Source: Spring 2017 FACES Center Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

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

[a]Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their center more effectively.

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

Table A.9b. Top three areas where center directors report they need additional support to lead more effectively by child enrollment: Spring 2017

	Centers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Areas center directors need additional support to lead more effectively[a]	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Areas center directors need additional support								
Educational/ curriculum leadership	57	19.8	76	27.4	93	26.2	78	22.8
Child assessment	56	4.6	77	15.6	93	7.3	78	6.1
Creating positive learning environments	56	18.5	76	14.3	93	20.8	78	19.7
Working with parents and families	56	32.9	77	26.3	93	22.9	78	33.5
Working with and partnering in the community	56	40.2	76	42.8	93	44.9	78	45.6
Program improvement planning	57	23.2	76	22.1	94	37.9	78	19.7
Budgeting	56	5.5	77	7.9	94	16.6	78	10.5
Staffing (hiring)	56	23.8	77	33.2	93	33.6	78	24.8
Teacher evaluation	56	10.5	76	7.8	93	14.6	78	13.2
Evaluation of other program staff	56	9.1	76	8.1	93	3.0	78	2.7
Teacher professional development	57	35.5	76	38.1	93	20.9	78	34.4
Data-driven decision making	58	40.9	78	14.5	94	21.5	78	19.6

Source: Spring 2017 FACES Center Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

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

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

[a]Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their center more effectively.

Table A.10. Lead teacher staffing and turnover in centers, as reported by center directors: Spring 2017

Staffing and turnover	n	Mean	Range
Number of lead teachers employed in centers[a]	320	3.6	0-40
Lead teacher turnover percentage in centers[b]	314	22.3	0-200

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

[a]Lead teachers are defined as the head or primary teacher in the classroom. Head Start centers may indicate that they employ no lead teachers because they do not treat any teachers as "lead" or because, at the time of the survey, their lead teacher position is vacant.

[b]Lead turnover percentage is calculated by dividing the number of teachers who left and had to be replaced in the last 12 months by the total number of teachers currently employed at the center, as a percentage (with percentages higher than 100 indicating that some centers had to replace teachers more than once over 12 months). Center directors reported the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more (in all of these cases, the center was assigned a value of 3 for calculating turnover).

Table A.10a. Lead teacher staffing and turnover in centers by agency type, as reported by center directors: Spring 2017

	Centers								
	Community action agency			School system			All other agency types[a]		
Staffing and turnover	n	Mean	Range	n	Mean	Range	n	Mean	Range
Number of lead teachers employed in centers[b]	126	3.1	0-22	41	3.1	1-24	153	4.3	0-40
Lead teacher turnover percentage in centers[c]	122	21.0	0-200	41	16.9	0-100	151	25.3	0-200

Source: Spring 2017 FACES Center Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

[b]Lead teachers are defined as the head or primary teacher in the classroom. Head Start centers may indicate that they employ no lead teachers because they do not treat any teachers as “lead” or because, at the time of the survey, their lead teacher position is vacant.

[c]Lead turnover percentage is calculated by dividing the number of teachers who left and had to be replaced in the last 12 months by the total number of teachers currently employed at the center, as a percentage (with percentages higher than 100 indicating that some centers had to replace teachers more than once over 12 months). Center directors reported the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more (in all of these cases, the center was assigned a value of 3 for calculating turnover).

Table A.10b. Lead teacher staffing and turnover in centers by child enrollment, as reported by center directors: Spring 2017

	Centers											
	Small programs: enrollment < 300			Medium programs: enrollment >= 300 and < 600			Large programs: enrollment >= 600 and < 1200			Very large programs: enrollment >= 1200		
Staffing and turnover	n	Mean	Range	n	Mean	Range	n	Mean	Range	n	Mean	Range
Number of lead teachers employed in centers[a]	62	2.8	0-15	82	3.3	0-30	95	4.4	1-40	81	4.1	0-24
Lead teacher turnover percentage in centers[b]	61	29.9	0-200	79	23.0	0-200	95	14.5	0-100	79	21.9	0-100

Source: Spring 2017 FACES Center Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

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

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

[a]Lead teachers are defined as the head or primary teacher in the classroom. Head Start centers may indicate that they employ no lead teachers because they do not treat any teachers as "lead" or because, at the time of the survey, their lead teacher position is vacant.

[b]Lead turnover percentage is calculated by dividing the number of teachers who left and had to be replaced in the last 12 months by the total number of teachers currently employed at the center, as a percentage (with percentages higher than 100 indicating that some centers had to replace teachers more than once over 12 months). Center directors reported the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more (in all of these cases, the center was assigned a value of 3 for calculating turnover).

Table A.11. Professional development supports offered by programs to help staff get their Associate's (AA) or Bachelor's (BA) degree: Spring 2017

AA or BA supports offered to program staff[a]	n	Percentage
Efforts in place to help program staff get their AA or BA degrees	165	81.5
If offered by program, available supports to help staff get their AA or BA degrees		
Tuition assistance	143	84.6
Staff release time	143	69.3
Assistance for course books	143	73.6
AA or BA courses onsite	143	12.4
Provide advising/college counseling	143	2.2
Partner with local colleges	143	3.6
Connect staff to external scholarship program	143	7.0
Provide travel reimbursement	143	3.7
Anything else	143	10.0

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.

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

[a]This question asks about the AA or BA supports offered to program staff so program directors could have considered a range of staff when responding. A follow-up question asks whether center-based teachers, home visitors, family child care providers, content managers, assistant teachers, or family service workers are eligible for these supports.

Table A.11a. Professional development supports offered by programs to help staff get their Associate's (AA) or Bachelor's (BA) degree by agency type: Spring 2017

	Programs					
	Community action agency		School system[a]		All other agency types[b]	
AA or BA supports offered to program staff[c]	n	Percentage	n	Percentage	n	Percentage
Efforts in place to help program staff get their AA or BA degrees	62	84.6	23	48.5	80	87.5
If offered by program, available supports to help staff get their AA or BA degrees	55		17		71	
Tuition assistance		89.8		77.5		81.4
Staff release time		77.7		43.1		66.2
Assistance for course books		87.4		28.7		68.8
AA or BA courses onsite		8.0		30.1		13.5
Provide advising/college counseling		4.0		0.0		1.0
Partner with local colleges		1.0		3.4		5.8
Connect staff to external scholarship program		15.0		2.9		1.0
Provide travel reimbursement		4.1		0.0		4.0
Anything else		8.4		26.4		8.9

Source: Spring 2017 FACES Program Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

[a]Program-level estimates for the school system subgroup are based on a sample of only 29 programs. Therefore, program-level estimates for this group may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

[c]This question asks about the AA or BA supports offered to program staff so program directors could have considered a range of staff when responding. A follow-up question asks whether center-based teachers, home visitors, family child care providers, content managers, assistant teachers, or family service workers are eligible for these supports.

Table A.11b. Professional development supports offered by programs to help staff get their Associate's (AA) or Bachelor's (BA) degree by child enrollment: Spring 2017

	Programs							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
AA or BA supports offered to program staff[a]	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Efforts in place to help program staff get their AA or BA degrees	31	73.2	44	85.9	46	92.4	44	91.9
If offered by program, available supports to help staff get their AA or BA degrees	22		38		42		41	
Tuition assistance		86.6		81.3		82.9		90.7
Staff release time		68.5		71.5		70.2		63.1
Assistance for course books		81.6		72.4		59.8		68.4
AA or BA courses onsite		5.1		9.3		22.6		37.3
Provide advising/college counseling		0.0		0.0		7.6		9.3
Partner with local colleges		2.6		3.2		6.0		5.0
Connect staff to external scholarship program		14.2		0.0		2.8		7.1
Provide travel reimbursement		0.0		8.0		4.0		4.9
Anything else		1.4		19.9		8.1		17.4

Source: Spring 2017 FACES Program Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

Program-level estimates for some subgroups are based on a small sample of programs. Therefore, these program-level estimates may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

[a]This question asks about the AA or BA supports offered to program staff so program directors could have considered a range of staff when responding. A follow-up question asks whether center-based teachers, home visitors, family child care providers, content managers, assistant teachers, or family service workers are eligible for these supports.

Table A.12. Professional development activities offered by programs and whether Head Start professional development funds directly supported the activity: Spring 2017

Professional development activities offered and supported by Head Start funds	n	Percentage
Professional development offered by programs		
Consultants hired to work directly with staff	164	74.6
Attendance at regional conferences	165	83.6
Attendance at state conferences	165	93.4
Attendance at national conferences	165	67.0
Paid substitutes to allow teachers time to prepare, train, and/or plan	165	66.1
Mentoring or coaching	165	93.8
Workshops/trainings sponsored by the program	165	99.9
Workshops/trainings provided by other organizations	165	98.7
A community of learners[a]	164	51.7
Time to participate in Office of Head Start training and technical assistance webinars	165	87.7
Other	157	15.4
Professional development activities directly supported by Head Start funding[b]		
Consultants hired to work directly with staff	132	89.6
Attendance at regional conferences	139	94.5
Attendance at state conferences	151	97.6
Attendance at national conferences	116	94.8
Paid substitutes to allow teachers time to prepare, train, and/or plan	103	61.2
Mentoring or coaching	159	69.6
Workshops/trainings sponsored by the program	164	94.0
Workshops/trainings provided by other organizations	163	89.7
A community of learners[a]	99	52.3
Time to participate in Office of Head Start training and technical assistance webinars	153	59.9
Tuition assistance	120	86.6
Onsite AA or BA courses	30	55.3
Other	21	!

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.

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

! Too few cases for a reliable estimate.

[a]A community of learners is also known as a professional learning community, facilitated by an expert.

[b]Program directors were always asked whether Head Start funding directly supported tuition assistance and onsite AA or BA courses. For the remaining professional development activities, program directors were only asked about direct support by Head Start funding if they indicated they offered these activities in the previous item.

AA = Associate's degree; BA = Bachelor's degree.

Table A.12a. Professional development activities offered by programs and whether Head Start professional development funds directly supported the activity by agency type: Spring 2017

	Programs					
	Community action agency		School system[a]		All other agency types[b]	
Professional development activities offered and supported by Head Start funds	n	Percentage	n	Percentage	n	Percentage
Professional development activities offered by programs						
Consultants hired to work directly with staff	62	60.4	28	100.0	80	79.9
Attendance at regional conferences	62	85.6	28	83.2	80	81.9
Attendance at state conferences	62	97.9	28	97.9	80	88.5
Attendance at national conferences	62	64.9	28	63.3	80	69.7
Paid substitutes to allow teachers time to prepare, train, and/or plan	62	61.0	28	84.9	80	65.6
Mentoring or coaching	62	88.4	28	100.0	80	96.9
Workshops/trainings sponsored by the program	62	99.7	28	100.0	80	100.0
Workshops/trainings provided by other organizations	62	99.1	28	92.0	80	100.0
A community of learners[c]	62	46.3	28	59.4	79	54.3
Time to participate in Office of Head Start training and technical assistance webinars	62	89.3	28	73.3	80	90.2
Other	61	20.9	22	9.2	74	12.2
Professional development activities directly supported by Head Start funding[d]						
Consultants hired to work directly with staff	42	96.8	23	68.0	67	92.0
Attendance at regional conferences	54	94.9	19	91.8	66	94.9
Attendance at state conferences	60	97.2	22	93.1	69	99.3
Attendance at national conferences	44	97.9	16	89.3	56	93.7
Paid substitutes to allow teachers time to prepare, train, and/or plan	35	52.6	17	86.6	51	59.6
Mentoring or coaching	58	60.7	23	52.8	78	81.0
Workshops/trainings sponsored by the program	61	93.9	23	98.8	80	92.9
Workshops/trainings provided by other organizations	61	91.0	22	89.7	80	88.7
A community of learners[c]	31	54.0	18	38.8	50	54.9
Time to participate in Office of Head Start training and technical assistance webinars	58	61.9	20	41.2	75	62.2
Tuition assistance	48	91.1	13	75.5	59	84.0
Onsite AA or BA courses	7	!	4	!	19	68.6
Other	10	0.0	2	!	9	!

Source: Spring 2017 FACES Program Director Survey and 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

! Too few cases for a reliable estimate.

Table A.12a *(continued)*

[a]Program-level estimates for the school system subgroup are based on a sample of only 29 programs. Therefore, program-level estimates for this group may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

[c]A community of learners is also known as a professional learning community, facilitated by an expert.

[d]Program directors were always asked whether Head Start funding directly supported tuition assistance and onsite AA or BA courses. For the remaining professional development activities, program directors were only asked about direct support by Head Start funding if they indicated they offered these activities in the previous item.

AA = Associate's degree; BA = Bachelor's degree.

Table A.12b. Professional development activities offered by programs and whether Head Start professional development funds directly supported the activity by child enrollment: Spring 2017

	Programs							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Professional development activities offered and supported by Head Start funds	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Professional development activities offered by programs								
Consultants hired to work directly with staff	31	69.3	43	82.2	46	70.0	44	86.4
Attendance at regional conferences	31	86.8	44	84.0	46	70.9	44	87.9
Attendance at state conferences	31	100.0	44	88.2	46	88.3	44	85.8
Attendance at national conferences	31	65.5	44	70.3	46	60.0	44	76.2
Paid substitutes to allow teachers time to prepare, train, and/or plan	31	73.4	44	63.9	46	58.9	44	47.1
Mentoring or coaching	31	90.5	44	96.2	46	100.0	44	92.4
Workshops/trainings sponsored by the program	31	100.0	44	100.0	46	100.0	44	98.4
Workshops/trainings provided by other organizations	31	97.9	44	100.0	46	97.7	44	100.0
A community of learners[a]	31	40.5	44	64.0	45	52.2	44	68.3
Time to participate in Office of Head Start training and technical assistance webinars	31	81.2	44	93.0	46	91.9	44	97.2
Other	30	15.1	44	20.7	43	5.6	40	14.1
Professional development activities directly supported by Head Start funding[b]								
Consultants hired to work directly with staff	22	88.1	36	96.2	34	76.0	40	94.1
Attendance at regional conferences	26	97.9	39	89.4	34	97.7	40	88.8
Attendance at state conferences	31	96.7	41	100.0	40	98.2	39	92.8
Attendance at national conferences	22	97.2	32	92.5	28	93.5	34	93.0
Paid substitutes to allow teachers time to prepare, train, and/or plan	22	65.5	28	58.6	29	48.1	24	68.1
Mentoring or coaching	28	61.2	43	74.3	46	79.5	42	77.1
Workshops/trainings sponsored by the program	31	92.1	44	94.6	46	98.5	43	94.0
Workshops/trainings provided by other organizations	30	97.3	44	80.1	45	88.9	44	85.7
A community of learners[a]	13	46.2	31	45.8	22	68.1	33	73.4

Table A.12b *(continued)*

Professional development activities offered and supported by Head Start funds	Programs							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Time to participate in Office of Head Start training and technical assistance webinars	26	56.9	42	56.2	43	71.1	42	67.6
Tuition assistance	17	80.1	31	94.6	35	85.9	37	90.6
Onsite AA or BA courses	2	!	4	!	10	64.9	14	52.0
Other	4	!	9	!	3	!	5	!

Source: Spring 2017 FACES Program Director Survey and 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Program-level estimates for some subgroups are based on a small sample of programs. Therefore, these program-level estimates may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

! Too few cases for a reliable estimate.

[a]A community of learners is also known as a professional learning community, facilitated by an expert.

[b]Program directors were always asked whether Head Start funding directly supported tuition assistance and onsite AA or BA courses. For the remaining professional development activities, program directors were only asked about direct support by Head Start funding if they indicated they offered these activities in the previous item.

AA = Associate's degree; BA = Bachelor's degree.

Table A.13. Professional development activities offered to teachers in centers: Spring 2017

Professional development activities offered to teachers in centers	n	Percentage
Professional development activities offered	319	
Consultants hired to work directly with staff		76.9
Attendance at regional conferences		71.7
Attendance at state conferences		67.8
Attendance at national conferences		48.7
Paid substitutes to allow teachers time to prepare, train, and/or plan		60.5
Mentoring or coaching		87.1
Workshops/trainings sponsored by the program		98.6
Workshops/trainings provided by other organizations		94.9
A community of learners[a]		55.8
Time to participate in Office of Head Start T/TA webinars		69.1
Tuition assistance		68.2
Onsite AA or BA courses		10.3
Other		3.8

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

[a]A community of learners is also known as a professional learning community, facilitated by an expert.

AA = Associate's degree; BA = Bachelor's degree.

Table A.13a. Professional development activities offered to teachers in centers by agency type: Spring 2017

Professional development activities offered to teachers in centers	Centers					
	Community action agency		School system		All other agency types[a]	
	n	Percentage	n	Percentage	n	Percentage
Professional development activities offered	126		41		152	
Consultants hired to work directly with staff		77.4		86.4		73.2
Attendance at regional conferences		71.9		73.4		70.9
Attendance at state conferences		69.2		64.8		67.4
Attendance at national conferences		44.9		44.4		53.8
Paid substitutes to allow teachers time to prepare, train, and/or plan		59.4		81.5		54.3
Mentoring or coaching		88.0		80.1		88.5
Workshops/trainings sponsored by the program		99.4		98.9		97.6
Workshops/trainings provided by other organizations		95.7		89.5		96.1
A community of learners[b]		52.7		70.2		53.7
Time to participate in Office of Head Start T/TA webinars		68.6		62.9		71.6
Tuition assistance		75.9		35.0		72.5
Onsite AA or BA courses		10.1		6.8		11.8
Other		3.8		3.3		3.9

Source: Spring 2017 FACES Center Director Survey and 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

[b]A community of learners is also known as a professional learning community, facilitated by an expert.

AA = Associate's degree; BA = Bachelor's degree.

Table A.14. The characteristics of mentoring in programs: Spring 2017

Characteristics of mentors	n	Percentage
Program has mentors or coaches who work in classrooms with teachers	165	77.9
If program has mentors, features include…		
All staff receive coaching or mentoring	143	31.7
Mentoring conducted by		
Employees/staff hired by program to serve most of their time as mentors or coaches	144	61.7
Consultants hired by program	143	30.4
Other program employees/staff who serve less than half of their time as mentors or coaches	143	68.8
Whether teachers are mentored by own supervisor	143	
All teachers mentored by own supervisor		16.3
Some teachers mentored by own supervisor		38.3
None of the teachers mentored by own supervisor		45.5
Model or approach use	143	
Practice-based coaching		79.3
Coaching tied to a specific curriculum		32.3
MyTeachingPartner		2.2
Relationship-based coaching		21.3
Use remote or web-based component	143	
Yes, coaching/mentoring is primarily remote/web-based		5.0
Yes, there is a remote/web-based supplement to the coaching/mentoring		13.9
No		81.0

Number of coaching/mentoring staff in programs with mentors	n	Mean	Range
Number of mentors in program	144	5.4	1-64
Program staff who spend more than half their time as a mentor/coach	144	2.1	0-30
Consultants or contractors hired by program to serve as mentor/coach	143	0.5	0-6
Program staff who spend less than half of their time on mentoring/coaching	143	2.7	0-32

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.
The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

Table A.14a. Characteristics of mentoring in programs by agency type: Spring 2017

	Programs					
	Community action agency		School system[a]		All other agency types[b]	
Characteristics of mentors	n	Percentage	n	Percentage	n	Percentage
Program has mentors or coaches who work in classrooms with teachers	62	85.8	23	72.5	80	72.6
If program has mentors, features include…						
All staff receive coaching or mentoring	56	23.0	19	52.4	68	35.5
Mentoring conducted by						
Employees/staff hired by program to serve most of their time as mentors or coaches	56	49.9	20	59.4	68	74.1
Consultants hired by program	56	12.5	20	36.1	67	46.8
Other program employees/staff who serve less than half of their time as mentors or coaches	56	76.1	20	56.9	67	64.6
Whether teachers are mentored by own supervisor	56		19		68	
All teachers mentored by own supervisor		15.8		0.0		20.5
Some teachers mentored by own supervisor		29.9		46.3		44.8
None of the teachers mentored by own supervisor		54.3		53.7		34.7
Model or approach use	56		19		68	
Practice-based coaching		80.1		79.7		78.4
Coaching tied to a specific curriculum		27.0		36.8		36.7
MyTeachingPartner		0.0		0.0		5.0
Relationship-based coaching		15.3		31.9		24.9
Use remote or web-based component	56		19		68	
Yes, coaching/mentoring is primarily remote/web-based		2.2		0.0		9.0
Yes, there is a remote/web-based supplement to the coaching/mentoring		9.0		42.6		12.3
No		88.8		57.4		78.6

Number of coaching/mentoring staff in programs with mentors	n	Mean	Range	n	Mean	Range	n	Mean	Range
Number of mentors in program	56	5.0	1-27	20	5.5	1-40	68	5.8	1-64
Program staff who spend more than half their time as a mentor/coach	56	1.6	0-27	20	3.1	0-30	68	2.3	0-26
Consultants or contractors hired by program to serve as mentor/coach	56	0.2	0-3	20	1.0	0-5	67	0.8	0-6
Program staff who spend less than half of their time on mentoring/coaching	56	3.2	0-22	20	1.4	0-10	67	2.6	0-32

Table A.14a *(continued)*

Source: Spring 2017 FACES Program Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

Percentages may not sum to 100 due to rounding.

[a]Program-level estimates for the school system subgroup are based on a sample of only 29 programs. Therefore, program-level estimates for this group may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

Table A.15. Mentoring activities reported in programs: Spring 2017

Mentoring activities for staff[a]	n	Percentage
Among programs with mentors, mentor approaches to assessing staff needs	143	
Conduct classroom observations		95.0
Review classroom-level assessment data		81.6
Based on regular performance reviews or evaluations		55.8
Based on number of years of experience		23.1
Directly ask the staff		68.8
Review child assessment data		74.5
Ask teachers to complete surveys or questionnaires		52.0
Among programs with mentors, mentor approaches to working with staff	143	
Discuss what they observe		95.1
Provide written feedback on what they observe		83.4
Have teachers/FCC providers watch a video of themselves teaching		50.4
Have teachers/FCC providers observe other teachers (in classroom or by video)		45.1
Model teaching practices		78.4
Suggest trainings for staff to attend		76.0
Provide trainings for staff		89.6
Review child assessment data with staff		71.9

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.
The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs.
Seventy-eight percent of programs have mentors or coaches.

[a]In this item series, staff was specified as teachers, family child care providers, or home visitors.

FCC = family child care provider.

Table A.16. Use of professional development information and resources by programs and centers: Spring 2017

	Programs		Centers	
Professional development resource use	n	Percentage	n	Percentage
Early Childhood Learning and Knowledge Center (ECLKC) website	165		318	
Never/rarely		0.1		14.8
Sometimes		8.5		39.6
Often		91.3		45.6
Office of Head Start National Centers	165		317	
Never/rarely		9.2		28.9
Sometimes		35.5		52.1
Often		55.3		18.9
Professional organizations	165		317	
Never/rarely		7.4		13.0
Sometimes		40.5		65.8
Often		52.2		21.3
Private consultants, private organizations, or commercial vendors	165		317	
Never/rarely		16.3		29.8
Sometimes		56.3		52.4
Often		27.4		17.8
Regional Training and Technical Assistance specialists	165		318	
Never/rarely		7.0		45.6
Sometimes		36.5		39.2
Often		56.5		15.2
Office of Head Start webinars	165		319	
Never/rarely		2.5		26.2
Sometimes		44.7		49.7
Often		52.8		24.1
Regional conferences	165		314	
Never/rarely		6.9		44.0
Sometimes		53.8		48.1
Often		39.3		7.9
State conferences	165		311	
Never/rarely		3.4		44.7
Sometimes		49.4		44.8
Often		47.2		10.5

Table A.16 *(continued)*

	Programs		Centers	
Professional development resource use	**n**	**Percentage**	**n**	**Percentage**
National conferences	164		307	
Never/rarely		33.3		63.2
Sometimes		43.4		31.4
Often		23.3		5.4

Source: Spring 2017 FACES Program Director and Center Director Surveys.

Note: Statistics are weighted to represent all Head Start programs or all Head Start centers.
The n columns in this table include unweighted sample sizes to identify the number of programs and centers with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

Table A.17. Hours of curriculum and assessment training or support for staff offered by centers: Spring 2017

	Centers							
	Lead teachers[a]		Assistant teachers[b]		Home visitors		Family child care providers	
Hours of training and support offered in a typical year	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Curriculum training and support	312		311		158		117	
None		1.5		3.2		43.4		63.2
1 to 5		10.6		12.9		8.9		6.3
6 to 10		34.3		39.4		24.2		15.5
11 to 15		13.3		12.0		8.6		6.1
16 to 20		17.9		14.7		4.2		0.8
21 to 30		7.6		7.9		6.0		4.9
31 to 40		6.0		2.5		0.9		1.1
More than 40		8.7		7.5		3.6		2.2
Assessment training and support	310		309		149		110	
None		1.3		4.4		43.7		64.1
1 to 5		31.5		35.7		21.7		12.7
6 to 10		45.0		42.5		23.7		14.5
11 to 15		7.2		6.6		5.9		4.4
16 to 20		7.2		4.6		3.6		1.3
21 to 30		3.4		2.8		0.5		0.3
More than 30		4.4		3.4		0.9		2.7

Hours of training and support offered in a typical year	n	Mean	Range	n	Mean	Range	n	Mean	Range	n	Mean	Range
Curriculum training and support	312	19.4	0-300	311	17.0	0-300	158	8.9	0-112	117	6.0	0-99
Assessment training and support	310	11.1	0-200	309	9.8	0-200	149	4.9	0-112	110	4.0	0-96

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

Percentages may not sum to 100 due to rounding.

[a]Lead teachers are defined as the head or primary teacher in the classroom.

[b]Assistant teachers support Head Start teachers in the classroom.

Table A.18. Non-English languages spoken by families and staff in centers: Spring 2017

Languages spoken by families, teachers, and assistant teachers[a]	n	Percentage
Serves children or families that speak a language other than English at home	319	73.6
If serve children and families speaking non-English language, languages spoken by families	260	
Spanish		91.1
Arabic		21.8
Chinese		10.7
French		7.1
Haitian Creole		4.9
African language		6.2
American or Alaskan language		3.2
Filipino		2.1
American Sign Language		1.6
South Asian language		7.8
Other East Asian languages[b]		13.1
Other non-English languages		8.9
If Spanish spoken by families, percentage with Spanish-speaking teachers or assistant teachers[a]	242	63.9
If serve children and families speaking non-English language, unable to provide interpreters or provide translated materials in languages spoken by families	258	22.8

Family languages and whether spoken by teachers or assistant teachers[a]	n	Mean	Range
If serve children and families speaking non-English language(s), number of languages other than English spoken by families	260	1.9	1-9
If serve children and families speaking non-English language(s), average percentage of family languages other than English also spoken by teachers or assistant teachers	260	47.5	0-100

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

[a] Assistant teachers support Head Start teachers in the classroom.

[b]Other East Asian languages" include Cambodian (Khmer), Hmong, Japanese, Korean, and Vietnamese.

Table A.19. Use of a parent support curriculum in centers: Spring 2017

Parent support curriculum	n	Percentage
Use parent education or parent support curriculum[a]	317	37.4
If use parent curriculum, which curriculum[b]	117	
Second Step		45.8
Parents as Teachers (PAT)		17.0
21st Century Exploring Parenting (Exploring Parenting)		7.0
Other[c]		43.4

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

[a]This percentage does not include an additional 17 centers in which directors reported a parent education or parent support curriculum was in use but the directors subsequently named a curriculum that is not actually a parent education or support curriculum. When asked to identify the curriculum they used, these directors identified a classroom curriculum (for example, Creative Curriculum) or referred to occasional activities that were not part of a curriculum or support program. While these responses indicate centers may be working with parents to, for example, reinforce at home what is being done in the classroom, they do not indicate use of a parent education or support curriculum.

[b]Percentages do not add to 100 because directors could identify more than one curriculum.

[c]"Other" parent education or support curricula include such widely available materials as Active Parenting, Incredible Years, and Abriendo Puertas. Curricula included in this group were identified by fewer than 10 center directors.

Table A.20. Program data systems and staff supporting the use of the data: Spring 2017

Program data systems and staff supporting data use	n	Percentage
Data are stored in an electronic database	165	100.0
If data stored in electronic database, database was	165	
Set up by the program		5.1
Provided and managed by an external vendor		71.8
Set up by the program and provided and managed by an external vendor		23.2
Someone on staff analyzes/summarizes data to support decision-making	165	79.3
If someone on staff to analyze/summarize data, this person		
Only does analysis tasks	165	15.4
Has received training or taken course in data analysis	165	70.6
Data that can be linked electronically to child assessment information	165	
Child/family demographics		71.8
Results of screenings (for example, vision, developmental, behavioral)		48.1
Child attendance data		46.4
School readiness goals		49.1
Family needs		41.4
Service referrals for families		42.4
Services received by families		43.0
Parent/family attendance data		35.6
Parent/family goals		41.7
CLASS results or other quality measures		33.0
Staff/teacher performance evaluations		15.2
Personnel records		21.1
None of the above		16.2

Number of data types that can be linked	n	Mean	Range
Number of types of data that can be linked electronically to child assessment information	165	4.9	0-12

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.
The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

CLASS = Classroom Assessment Scoring System.

Table A.21. Programs' use of web-based options for child assessment tools: Spring 2017

Use of web-based option for child assessment tool	n	Percentage
Program's child assessment tool includes web-based option for storing information	165	96.8
If option available, program uses web-based option	157	94.0
If use web-based option, suggested classroom activities based on assessment data	150	
Provided based on data for		
Individual children		86.9
Small groups		65.8
Whole classrooms		84.5
Not provided		10.4

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.
The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs.

Table A.22. Teachers' use of and barriers to use of child-level data, as reported by center directors: Spring 2017

Use of child-level data and barriers to use	n	Percentage
Supervisors, mentors, or other specialists review individual children's data with teachers	319	90.2
Barriers to teachers using child-level data to guide and individualize instruction		
Lack of understanding what child-level data mean	317	
Not a barrier		54.6
A little barrier		27.9
Somewhat of a barrier		14.9
A barrier		2.7
Not enough time to use data to guide instruction	317	
Not a barrier		27.9
A little barrier		31.6
Somewhat of a barrier		26.1
A barrier		14.4
Inadequate technology resources to track and analyze child data	316	
Not a barrier		68.5
A little barrier		19.2
Somewhat of a barrier		9.9
A barrier		2.4
Lack of buy-in to value of data	316	
Not a barrier		47.4
A little barrier		32.0
Somewhat of a barrier		15.2
A barrier		5.4

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.
The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

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SECTION B

CLASSROOM AND TEACHER CHARACTERISTICS: SPRING 2017

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Table B.1. Reliability of classroom quality observation scales: Spring 2017

Classroom quality observation scales	Number of items[a]	n	Cronbach's alpha
ECERS-R Short Form Total for Global Quality	21	643	0.89
ECERS-R Teaching and Interactions	11	643	0.86
ECERS-R Provisions for Learning	12	643	0.87
CLASS Instructional Support	3	643	0.86
Concept Development	4	643	0.80
Quality of Feedback	4	643	0.79
Language Modeling	4	643	0.81
CLASS Emotional Support	4	643	0.82
Positive Climate	4	643	0.84
Negative Climate	4	643	0.71
Teacher Sensitivity	4	643	0.83
Regard for Student Perspectives	4	643	0.71
CLASS Classroom Organization	3	643	0.77
Behavior Management	4	643	0.85
Productivity	4	643	0.71
Instructional Learning Formats	4	643	0.70

Source: Spring 2017 FACES Classroom Observation.

Note: Statistics are weighted to represent all Head Start classrooms.

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

The ECERS-R factors reported here are the two factors identified in the Multi-State Study of Prekindergarten (Clifford et al. 2005). The short form total score reported here is calculated by taking the mean of all of the items in ECERS-R Teaching and Interactions and Provisions of Learning factors, a total of 21 items across the two factors (two items overlap across the two factors).

[a]CLASS domain scores (Instructional Support, Emotional Support, and Classroom Organization) are calculated based on the dimensions listed below each domain heading.

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

Table B.1a. Summary statistics for classroom quality observation scales: Spring 2017

Classroom quality observation scales	n	Mean	SD	Reported response range	Possible response range
ECERS-R Short Form Total for Global Quality	643	4.7	0.90	1.8-6.7	1 - 7
ECERS-R Teaching and Interactions	643	5.3	1.02	1.6-7.0	1 - 7
ECERS-R Provisions for Learning	643	4.4	0.99	1.6-6.9	1 - 7
CLASS Instructional Support	643	2.1	0.71	1.0-4.9	1 - 7
Concept Development	643	1.9	0.77	1.0-5.0	1 - 7
Quality of Feedback	643	2.1	0.78	1.0-5.0	1 - 7
Language Modeling	643	2.3	0.84	1.0-5.3	1 - 7
CLASS Emotional Support	643	5.5	0.58	3.0-6.9	1 - 7
Positive Climate	643	5.6	0.71	2.8-7.0	1 - 7
Negative Climate	643	1.2	0.40	1.0-4.0	1 - 7
Teacher Sensitivity	643	5.0	0.83	2.0-7.0	1 - 7
Regard for Student Perspectives	643	4.7	0.79	1.7-7.0	1 - 7
CLASS Classroom Organization	643	4.8	0.72	2.5-6.8	1 - 7
Behavior Management	643	5.2	0.83	1.0-7.0	1 - 7
Productivity	643	5.0	0.89	1.8-7.0	1 - 7
Instructional Learning Formats	643	4.3	0.86	1.5-6.8	1 - 7
Child/adult ratio	643	5.8	1.68	1.9-15.0	n.a.
Group size	643	13.9	2.59	4.5-20.0	n.a.

Source: Spring 2017 FACES Classroom Observation.

Note: Statistics are weighted to represent all Head Start classrooms.

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

The ECERS-R factors reported here are the two factors identified in the Multi-State Study of Prekindergarten (Clifford et al. 2005). The short form total score reported here is calculated by taking the mean of all of the items in ECERS-R Teaching and Interactions and Provisions of Learning factors, a total of 21 items across the two factors (two items overlap across the two factors).

ECERS-R = Early Childhood Environment Rating Scale-Revised; CLASS = Classroom Assessment Scoring System; n.a. = not applicable.

Table B.1aa. Summary statistics for classroom quality observation scales by agency type: Spring 2017

	Classrooms											
	Community action agency				School system				All other agency types[a]			
Classroom quality observation scales	n	Mean	SD	Reported response range	n	Mean	SD	Reported response range	n	Mean	SD	Reported response range
ECERS-R Short Form Total for Global Quality	239	4.8	0.96	1.8-6.7	98	4.6	0.91	2.2-6.6	306	4.7	0.82	2.0-6.6
ECERS-R Teaching and Interactions	239	5.4	1.06	1.6-7.0	98	5.1	1.08	2.6-7.0	306	5.2	0.95	2.1-7.0
ECERS-R Provisions for Learning	239	4.4	1.05	1.7-6.9	98	4.1	0.99	1.6-6.4	306	4.4	0.93	1.9-6.7
CLASS Instructional Support	239	2.3	0.76	1.0-4.9	98	2.2	0.81	1.0-4.8	306	2.0	0.60	1.0-4.0
Concept Development	239	2.0	0.84	1.0-5.0	98	2.0	0.87	1.0-5.0	306	1.8	0.64	1.0-4.5
Quality of Feedback	239	2.2	0.83	1.0-5.0	98	2.2	0.91	1.0-5.0	306	1.9	0.66	1.0-4.3
Language Modeling	239	2.5	0.89	1.0-5.3	98	2.3	0.90	1.0-4.5	306	2.2	0.74	1.0-4.3
CLASS Emotional Support	239	5.6	0.55	3.0-6.9	98	5.4	0.69	3.1-6.4	306	5.6	0.55	3.8-6.6
Positive Climate	239	5.6	0.71	2.8-7.0	98	5.4	0.72	3.3-6.8	306	5.6	0.70	3.5-7.0
Negative Climate	239	1.2	0.35	1.0-3.5	98	1.2	0.56	1.0-4.0	306	1.2	0.37	1.0-3.5
Teacher Sensitivity	239	5.0	0.82	2.0-7.0	98	4.8	0.90	2.3-6.5	306	5.1	0.81	2.8-6.7
Regard for Student Perspectives	239	4.8	0.72	1.8-7.0	98	4.5	0.94	1.7-6.3	306	4.8	0.76	2.3-6.3
CLASS Classroom Organization	239	4.9	0.76	2.5-6.8	98	4.6	0.79	2.7-5.8	306	4.9	0.66	2.7-6.7
Behavior Management	239	5.3	0.87	2.5-7.0	98	5.0	0.84	1.0-6.3	306	5.2	0.77	2.8-7.0
Productivity	239	5.0	0.93	2.3-7.0	98	4.7	0.92	1.8-6.3	306	5.1	0.81	2.7-7.0
Instructional Learning Formats	239	4.4	0.87	1.5-6.3	98	4.1	0.84	2.3-5.8	306	4.4	0.84	1.5-6.8
Child/adult ratio	239	5.7	1.70	1.9-15.0	98	6.1	1.47	2.8-9.0	306	5.9	1.73	2.1-10.8
Group size	239	14.2	2.41	7.8-19.3	98	14.0	2.30	8.8-19.0	306	13.7	2.80	4.5-20.0

Source: Spring 2017 FACES Classroom Observation and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start classrooms.

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

The ECERS-R factors reported here are the two factors identified in the Multi-State Study of Prekindergarten (Clifford et al. 2005). The short form total score reported here is calculated by taking the mean of all of the items in ECERS-R Teaching and Interactions and Provisions of Learning factors, a total of 21 items across the two factors (two items overlap across the two factors).

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

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

Table B.1ab. Summary statistics for classroom quality observation scales by child enrollment: Spring 2017

Classroom quality observation scales	Classrooms															
	Small programs: enrollment < 300				Medium programs: enrollment >= 300 and < 600				Large programs: enrollment >= 600 and < 1200				Very large programs: enrollment >= 1200			
	n	Mean	SD	Reported response range	n	Mean	SD	Reported response range	n	Mean	SD	Reported response range	n	Mean	SD	Reported response range
ECERS-R Short Form Total for Global Quality	109	5.0	0.83	2.5-6.7	154	4.7	1.08	1.8-6.6	202	4.7	0.77	2.4-6.6	178	4.7	0.91	2.0-6.5
ECERS-R Teaching and Interactions	109	5.5	0.88	2.9-6.9	154	5.1	1.20	1.6-6.9	202	5.2	0.98	2.7-7.0	178	5.3	0.99	2.1-6.9
ECERS-R Provisions for Learning	109	4.6	0.98	1.7-6.9	154	4.4	1.17	1.7-6.6	202	4.3	0.82	1.8-6.6	178	4.3	1.02	1.6-6.3
CLASS Instructional Support	109	2.1	0.66	1.0-3.7	154	2.1	0.70	1.0-4.1	202	2.1	0.76	1.0-4.9	178	2.2	0.68	1.0-3.8
Concept Development	109	1.9	0.75	1.0-4.0	154	1.9	0.74	1.0-4.5	202	1.8	0.75	1.0-5.0	178	2.0	0.80	1.0-4.3
Quality of Feedback	109	2.0	0.75	1.0-3.8	154	2.0	0.79	1.0-4.3	202	2.1	0.84	1.0-5.0	178	2.1	0.74	1.0-4.3
Language Modeling	109	2.3	0.81	1.0-4.5	154	2.3	0.81	1.0-4.8	202	2.3	0.90	1.0-5.3	178	2.4	0.81	1.0-4.3
CLASS Emotional Support	109	5.6	0.47	3.8-6.6	154	5.5	0.62	3.0-6.6	202	5.5	0.65	3.1-6.9	178	5.6	0.52	4.1-6.6
Positive Climate	109	5.7	0.62	3.5-7.0	154	5.5	0.77	2.8-7.0	202	5.5	0.79	3.3-7.0	178	5.7	0.62	4.0-7.0
Negative Climate	109	1.1	0.31	1.0-3.5	154	1.2	0.36	1.0-2.5	202	1.2	0.52	1.0-4.0	178	1.2	0.31	1.0-2.3
Teacher Sensitivity	109	5.1	0.64	3.7-6.5	154	5.0	0.89	2.0-6.7	202	4.9	0.87	2.3-6.8	178	5.1	0.84	2.7-7.0
Regard for Student Perspectives	109	4.9	0.67	2.3-6.3	154	4.7	0.82	1.8-6.3	202	4.6	0.84	1.7-7.0	178	4.8	0.76	2.5-6.3
CLASS Classroom Organization	109	5.0	0.57	2.7-6.7	154	4.8	0.75	2.5-6.6	202	4.8	0.71	2.8-6.7	178	4.8	0.78	2.7-6.8
Behavior Management	109	5.4	0.76	2.8-7.0	154	5.0	0.85	1.0-7.0	202	5.2	0.82	3.0-7.0	178	5.2	0.83	3.3-7.0
Productivity	109	5.2	0.66	2.8-7.0	154	4.9	0.87	2.7-7.0	202	5.0	0.88	2.7-7.0	178	5.1	0.99	1.8-7.0
Instructional Learning Formats	109	4.6	0.62	2.5-6.3	154	4.4	0.83	2.0-6.3	202	4.3	0.88	1.5-6.8	178	4.2	0.93	1.5-6.3
Child/adult ratio	109	5.4	1.76	1.9-9.5	154	6.0	1.56	2.1-9.8	202	5.9	1.52	2.6-9.9	178	5.9	1.82	2.3-15.0
Group size	109	14.3	2.10	10.0-19.0	154	14.3	2.44	6.3-19.5	202	13.8	2.73	7.0-20.0	178	13.6	2.73	4.5-18.3

Source: Spring 2017 FACES Classroom Observation and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start classrooms.

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

Table B.1ab *(continued)*

The ECERS-R factors reported here are the two factors identified in the Multi-State Study of Prekindergarten (Clifford et al. 2005).The short form total score reported here is calculated by taking the mean of all of the items in ECERS-R Teaching and Interactions and Provisions of Learning factors, a total of 21 items across the two factors (two items overlap across the two factors).

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

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

Table B.1b. Classroom quality ranges based on developer cut points: Spring 2017

Classroom quality observation scales	n	Percentage
ECERS-R short form factors		
Teaching and Interactions	643	
Inadequate (1-2)		3.4
Minimal (3-4)		28.9
Good (5-6)		66.7
Excellent (7)		0.9
Provisions for Learning	643	
Inadequate (1-2)		8.3
Minimal (3-4)		65.4
Good (5-6)		26.3
Excellent (7)		0.0
CLASS domains		
Instructional Support	643	
Low (1-2)		86.5
Mid (3-5)		13.5
High (6-7)		0.0
Emotional Support	643	
Low (1-2)		0.0
Mid (3-5)		78.4
High (6-7)		21.6
Classroom Organization	643	
Low (1-2)		2.3
Mid (3-5)		94.5
High (6-7)		3.2

Source: Spring 2017 FACES Classroom Observation.

Note: Statistics are weighted to represent all Head Start classrooms.

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

Percentages may not sum to 100 due to rounding.

The ECERS-R factors reported here are the two factors identified in the Multi-State Study of Prekindergarten (Clifford et al. 2005).The short form total score reported here is calculated by taking the mean of all of the items in ECERS-R Teaching and Interactions and Provisions of Learning factors, a total of 21 items across the two factors (two items overlap across the two factors).

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

Table B.2. The amount of time each day that teachers report being in instructional groups in the classroom: Spring 2017

Instructional groups	n	Percentage				
		No time	Half hour or less	About one hour	About two hours	Three hours or more
Teacher-directed activities						
Whole class	584	1.4	59.4	28.5	6.8	3.8
Small group	585	1.6	69.6	23.1	4.8	0.9
Individual	575	6.0	67.2	18.9	4.8	3.2
Child-selected activities	582	0.4	8.7	33.1	31.2	26.6

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start classrooms.
The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

Table B.3. The frequency that teachers report spending time in different domains of instruction each week: Spring 2017

		Percentage				
Domains of instruction	n	Never	Less than once a week	1-2 times a week	3-4 times a week	Daily
Language arts and literacy	590	0.0	0.0	3.9	8.2	87.9
Mathematics	590	0.0	0.0	6.7	12.6	80.6
Social studies	588	0.4	4.0	21.6	16.3	57.8
Science	590	0.0	2.4	22.5	17.2	57.9
Arts	590	0.0	0.5	6.9	13.3	79.3

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start classrooms.
The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

Table B.4. Frequencies of reading and language activities in classrooms, as reported by teachers: Spring 2017

Reading and language activities	n	Percentage			
		Never	Monthly	Weekly	Daily or almost daily
Work on letter naming	590	0.0	0.5	5.9	93.6
Practice writing letters	585	0.5	3.8	17.8	77.9
Discuss new words	588	0.0	2.0	11.4	86.6
Dictate stories to an adult	586	0.4	12.6	22.4	64.7
Work on phonics	583	0.5	5.0	12.5	82.0
Listen to teacher read stories where they see the print	589	0.9	3.3	6.5	89.4
Listen to teacher read stories where they don't see the print	587	34.9	13.4	8.1	43.6
Retell stories	588	0.0	9.7	24.1	66.1
Learn about conventions of print	590	0.1	4.4	13.2	82.3
Write own name	587	0.2	2.7	8.6	88.5
Learn about rhyming words and word families	585	0.0	10.5	21.7	67.8
Learn about common prepositions	589	0.1	6.0	18.6	75.3

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start classrooms.
The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

Table B.5. Frequencies of math activities in classrooms, as reported by teachers: Spring 2017

Math activities	n	Percentage			
		Never	Monthly	Weekly	Daily or almost daily
Count out loud	587	0.0	0.2	1.8	98.0
Work with geometric manipulatives	585	0.3	2.3	11.9	85.5
Work with counting manipulatives	584	0.2	2.3	11.8	85.7
Play math-related games	587	0.0	6.8	19.1	74.1
Use music to understand math concepts	587	1.6	13.7	22.5	62.2
Use creative movement or creative drama to understand math concepts	586	2.4	15.7	22.7	59.1
Work with rulers or other measuring instruments	586	0.7	18.5	21.2	59.6
Engage in calendar-related activities	586	9.0	9.6	5.7	75.7
Engage in activities related to telling time	587	9.1	20.8	17.2	52.9
Engage in activities that involve shapes and patterns	588	0.0	2.6	12.9	84.5

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start classrooms.
The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

Table B.6. Curricula and assessment tools that teachers report they use in the classroom: Spring 2017

Curricula and assessment tools	n	Percentage
Primary curriculum[a]	543	
Creative Curriculum		76.2
HighScope Curriculum		10.2
Locally designed curriculum		0.3
Widely available curriculum[b]		1.6
Other		8.3
Uses multiple curricula equally		3.4
Primary assessment tool	569	
Teaching Strategies GOLD assessment[c]		62.5
HighScope Child Observation Record (COR)		3.9
Galileo		2.7
Desired Results Developmental Profile (DRDP)		6.4
Learning Accomplishment Profile Screening (LAP)		5.7
Locally designed		3.7
Other		15.1
Uses aligned curriculum and assessment tool[d]	489	67.0

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start classrooms.

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

[a]Percentages represent the primary curriculum used by teachers in the classroom, regardless of whether the teacher uses only one curriculum or if he/she uses a combination of curricula.

[b]Consistent with FACES 2000, 2003, 2006, and 2009, “widely available” curricula are those curricula (other than Creative and HighScope) with printed materials available for use in implementation and information on the goals related to the specific curriculum. In some cases research has also been done on the efficacy of the curriculum. Examples include High Reach, Let’s Begin with the Letter People, Montessori, Bank Street, Creating Child Centered Classrooms-Step by Step, and Scholastic.

[c]This assessment tool was formerly known as the Creative Curriculum Developmental Continuum Assessment Toolkit.

[d]Among classrooms using a curriculum with an available aligned assessment tool. Aligned assessment tools are available for Creative Curriculum, HighScope, Montessori, and Galileo.

Table B.7. Teacher curriculum- and assessment-related training: Spring 2017

Teacher training	All teachers		Among teachers with training		
	n	Percentage	n	Average hours	Reported response range
Training on main curriculum in last 12 months	423	81.4	336	14.2	1-225
Training on main child assessment tool in last 12 months	407	75.0	314	9.3	1-105

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

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

Table B.8. How teachers use assessment data to inform their planning and instruction: Spring 2017

Use of assessment data for planning and instruction	n	Percentage
Use of assessment data	569	
To identify child's developmental level		92.5
To individualize activities for child		92.0
To determine if child needs referral for special services		74.4
To determine child's strengths and weaknesses		86.8
To identify activities for parents to do with child at home		69.9

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

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

Table B.9. Mentoring receipt and frequency, as reported by teachers: Spring 2017

Teacher receipt of mentoring	n	Percentage
Teacher has mentor or coach	589	79.6
If teacher has mentor or coach, mentoring usually conducted by	451	
Another teacher		5.2
Education coordinator/specialist		43.4
The center director/manager		17.8
The program director		2.8
Program or center staff person who is a full-time mentor or coach		17.4
Another specialist on the program or center staff		4.7
Someone from outside the program		2.1
Other		6.5
If teacher has mentor or coach, frequency mentor visits classroom	465	
At least once a week		33.1
Once every two weeks		10.8
Once a month		36.1
Less than once a month		20.0

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

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

Percentages may not sum to 100 due to rounding.

Table B.9a. Mentoring receipt and frequency, as reported by teachers by agency type: Spring 2017

	Teachers					
	Community action agency		School system		All other agency types[a]	
Teacher receipt of mentoring	n	Percentage	n	Percentage	n	Percentage
Teacher has mentor or coach	217	77.6	91	78.0	281	81.7
If teacher has mentor or coach, mentoring usually conducted by	170		63		218	
Another teacher		7.1		2.1		4.7
Education coordinator/specialist		42.1		34.3		46.8
The center director/manager		17.5		17.7		18.1
The program director		0.9		3.9		3.9
Program or center staff person who is a full-time mentor or coach		17.1		21.8		16.4
Another specialist on the program or center staff		9.5		6.3		0.6
Someone from outside the program		0.0		1.7		3.8
Other		5.7		12.1		5.6
If teacher has mentor or coach, frequency mentor visits classroom	176		65		224	
At least once a week		33.6		17.7		37.1
Once every two weeks		11.6		18.1		8.0
Once a month		28.2		39.2		41.2
Less than once a month		26.5		25.0		13.6

Source: Spring 2017 FACES Teacher Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start teachers.

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

Percentages may not sum to 100 due to rounding.

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

Table B.9b. Mentoring receipt and frequency, as reported by teachers by child enrollment: Spring 2017

	Teachers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Teacher receipt of mentoring	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Teacher has mentor or coach	102	74.3	148	76.8	179	80.0	160	84.1
If teacher has mentor or coach, mentoring usually conducted by	73		108		139		131	
Another teacher		2.8		13.1		2.3		4.8
Education coordinator/specialist		63.3		32.1		36.9		45.3
The center director/manager		17.0		18.2		22.7		13.6
The program director		3.2		7.5		2.1		0.7
Program or center staff person who is a full-time mentor or coach		6.9		14.7		18.4		23.3
Another specialist on the program or center staff		1.3		3.6		4.6		7.0
Someone from outside the program		2.4		3.3		1.9		1.6
Other		3.0		7.4		11.1		3.7
If teacher has mentor or coach, frequency mentor visits classroom	74		112		145		134	
At least once a week		33.7		44.9		40.3		19.6
Once every two weeks		9.3		12.2		12.5		9.1
Once a month		27.5		26.1		28.9		52.6
Less than once a month		29.6		16.8		18.2		18.6

Source: Spring 2017 FACES Teacher Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start teachers.

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

Percentages may not sum to 100 due to rounding.

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table B.10. Teacher experience, credentials, education, and earnings: Spring 2017

Teacher experience, credentials, and education	n	Percentage
Years teaching in Head Start or Early Head Start	576	
<1 year		1.8
1 – 2 years		21.8
3 – 4 years		16.0
5 – 9 years		22.8
10+ years		37.6
Highest level of education	580	
High school diploma or equivalent or less		1.3
Some college		3.7
Associate's degree (AA)		23.3
Bachelor's degree (BA)		53.6
Graduate or professional degree		18.1
If an Associate's degree (AA) or higher, field of study includes early childhood education	543	53.7
Has state-sponsored credential		
Child Development Associate (CDA)	576	37.4
State-awarded preschool certificate[a]	567	31.2
Teaching certificate or license[a]	574	52.2
Has Bachelor's degree (BA) or higher and state-sponsored credential	568	54.1

Teacher earnings	n	Mean	Range
Annual salary	398	$30,579	<$10,000–>$50,000

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

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

[a]A certificate or license is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency.

Table B.10a. Teacher experience, credentials, education, and earnings by agency type: Spring 2017

	Teachers					
	Community action agency		School system		All other agency types[a]	
Teacher experience, credentials, and education	n	Percentage	n	Percentage	n	Percentage
Years teaching in Head Start or Early Head Start	213		91		272	
<1 year		0.8		3.9		1.9
1 – 2 years		17.2		30.0		22.9
3 – 4 years		16.8		14.3		15.8
5 – 9 years		21.5		18.1		25.3
10+ years		43.7		33.6		34.0
Highest level of education	215		91		274	
High school diploma or equivalent or less		0.6		0.0		2.2
Some college		4.9		1.0		3.5
Associate's degree (AA)		28.9		12.3		22.4
Bachelor's degree (BA)		50.3		46.4		58.5
Graduate or professional degree		15.3		40.3		13.5
If an Associate's degree (AA) or higher, field of study includes early childhood education	203	54.8	89	45.2	251	55.7
Has state-sponsored credential						
Child Development Associate (CDA)	213	42.5	91	26.0	272	36.9
State-awarded preschool certificate[b]	209	34.7	87	50.3	271	22.8
Teaching certificate or license[b]	212	49.2	90	79.8	272	46.1
Has Bachelor's degree (BA) or higher and state-sponsored credential	211	46.8	88	86.0	269	50.0

Teacher earnings	n	Mean	Range	n	Mean	Range	n	Mean	Range
Annual salary	153	$27,036	<$10,000->$50,000	64	$43,029	<$10,000->$50,000	181	$29,222	<$10,000->$50,000

Source: Spring 2017 FACES Teacher Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start teachers.

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

Percentages may not sum to 100 due to rounding.

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

[b]A certificate or license is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency.

Table B.10b. Teacher experience, credentials, education, and earnings by child enrollment: Spring 2017

	Teachers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Teacher experience, credentials, and education	**n**	**Percentage**	**n**	**Percentage**	**n**	**Percentage**	**n**	**Percentage**
Years teaching in Head Start or Early Head Start	102		145		173		156	
<1 year		1.4		0.0		3.1		1.9
1 – 2 years		32.6		20.5		14.7		23.1
3 – 4 years		15.1		20.4		17.6		12.3
5 – 9 years		22.3		14.7		28.1		23.1
10+ years		28.6		44.5		36.6		39.6
Highest level of education	102		145		177		156	
High school diploma or equivalent or less		1.0		0.7		2.8		0.3
Some college		7.2		3.5		3.7		1.7
Associate's degree (AA)		19.8		20.4		27.0		23.6
Bachelor's degree (BA)		53.9		56.3		43.9		61.2
Graduate or professional degree		18.1		19.0		22.6		13.1
If an Associate's degree (AA) or higher, field of study includes early childhood education	94	43.0	138	64.9	162	59.2	149	47.9
Has state-sponsored credential								
Child Development Associate (CDA)	101	27.2	146	37.4	172	38.4	157	42.2
State-awarded preschool certificate[a]	98	18.0	145	37.9	169	28.9	155	36.9
Teaching certificate or license[a]	101	52.2	146	53.4	170	45.3	157	57.7
Has Bachelor's degree (BA) or higher and state-sponsored credential	99	51.4	144	59.7	170	50.8	155	55.3

Teacher earnings	**n**	**Mean**	**Range**	**n**	**Mean**	**Range**	**n**	**Mean**	**Range**	**n**	**Mean**	**Range**
Annual salary	72	$27,691	<$10,000->$50,000	101	$29,367	<$10,000->$50,000	116	$31,374	$10,000->$50,000	109	$32,591	<$10,000->$50,000

Source: Spring 2017 FACES Teacher Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start teachers.

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

Table B.10b *(continued)*

Percentages may not sum to 100 due to rounding.

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

[a]A certificate or license is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency.

Table B.11. Teacher gender, age, and race/ethnicity: Spring 2017

Teacher gender, age, and race/ethnicity	n	Percentage
Gender	583	
Female		98.2
Male		1.8
Age	578	
18 – 29		15.3
30 – 39		28.9
40 – 49		21.5
50 – 59		25.4
60 or older		8.9
Race/ethnicity	584	
White, non-Hispanic		43.3
African-American, non-Hispanic		24.7
Hispanic/Latino		23.5
American Indian or Alaska Native, non-Hispanic		1.0
Asian or Pacific Islander, non-Hispanic		4.1
Multi-racial/bi-racial, non-Hispanic		3.3
Other, non-Hispanic		0.1

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

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

Table B.12. Teacher depressive symptoms, attitudes, and job satisfaction: Spring 2017

Teacher depressive symptoms and job satisfaction (categorical)	n	Percentage
Level of depressive symptoms (categorical)[a]	575	
Not depressed		62.2
Mildly depressed		22.4
Moderately depressed		9.5
Severely depressed		5.8
Job satisfaction		
Enjoys present teaching job[b]	588	87.2
Is making a difference in the lives of children s/he teaches[b]	588	93.3
Would choose teaching again as career[b]	588	83.0

Teacher depressive symptoms, attitudes, and job satisfaction (continuous)	n	Mean	Range
Level of depressive symptoms (continuous)[a]	575	4.5	0.0-30.0
Teacher attitudes[c]			
Developmentally Appropriate Attitudes subscale	587	7.3	1.0-10.0
Didactic subscale	584	2.6	1.0-5.0
Child-Initiated subscale	587	4.4	1.0-5.0
Job satisfaction[d]	588	4.3	1.0-5.0

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

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

Percentages may not sum to 100 due to rounding.

[a]Level of depressive symptoms is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed. The CES-D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis (Ensel, 1986).

[b]Percentages reflect teachers who agree or strongly agree with this item.

[c]Teacher attitudes are measured using 15 items from the Teacher Beliefs Scale (Burts et al. 1990) that consist of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. Teachers rate the degree to which they agree with each statement on a 5-point scale ranging from “strongly disagree” to “strongly agree.” The Developmentally Appropriate Practice subscale is a summary scale based on nine items and has a possible range of 1 to 10. The Child-Initiated Practice Subscale is a mean scale based on five items and has a possible range of 1 to 5. The Didactic Subscale is a mean scale based on six items and has a possible range of 1 to 5. Negatively worded items are reverse coded for creation of the scales. Higher scores indicate stronger agreement with the construct being measured.

[d]The job satisfaction score reflects the mean of the three items shown in the top half of the table, each of which were rated on a 5-point scale ranging from “strongly disagree” to “strongly agree”. The mean has a possible range of 1 to 5 with higher scores indicating stronger satisfaction.

SECTION AA

STANDARD ERRORS FOR PROGRAM AND CENTER CHARACTERISTICS: SPRING 2017

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Table AA.1. Standard errors for agency type, location, program day, and enrollment of programs in the FACES 2017 spring sample

Agency type, location, program day, and enrollment	n	Standard Error
Agency type	165	
Community action agency (CAA)		4.92
School system		3.53
Private or public non-profit (non-CAA)		5.12
Private or public for-profit		0.64
Government agency (non-CAA)		1.86
Location[a,b]	165	
Metropolitan		4.46
Non-metropolitan		4.46
Region[b]	165	
Northeast		2.73
Midwest		3.28
South		3.43
West		3.62
Head Start program day[c,d]	165	
Full-day for all children		4.46
Part-day for all children		4.53
Full-day and part-day available to children		4.60
Length of Head Start program year[e]	165	
Full-year		5.06
Part-year		5.06
Full-year and full-day program	165	
Full-year and full-day for all children		3.08
Full-year and full-day for >=75 percent but not all children		1.12
Full-year and full-day for >=50 to 75 percent of children		2.71
Full-year and full-day for <50 percent of all children		3.18
Total enrollment[f]	165	
<300		5.65
>= 300 and < 600		4.68
>= 600 and < 1200		2.63
>= 1200		1.46

Enrollment[e]	n	Standard Error
Total enrollment[f]	165	38.96

Table AA.1 *(continued)*

Source: 2016-2017 Program Information Report (PIR), an annual report of grantee-level data, and linked Census data.

Note: Statistics are weighted to represent all Head Start programs.

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

[a]Programs are categorized as metropolitan if their zip code is part of a metropolitan statistical area (MSA) based on Census data updated with annual population estimates. An MSA usually includes one city with 50,000 or more inhabitants and the county that the city falls within. Nearby counties can also be included if within commuting distance. All other programs are considered non-metropolitan; all rural programs are in this category.

[b]These characteristics draw on Census data in addition to the PIR. All other characteristics in this table draw on the PIR only.

[c]Full-day services are provided for more than six hours per day. Part-day services are provided for six hours or less per day. Note that the length of the program day is likely to vary across centers in a program, and then within those centers.

[d]Each year, programs report funded enrollment (the number of enrollment slots the program is funded to serve through ACF and non-federal sources) by program option. Funded enrollment is based on the center-based and family child care (FCC) options only; home-based and combination options are not included. PIR reports reflect the program option used for the greatest part of the year when more than one program option is used. For center-based programs, PIR respondents identify the number of funded enrollment slots that are part-day or full-day. All FCCs are assumed to offer full-day services.

[e]In this analysis, we have identified a program as full-year if it provides services at least 11 months per year. Part-year programs range in length from nearly 8 months to just under 11 months.

[f]Total enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table AA.2. Standard errors for length of Head Start year and days of service per week, as reported by center directors: Spring 2017

Length of Head Start year	n	Standard Error
Length of Head Start year in months	309	0.09
Days of service	**n**	**Standard Error**
Days of service per week[a]	320	
4 days per week		3.75
5 days per week		3.71

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

[a]Center directors could select more than one answer to the days of service per week because centers can offer multiple service options.

Table AA.3. Standard errors for sources and purposes of program revenue other than Head Start, as reported by program directors: Spring 2017

Head Start programs' sources and purposes of program revenue	n	Standard Error
Sources of revenue other than Head Start		
Tuition and fees paid by parents[a]	165	4.82
State government	165	5.42
Local government	165	5.11
Federal government other than Head Start	165	5.04
Community organizations or other grants	164	5.24
Fundraising activities, gifts, cash contributions	165	4.56
Number of other sources of revenue	165	
1		3.70
2		3.46
3		4.86
4		4.25
5		2.49
6		2.69
No sources of revenue other than Head Start		3.93
If more than two sources of revenue other than Head Start, the two largest	84	
Tuition and fees paid by parents[a]		3.99
State government		6.87
Local government		5.82
Federal government other than Head Start		6.80
Community organizations or other grants		5.59
Fundraising activities, gifts, cash contributions		3.60
If other sources of revenue, purposes of that revenue		
Enrollment of additional children	146	5.65
Other services/supports for enrolled children	146	4.42
Services/interventions for parents	144	5.62
Professional development for program staff	144	5.31
Materials for program	145	4.78
Capital improvements	143	5.20

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.

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

Table AA.3 *(continued)*

[a]Many Head Start programs serve non-Head Start children through other funding sources (including tuition). Many also serve Head Start families for longer than the Head Start day, and that may require additional funds to support.

Table AA.4. Standard errors for program director education and credentials: Spring 2017

Program director education and credentials	n	Standard Error
Highest level of education	160	
High school diploma, equivalent, or less		0.13
Some college		1.68
Associate's degree (AA)		1.71
Bachelor's degree (BA)		5.25
Graduate or professional degree		5.32
Has early childhood program or school license/certificate/credential in administration	158	5.49
Early childhood program or school license/certificate/credential in administration	158	5.49
Has Bachelor's degree (BA) or higher and early childhood program or school license/certificate/credential in administration	158	5.54

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.

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

Table AA.4a. Standard errors for program director education and credentials by agency type: Spring 2017

	Programs					
	Community action agency		School system[a]		All other agency types[b]	
Program director education and credentials	n	Standard Error	n	Standard Error	n	Standard Error
Highest level of education	62		22		76	
High school diploma, equivalent, or less		0.31		0.00		0.00
Some college		3.96		0.00		0.79
Associate's degree (AA)		4.07		0.00		0.00
Bachelor's degree (BA)		7.92		18.78		7.20
Graduate or professional degree		7.21		18.78		7.22
Has early childhood program or school license/certificate/credential in administration	61	8.81	22	11.45	75	7.66
Has Bachelor's degree (BA) or higher and early childhood program or school license/certificate/credential in administration	61	8.65	22	11.45	75	7.66

Source: Spring 2017 FACES Program Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

[a]Program-level estimates for the school system subgroup are based on a sample of only 29 programs. Therefore, program-level estimates for this group may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

Table AA.4b. Standard errors for program director education and credentials by child enrollment: Spring 2017

Program director education and credentials	Programs							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Standard Error	n	Standard Error	n	Standard Error	n	Standard Error
Highest level of education	31		42		45		42	
High school diploma, equivalent, or less		0.00		0.00		0.00		1.62
Some college		3.48		0.00		0.00		4.53
Associate's degree (AA)		2.99		3.02		2.32		0.00
Bachelor's degree (BA)		9.57		7.81		7.49		8.16
Graduate or professional degree		9.66		8.01		7.63		8.45
Has early childhood program or school license/ certificate/credential in administration	31	9.81	42	7.99	44	6.87	41	8.70
Has Bachelor's degree (BA) or higher and early childhood program or school license/ certificate/credential in administration	31	10.03	42	7.95	44	6.87	41	8.70

Source: Spring 2017 FACES Program Director Survey and the 2016-2017 Program Information Report (PIR).
Note: Statistics are weighted to represent all Head Start programs.

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

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table AA.5. Standard errors for center director education and credentials: Spring 2017

Center director education and credentials	n	Standard Error
Highest level of education	315	
High school diploma, equivalent, or less		0.00
Some college		1.72
Associate's degree (AA)		3.05
Bachelor's degree (BA)		3.77
Graduate or professional degree		3.46
Has state-sponsored credential		
Child Development Associate (CDA)	315	2.79
State-awarded preschool certificate	314	3.02
Teaching certificate or license	316	3.65
Early childhood program or school license/certificate/credential in administration	312	3.84
Any state-sponsored credential	315	3.22
Has Bachelor's degree (BA) or higher and state-sponsored credential	313	3.59

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

[a]A certificate or license is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency.

Table AA.5a. Standard errors for center director education and credentials by agency type: Spring 2017

	Centers					
	Community action agency		School system		All other agency type[a]	
Center director education and credentials	n	Standard Error	n	Standard Error	n	Standard Error
Highest level of education	124		41		150	
High school diploma, equivalent, or less		0.00		0.00		0.00
Some college		2.82		0.00		2.85
Associate's degree (AA)		6.16		3.68		2.77
Bachelor's degree (BA)		6.03		7.39		5.59
Graduate or professional degree		4.40		7.90		5.23
Has state-sponsored credential						
Child Development Associate (CDA)	124	4.57	41	5.86	150	4.25
State-awarded preschool certificate	124	4.59	41	9.48	149	4.47
Teaching certificate or license	124	5.06	41	7.64	151	5.30
Early childhood program or school license/certificate/credential in administration	123	6.22	41	7.50	148	6.11
Any state sponsored credential	124	5.17	41	2.43	150	5.24
Has Bachelor's degree (BA) or higher and state-sponsored credential	123	5.71	41	4.33	149	5.40

Source: Spring 2017 FACES Center Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

Table AA.5b. Standard errors for center director education and credentials by child enrollment: Spring 2017

Center director education and credentials	Centers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Standard Error	n	Standard Error	n	Standard Error	n	Standard Error
Highest level of education	61		78		95		81	
High school diploma, equivalent, or less		0.00		0.00		0.00		0.00
Some college		3.65		2.49		3.39		3.76
Associate's degree (AA)		8.08		3.98		6.61		2.98
Bachelor's degree (BA)		8.71		6.51		6.59		7.73
Graduate or professional degree		6.90		6.66		6.60		7.83
Has state-sponsored credential								
Child Development Associate (CDA)	61	6.04	80	5.15	95	5.52	79	5.57
State-awarded preschool certificate[a]	61	6.33	79	6.57	95	5.41	79	6.28
Teaching certificate or license[a]	61	7.94	79	6.71	95	6.77	81	8.07
Early childhood program or school license/ certificate/credential in administration	60	8.69	77	7.39	95	6.75	80	7.70
Any state sponsored credential	61	6.04	78	4.62	95	7.59	81	6.42
Has Bachelor's degree (BA) or higher and state-sponsored credential	60	8.83	77	5.38	95	7.45	81	6.62

Source: Spring 2017 FACES Center Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

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

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

[a]A certificate or license is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency.

Table AA.6. Standard errors for program director and center director experience as a Head Start director: Spring 2017

Years of experience as a Head Start director	n	Standard Error
Program director		
In current program	160	0.89
In any program	154	0.96
Center director		
In current program	302	0.56
In any program	292	0.60

Source: Spring 2017 FACES Program Director and Center Director Surveys.

Note: Statistics are weighted to represent all Head Start programs or all Head Start centers.

The n columns in this table includes unweighted sample sizes to identify the number of programs and centers with valid data on each of the constructs.

Table AA.6a. Standard errors for program director and center director experience as a Head Start director by agency type: Spring 2017

	Community action agency		School system[a]		All other agency types[b]	
Years of experience as Head Start director	n	Standard Error	n	Standard Error	n	Standard Error
Program director						
In current program	61	1.38	23	2.29	76	1.28
In any program	57	1.42	23	2.72	74	1.40
Center director						
In current program	120	1.02	39	1.15	143	0.67
In any program	114	1.07	41	1.18	137	0.81

Source: Spring 2017 FACES Program Director and Center Director Surveys.

Note: Statistics are weighted to represent all Head Start programs or all Head Start centers.

The n columns in this table includes unweighted sample sizes to identify the number of programs and centers with valid data on each of the constructs.

[a]Program-level estimates for the school system subgroup are based on a sample of only 29 programs. Therefore, program-level estimates for this group may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

Table AA.6b. Standard errors for program director and center director experience by child enrollment: Spring 2017

Years of experience as Head Start director	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Standard Error	n	Standard Error	n	Standard Error	n	Standard Error
Program director								
In current program	31	1.57	41	1.44	45	1.52	43	2.14
In any program	29	1.68	41	1.47	42	1.59	42	2.21
Center director								
In current program	62	0.92	75	0.91	90	1.12	75	1.52
In any program	58	0.94	73	1.10	88	1.08	73	1.55

Source: Spring 2017 FACES Program Director and Center Director Surveys and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs or all Head Start centers.

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

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table AA.7. Standard errors for types of professional development activities received by program directors and center directors: Spring 2017

	Programs		Centers	
Types of professional development activities	n	Standard Error	n	Standard Error
Professional development activities				
College or university course(s)	155	5.20	311	3.12
Visits to other Head Start or early childhood programs	155	5.35	312	3.84
A network or community of Head Start and other early childhood program leaders organized by someone outside of your program	153	4.07	311	3.78
A leadership institute offered by Head Start	155	5.41	311	3.89
A leadership institute offered by an organization other than Head Start	155	4.95	311	3.85
Training or conferences	155	1.54	300	2.96
Formal mentoring or coaching that is provided by program	n.a.	n.a.	313	3.72

Source: Spring 2017 FACES Program Director and Center Director Surveys.

Note: Statistics are weighted to represent all Head Start programs or all Head Start centers.

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

n.a. = not applicable.

Table AA.8. Standard errors for top three areas where program directors report they need additional support to lead more effectively: Spring 2017

Areas program directors need additional support to lead more effectively[a]	n	Standard Error
Areas program directors need additional support		
Educational/curriculum leadership	152	4.17
Child assessment	152	1.14
Creating positive learning environments	152	3.49
Working with parents and families	152	3.59
Working with and partnering in the community	152	5.61
Program improvement planning	152	5.13
Budgeting	152	4.76
Staffing (hiring)	152	4.97
Teacher evaluation	152	3.47
Evaluation of other program staff	152	3.21
Teacher professional development	152	2.98
Data-driven decision making	152	5.57

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.

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

[a]Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their program more effectively.

Table AA.8a. Standard errors for top three areas where program directors report they need additional support to lead more effectively by agency type: Spring 2017

Areas program directors need additional support to lead more effectively[a]	Programs					
	Community action agency		School system[b]		All other agency types[c]	
	n	Standard Error	n	Standard Error	n	Standard Error
Areas program directors need additional support						
Educational/curriculum leadership	60	2.30	21	16.55	71	5.84
Child assessment	60	1.17	21	7.45	71	0.91
Creating positive learning environments	60	5.70	21	1.07	71	5.30
Working with parents and families	60	3.70	21	12.96	71	6.13
Working with and partnering in the community	60	8.44	21	15.81	71	7.40
Program improvement planning	60	8.44	21	12.17	71	7.70
Budgeting	60	7.43	21	4.11	71	7.87
Staffing (hiring)	60	7.42	21	8.48	71	7.65
Teacher evaluation	60	0.83	21	1.50	71	6.93
Evaluation of other program staff	60	3.87	21	1.33	71	6.36
Teacher professional development	60	3.70	21	1.04	71	5.35
Data-driven decision making	60	7.00	21	11.73	71	8.58

Source: Spring 2017 FACES Program Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

[a]Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their program more effectively.

[b]Program-level estimates for the school system subgroup are based on a sample of only 29 programs. Therefore, program-level estimates for this group may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

[c]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

Table AA.8b. Standard errors for top three areas where program directors report they need additional support to lead more effectively by child enrollment: Spring 2017

	Programs							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Areas program directors need additional support to lead more effectively[a]	n	Standard Error	n	Standard Error	n	Standard Error	n	Standard Error
Areas program directors need additional support								
Educational/ curriculum leadership	30	7.83	41	5.83	40	4.22	41	7.15
Child assessment	30	0.00	41	3.21	40	2.94	41	4.15
Creating positive learning environments	30	6.09	41	5.97	40	1.59	41	5.13
Working with parents and families	30	6.34	41	5.64	40	4.91	41	6.35
Working with and partnering in the community	30	9.80	41	8.88	40	8.57	41	8.31
Program improvement planning	30	9.03	41	8.28	40	8.61	41	8.47
Budgeting	30	8.97	41	4.64	40	7.70	41	6.88
Staffing (hiring)	30	8.93	41	7.53	40	7.82	41	6.50
Teacher evaluation	30	6.73	41	3.71	40	0.93	41	4.62
Evaluation of other program staff	30	6.08	41	3.44	40	3.50	41	5.87
Teacher professional development	30	4.08	41	6.64	40	3.45	41	3.33
Data-driven decision making	30	9.71	41	8.32	40	7.89	41	8.42

Source: Spring 2017 FACES Program Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

[a]Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their program more effectively.

Table AA.9. Standard errors for top three areas where center directors report they need additional support to lead more effectively: Spring 2017

Areas center directors need additional support to lead more effectively[a]	N	Standard Error
Areas center directors need additional support		
Educational/curriculum leadership	304	3.41
Child assessment	304	1.82
Creating positive learning environments	303	2.79
Working with parents and families	304	3.00
Working with and partnering in the community	303	3.75
Program improvement planning	305	3.13
Budgeting	305	2.04
Staffing (hiring)	304	3.50
Teacher evaluation	303	2.30
Evaluation of other program staff	303	1.57
Teacher professional development	304	3.80
Data-driven decision making	308	3.23

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

[a]Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their center more effectively.

Table AA.9a. Standard errors for top three areas where center directors report they need additional support to lead more effectively by agency type: Spring 2017

Areas center directors need additional support to lead more effectively[a]	Centers					
	Community action agency		School system		All other agency types[b]	
	n	Standard Error	n	Standard Error	n	Standard Error
Areas center directors need additional support						
Educational/curriculum leadership	122	5.38	37	8.79	145	5.17
Child assessment	122	2.49	38	5.60	144	2.83
Creating positive learning environments	122	4.33	37	7.33	144	4.09
Working with parents and families	122	4.61	37	9.62	145	3.92
Working with and partnering in the community	122	6.33	37	10.09	144	4.92
Program improvement planning	122	5.42	38	6.99	145	4.06
Budgeting	122	2.49	38	5.78	145	3.55
Staffing (hiring)	122	5.02	37	4.32	145	5.64
Teacher evaluation	122	4.41	37	2.43	144	3.00
Evaluation of other program staff	122	3.34	37	2.30	144	1.42
Teacher professional development	122	5.75	37	10.37	145	5.54
Data-driven decision making	122	4.12	39	8.78	147	4.95

Source: Spring 2017 FACES Center Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

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

[a]Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their center more effectively.

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

Table AA.9b. Standard errors for top three areas where center directors report they need additional support to lead more effectively by child enrollment: Spring 2017

	Centers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 120		Very large programs: enrollment >= 1200	
Areas center directors need additional support to lead more effectively[a]	n	Standard Error	n	Standard Error	n	Standard Error	n	Standard Error
Areas center directors need additional support								
Educational/ curriculum leadership	57	7.78	76	7.94	93	5.93	78	5.68
Child assessment	56	3.43	77	5.01	93	3.16	78	2.06
Creating positive learning environments	56	6.35	76	4.68	93	5.74	78	5.16
Working with parents and families	56	6.89	77	5.64	93	4.58	78	5.98
Working with and partnering in the community	56	7.62	76	6.51	93	7.47	78	7.64
Program improvement planning	57	6.75	76	6.18	94	5.95	78	5.72
Budgeting	56	2.76	77	3.48	94	5.10	78	3.87
Staffing (hiring)	56	6.22	77	6.45	93	7.84	78	7.27
Teacher evaluation	56	3.71	76	3.72	93	4.27	78	6.04
Evaluation of other program staff	56	4.44	76	4.40	93	1.76	78	1.19
Teacher professional development	57	8.14	76	7.77	93	6.04	78	6.93
Data-driven decision making	58	8.83	78	4.56	94	5.20	78	5.19

Source: Spring 2017 FACES Center Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

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

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

[a]Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their center more effectively.

Table AA.10. Standard errors for lead teacher staffing and turnover in centers, as reported by center directors: Spring 2017

Staffing and turnover	n	Standard Error
Number of lead teachers employed in centers[a]	320	0.31
Lead teacher turnover percentage in centers[b]	314	2.59

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

[a]Lead teachers are defined as the head or primary teacher in the classroom. Head Start centers may indicate that they employ no lead teachers because they do not treat any teachers as "lead" or because, at the time of the survey, their lead teacher position is vacant.

[b]Lead turnover percentage is calculated by dividing the number of teachers who left and had to be replaced in the last 12 months by the total number of teachers currently employed at the center, as a percentage (with percentages higher than 100 indicating that some centers had to replace teachers more than once over 12 months). Center directors reported the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more (in all of these cases, the center was assigned a value of 3 for calculating turnover).

Table AA.10a. Standard errors for lead teacher staffing and turnover in centers by agency type, as reported by center directors: Spring 2017

	Centers					
	Community action agency		School system		All other agency types[a]	
Staffing and turnover	n	Standard Error	n	Standard Error	n	Standard Error
Number of lead teachers employed in centers[b]	126	0.35	41	0.73	153	0.57
Lead teacher turnover percentage in centers[c]	122	3.63	41	6.83	151	4.23

Source: Spring 2017 FACES Center Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

[b]Lead teachers are defined as the head or primary teacher in the classroom. Head Start centers may indicate that they employ no lead teachers because they do not treat any teachers as “lead” or because, at the time of the survey, their lead teacher position is vacant.

[c]Lead turnover percentage is calculated by dividing the number of teachers who left and had to be replaced in the last 12 months by the total number of teachers currently employed at the center, as a percentage (with percentages higher than 100 indicating that some centers had to replace teachers more than once over 12 months). Center directors reported the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more (in all of these cases, the center was assigned a value of 3 for calculating turnover).

Table AA.10b. Standard errors for lead teacher staffing and turnover in centers by child enrollment, as reported by center directors: Spring 2017

	Centers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Staffing and turnover	n	Standard Error	n	Standard Error	n	Standard Error	n	Standard Error
Number of lead teachers employed in centers[a]	62	0.47	82	0.40	95	0.82	81	0.60
Lead teacher turnover percentage in centers[b]	61	5.58	79	6.06	95	3.37	79	5.14

Source: Spring 2017 FACES Center Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

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

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

[a]Lead teachers are defined as the head or primary teacher in the classroom. Head Start centers may indicate that they employ no lead teachers because they do not treat any teachers as "lead" or because, at the time of the survey, their lead teacher position is vacant.

[b]Lead turnover percentage is calculated by dividing the number of teachers who left and had to be replaced in the last 12 months by the total number of teachers currently employed at the center, as a percentage (with percentages higher than 100 indicating that some centers had to replace teachers more than once over 12 months). Center directors reported the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more (in all of these cases, the center was assigned a value of 3 for calculating turnover).

Table AA.11. Standard errors for professional development supports offered by programs to help staff get their Associate's (AA) or Bachelor's (BA) degree: Spring 2017

AA or BA supports offered to program staff[a]	n	Standard Error
Efforts in place to help program staff get their AA or BA degrees	165	4.38
If offered by program, available supports to help staff get their AA or BA degrees		
Tuition assistance	143	3.76
Staff release time	143	5.38
Assistance for course books	143	4.56
AA or BA courses onsite	143	2.92
Provide advising/college counseling	143	1.16
Partner with local colleges	143	1.58
Connect staff to external scholarship program	143	3.52
Provide travel reimbursement	143	1.60
Anything else	143	2.87

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.

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

[a]This question asks about the AA or BA supports offered to program staff so program directors could have considered a range of staff when responding. A follow-up question asks whether center-based teachers, home visitors, family child care providers, content managers, assistant teachers, or family service workers are eligible for these supports.

Table AA.11a. Standard errors for professional development supports offered by programs to help staff get their Associate's (AA) or Bachelor's (BA) degree by agency type: Spring 2017

	Programs					
	Community action agency		School system[a]		All other agency types[b]	
AA or BA supports offered to program staff[c]	n	Standard Error	n	Standard Error	n	Standard Error
Efforts in place to help program staff get their AA or BA degrees	62	5.83	23	15.61	80	5.03
If offered by program, available supports to help staff get their AA or BA degrees						
Tuition assistance	55	4.25	17	13.21	71	6.19
Staff release time	55	7.08	17	16.06	71	8.39
Assistance for course books	55	4.16	17	13.18	71	7.30
AA or BA courses onsite	55	3.48	17	16.97	71	3.98
Provide advising/college counseling	55	2.60	17	0.00	71	0.69
Partner with local colleges	55	0.99	17	3.41	71	2.95
Connect staff to external scholarship program	55	7.82	17	2.94	71	0.99
Provide travel reimbursement	55	2.15	17	0.00	71	2.69
Anything else	55	3.90	17	13.62	71	4.11

Source: Spring 2017 FACES Program Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

[a]Program-level estimates for the school system subgroup are based on a sample of only 29 programs. Therefore, program-level estimates for this group may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

[c]This question asks about the AA or BA supports offered to program staff so program directors could have considered a range of staff when responding. A follow-up question asks whether center-based teachers, home visitors, family child care providers, content managers, assistant teachers, or family service workers are eligible for these supports.

Table AA.11b. Standard errors for professional development supports offered by programs to help staff get their Associate's (AA) or Bachelor's (BA) degree by child enrollment: Spring 2017

	Programs							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
AA or BA supports offered to program staff[a]	n	Standard Error	n	Standard Error	n	Standard Error	n	Standard Error
Efforts in place to help program staff get their AA or BA degrees	31	8.58	44	5.94	46	4.00	44	4.73
If offered by program, available supports to help staff get their AA or BA degrees								
Tuition assistance	22	6.20	38	7.32	42	6.66	41	4.55
Staff release time	22	10.81	38	8.66	42	8.06	41	7.89
Assistance for course books	22	7.41	38	8.20	42	8.57	41	7.88
AA or BA courses onsite	22	3.93	38	5.16	42	6.78	41	8.35
Provide advising/college counseling	22	0.00	38	0.00	42	5.48	41	5.24
Partner with local colleges	22	2.63	38	2.59	42	4.19	41	3.00
Connect staff to external scholarship program	22	8.16	38	0.00	42	2.82	41	4.02
Provide travel reimbursement	22	0.00	38	4.56	42	2.88	41	4.77
Anything else	22	1.42	38	7.41	42	4.27	41	6.72

Source: Spring 2017 FACES Program Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

Program-level estimates for some subgroups are based on a small sample of programs. Therefore, these program-level estimates may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

[a]This question asks about the AA or BA supports offered to program staff so program directors could have considered a range of staff when responding. A follow-up question asks whether center-based teachers, home visitors, family child care providers, content managers, assistant teachers, or family service workers are eligible for these supports.

Table AA.12. Standard errors for professional development activities offered by programs and whether Head Start professional development funds directly supported the activity: Spring 2017

Professional development activities offered and supported by Head Start funds	n	Standard Error
Professional development activities offered by programs		
Consultants hired to work directly with staff	164	4.77
Attendance at regional conferences	165	3.68
Attendance at state conferences	165	2.25
Attendance at national conferences	165	5.20
Paid substitutes to allow teachers time to prepare, train, and/or plan	165	4.99
Mentoring or coaching	165	2.86
Workshops/trainings sponsored by the program	165	0.12
Workshops/trainings provided by other organizations	165	1.04
A community of learners[a]	164	5.39
Time to participate in Office of Head Start training and technical assistance webinars	165	4.19
Other	157	4.19
Professional development activities directly supported by Head Start funding[b]		
Consultants hired to work directly with staff	132	4.18
Attendance at regional conferences	139	2.28
Attendance at state conferences	151	1.22
Attendance at national conferences	116	2.25
Paid substitutes to allow teachers time to prepare, train, and/or plan	103	6.47
Mentoring or coaching	159	5.38
Workshops/trainings sponsored by the program	164	2.76
Workshops/trainings provided by other organizations	163	2.94
A community of learners[a]	99	7.82
Time to participate in Office of Head Start training and technical assistance webinars	153	5.69
Tuition assistance	120	5.01
Onsite AA or BA courses	30	10.91
Other	21	!

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs.! Too few cases for a reliable estimate.

! Too few cases for a reliable estimate.

[a]A community of learners is also known as a professional learning community, facilitated by an expert.

[b]Program directors were always asked whether Head Start funding directly supported tuition assistance and onsite AA or BA courses. For the remaining professional development activities, program directors were only asked about direct support by Head Start funding if they indicated they offered these activities in the previous item.

AA = Associate's degree; BA = Bachelor's degree.

Table AA.12a. Standard errors for professional development activities offered by programs and whether Head Start professional development funds directly supported the activity by agency type: Spring 2017

Professional development activities offered and supported by Head Start funds	Programs					
	Community action agency		School system[a]		All other agency types[b]	
	n	Standard Error	n	Standard Error	n	Standard Error
Professional development activities offered by programs						
Consultants hired to work directly with staff	62	8.54	28	0.00	80	6.15
Attendance at regional conferences	62	5.52	28	9.80	80	5.68
Attendance at state conferences	62	1.51	28	2.15	80	4.47
Attendance at national conferences	62	8.11	28	17.05	80	7.21
Paid substitutes to allow teachers time to prepare, train, and/or plan	62	7.95	28	8.68	80	7.23
Mentoring or coaching	62	6.17	28	0.00	80	2.55
Workshops/trainings sponsored by the program	62	0.31	28	0.00	80	0.00
Workshops/trainings provided by other organizations	62	0.89	28	7.76	80	0.00
A community of learners[c]	62	8.59	28	16.94	79	7.66
Time to participate in Office of Head Start training and technical assistance webinars	62	5.41	28	18.16	80	5.39
Other	61	7.48	22	7.52	74	5.54
Professional development activities directly supported by Head Start funding[d]						
Consultants hired to work directly with staff	42	1.89	23	17.85	67	3.57
Attendance at regional conferences	54	3.13	19	8.11	66	3.40
Attendance at state conferences	60	1.89	22	6.88	69	0.61
Attendance at national conferences	44	1.58	16	10.07	56	3.63
Paid substitutes to allow teachers time to prepare, train, and/or plan	35	11.00	17	9.32	51	9.72
Mentoring or coaching	58	9.08	23	16.20	78	5.85
Workshops/trainings sponsored by the program	61	5.50	23	1.28	80	3.70
Workshops/trainings provided by other organizations	61	3.95	22	6.77	80	4.88
A community of learners[c]	31	12.82	18	15.55	50	11.10
Time to participate in Office of Head Start training and technical assistance webinars	58	8.87	20	14.33	75	8.41
Tuition assistance	48	5.51	13	16.54	59	8.36
Onsite AA or BA courses	7	!	4	!	19	12.82
Other	10	0.00	2	!	9	!

Table AA.12a *(continued)*

Source: Spring 2017 FACES Program Director Survey and 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

! Too few cases for a reliable estimate.

[a]Program-level estimates for the school system subgroup are based on a sample of only 25 programs. Therefore, program-level estimates for this group may be less reliable than for the other groups, which have larger sample sizes.

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

[c]A community of learners is also known as a professional learning community, facilitated by an expert.

[d]Program directors were always asked whether Head Start funding directly supported tuition assistance and onsite AA or BA courses. For the remaining professional development activities, program directors were only asked about direct support by Head Start funding if they indicated they offered these activities in the previous item.

AA = Associate's degree; BA = Bachelor's degree.

Table AA.12b. Standard errors for professional development activities offered by programs and whether Head Start professional development funds directly supported the activity by child enrollment: Spring 2017

	Programs							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Professional development activities offered and supported by Head Start funds	n	Standard Error	n	Standard Error	n	Standard Error	n	Standard Error
Professional development activities offered by programs								
Consultants hired to work directly with staff	31	9.25	43	6.53	46	7.59	44	6.42
Attendance at regional conferences	31	6.01	44	6.32	46	7.76	44	5.97
Attendance at state conferences	31	0.00	44	6.16	46	4.76	44	6.24
Attendance at national conferences	31	9.98	44	7.47	46	8.04	44	7.07
Paid substitutes to allow teachers time to prepare, train, and/or plan	31	8.37	44	8.25	46	8.17	44	8.15
Mentoring or coaching	31	5.57	44	3.69	46	0.00	44	4.96
Workshops/trainings sponsored by the program	31	0.00	44	0.00	46	0.00	44	1.56
Workshops/trainings provided by other organizations	31	2.12	44	0.00	46	2.27	44	0.00
A community of learners[a]	31	9.85	44	7.88	45	7.86	44	7.93
Time to participate in Office of Head Start training and technical assistance webinars	31	8.05	44	5.50	46	4.68	44	2.10
Other	30	7.32	44	7.13	43	3.26	40	6.76
Professional development activities directly supported by Head Start funding[b]								
Consultants hired to work directly with staff	22	8.73	36	3.17	34	9.07	40	4.02
Attendance at regional conferences	26	2.10	39	5.90	34	2.30	40	6.30
Attendance at state conferences	31	2.36	41	0.00	40	1.85	39	4.40
Attendance at national conferences	22	2.77	32	5.30	28	4.56	34	4.82
Paid substitutes to allow teachers time to prepare, train, and/or plan	22	11.06	28	10.22	29	9.86	24	9.97
Mentoring or coaching	28	10.44	43	7.27	46	5.95	42	6.81
Workshops/trainings sponsored by the program	31	5.34	44	3.85	46	1.53	43	3.19

Table AA.12b *(continued)*

Professional development activities offered and supported by Head Start funds	Programs							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Standard Error	n	Standard Error	n	Standard Error	n	Standard Error
Workshops/trainings provided by other organizations	30	2.74	44	7.21	45	4.62	44	5.97
A community of learners[a]	13	15.58	31	10.65	22	11.23	33	7.90
Time to participate in Office of Head Start training and technical assistance webinars	26	10.75	42	8.11	43	7.73	42	7.54
Tuition assistance	17	10.36	31	4.08	35	7.22	37	4.82
Onsite AA or BA courses	2	!	4	!	10	16.77	14	14.95
Other	4	!	9	!	3	!	5	!

Source: Spring 2017 FACES Program Director Survey and 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Program-level estimates for some subgroups are based on a small sample of programs. Therefore, these program-level estimates may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

! Too few cases for a reliable estimate.

[a]A community of learners is also known as a professional learning community, facilitated by an expert.

[b]Program directors were always asked whether Head Start funding directly supported tuition assistance and onsite AA or BA courses. For the remaining professional development activities, program directors were only asked about direct support by Head Start funding if they indicated they offered these activities in the previous item.

AA = Associate's degree; BA = Bachelor's degree.

Table AA.13. Standard errors for professional development activities offered to teachers in centers: Spring 2017

Professional development activities offered to teachers in centers	n	Standard Error
Professional development activities offered	319	
Consultants hired to work directly with staff		2.80
Attendance at regional conferences		3.22
Attendance at state conferences		3.40
Attendance at national conferences		4.22
Paid substitutes to allow teachers time to prepare, train, and/or plan		3.69
Mentoring or coaching		3.03
Workshops/trainings sponsored by the program		0.85
Workshops/trainings provided by other organizations		1.69
A community of learners[a]		3.47
Time to participate in Office of Head Start T/TA webinars		3.45
Tuition assistance		3.61
Onsite AA or BA courses		2.44
Other		1.29

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

[a]A community of learners is also known as a professional learning community, facilitated by an expert.

AA = Associate's degree; BA = Bachelor's degree.

Table AA.13a. Standard errors for professional development activities offered to teachers in centers by agency type: Spring 2017

Professional development activities offered to teachers in centers	Centers					
	Community action agency		School system		All other agency types[a]	
	n	Standard Error	n	Standard Error	n	Standard Error
Professional development activities offered	126		41		152	
Consultants hired to work directly with staff		4.40		5.81		4.22
Attendance at regional conferences		5.01		8.19		4.99
Attendance at state conferences		5.28		8.85		5.31
Attendance at national conferences		6.67		10.80		5.89
Paid substitutes to allow teachers time to prepare, train, and/or plan		6.32		7.56		5.08
Mentoring or coaching		4.35		8.76		4.63
Workshops/trainings sponsored by the program		0.50		1.07		1.87
Workshops/trainings provided by other organizations		2.54		6.58		1.87
A community of learners[b]		5.63		8.31		4.83
Time to participate in Office of Head Start T/TA webinars		5.32		8.04		5.46
Tuition assistance		5.06		10.35		5.10
Onsite AA or BA courses		4.28		5.04		3.34
Other		1.78		2.41		2.30

Source: Spring 2017 FACES Center Director Survey and 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start centers.

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

[b]A community of learners is also known as a professional learning community, facilitated by an expert.

AA = Associate's degree; BA = Bachelor's degree.

Table AA.14. Standard errors for the characteristics of mentoring in programs: Spring 2017

Characteristics of mentors	n	Standard Error
Program has mentors or coaches who work in classrooms with teachers	165	4.81
If program has mentors, features include…		
All staff receive coaching or mentoring	143	5.42
Mentoring conducted by		
Employees/staff hired by program to serve most of their time as mentors or coaches	144	5.54
Consultants hired by program	143	5.47
Other program employees/staff who serve less than half of their time as mentors or coaches	143	5.27
Whether teachers are mentored by own supervisor	143	
All teachers mentored by own supervisor		4.20
Some teachers mentored by own supervisor		6.28
None of the teachers mentored by own supervisor		5.58
Model or approach use	143	
Practice-based coaching		5.60
Coaching tied to a specific curriculum		6.12
MyTeachingPartner		1.08
Relationship-based coaching		4.56
Use remote or web-based component	143	
Yes, coaching/mentoring is primarily remote/web-based		3.50
Yes, there is a remote/web-based supplement to the coaching/mentoring		3.10
No**=**		4.46
Number of coaching/mentoring staff in programs with mentors	**n**	**Standard Error**
Number of mentors in program	144	0.41
Program staff who spend more than half their time as a mentor/coach	144	0.11
Consultants or contractors hired by program to serve as mentor/coach	143	0.26
Program staff who spend less than half of their time on mentoring/coaching	143	0.31

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.

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

Table AA.14a. Standard errors for the characteristics of mentoring in programs by agency type: Spring 2017

	Programs					
	Community action agency		School system[a]		All other agency types[b]	
Characteristics of mentors	n	Standard Error	n	Standard Error	n	Standard Error
Program has mentors or coaches who work in classrooms with teachers	62	6.35	23	18.01	80	7.19
If program has mentors, features include…						
All staff receive coaching or mentoring	56	6.28	19	15.01	68	8.94
Mentoring conducted by						
Employees/staff hired by program to serve most of their time as mentors or coaches	56	8.89	20	14.36	68	7.74
Consultants hired by program	56	4.66	20	14.43	67	9.17
Other program employees/staff who serve less than half of their time as mentors or coaches	56	6.83	20	14.57	67	8.53
Whether teachers are mentored by own supervisor	56		19		68	
All teachers mentored by own supervisor		6.09		0.00		7.02
Some teachers mentored by own supervisor		8.53		15.08		9.65
None of the teachers mentored by own supervisor		8.59		15.08		7.01
Model or approach use	56		19		68	
Practice-based coaching		8.34		12.05		8.73
Coaching tied to a specific curriculum		8.92		14.69		9.47
MyTeachingPartner		0.00		0.00		2.41
Relationship-based coaching		5.99		14.05		7.60
Use remote or web-based component	56		19		68	
Yes, coaching/mentoring is primarily remote/web-based		2.21		0.00		7.70
Yes, there is a remote/web-based supplement to the coaching/mentoring		3.72		14.56		4.20
No		4.33		14.56		7.98
Number of coaching/mentoring staff in programs with mentors	n	Standard Error	n	Standard Error	n	Standard Error
Number of mentors in program	56	0.57	20	1.30	68	0.67
Program staff who spend more than half their time as a mentor/coach	56	0.36	20	0.92	68	0.40
Consultants or contractors hired by program to serve as mentor/coach	56	0.06	20	0.61	67	0.16
Program staff who spend less than half of their time on mentoring/coaching	56	0.42	20	0.40	67	0.53

Table AA.14a *(continued)*

Source: Spring 2017 FACES Program Director Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start programs.

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

[a]Program-level estimates for the school system subgroup are based on a sample of only 29 programs. Therefore, program-level estimates for this group may be less reliable than for the other groups, which have larger sample sizes. Due to the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases.

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

Table AA.15. Standard errors for mentoring activities reported in programs: Spring 2017

Mentoring activities for staff[a]	n	Standard Error
Among programs with mentors, mentor approaches to assessing staff needs	143	
Conduct classroom observations		3.04
Review classroom-level assessment data		5.55
Based on regular performance reviews or evaluations		5.85
Based on number of years of experience		4.59
Directly ask the staff		5.45
Review child assessment data		5.27
Ask teachers to complete surveys or questionnaires		6.01
Among programs with mentors, mentor approaches to working with staff	143	
Discuss what they observe		3.43
Provide written feedback on what they observe		5.05
Have teachers/FCC providers watch a video of themselves teaching		5.91
Have teachers/FCC providers observe other teachers (in classroom or by video)		5.94
Model teaching practices		5.43
Suggest trainings for staff to attend		5.12
Provide trainings for staff		4.06
Review child assessment data with staff		5.32

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.
The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs.
Seventy-eight percent of programs have mentors or coaches.

[a]In this item series, staff was specified as teachers, family child care providers, or home visitors.

FCC = family child care provider

Table AA.16. Standard errors for use of professional development information and resources by programs and centers: Spring 2017

	Programs		Centers	
Professional development resource use	n	Standard Error	n	Standard Error
Early Childhood Learning and Knowledge Center (ECLKC) website	165		318	
Never/rarely		0.12		2.94
Sometimes		3.11		3.67
Often		3.11		3.80
Office of Head Start National Centers	165		317	
Never/rarely		3.11		3.45
Sometimes		4.90		3.67
Often		5.21		2.95
Professional organizations	165		317	
Never/rarely		3.57		2.60
Sometimes		5.00		3.45
Often		5.02		3.06
Private consultants, private organizations, or commercial vendors	165		317	
Never/rarely		4.13		3.28
Sometimes		5.33		3.68
Often		4.56		2.81
Regional Training and Technical Assistance specialists	165		318	
Never/rarely		2.62		3.94
Sometimes		5.13		3.64
Often		5.28		2.36
Office of Head Start webinars	165		319	
Never/rarely		1.31		3.25
Sometimes		5.08		3.71
Often		5.00		3.31
Regional conferences	165		314	
Never/rarely		2.51		3.96
Sometimes		5.20		3.94
Often		4.98		1.74
State conferences	165		311	
Never/rarely		1.72		3.94
Sometimes		5.48		4.09
Often		5.46		2.40
National conferences	164		307	

Table AA.16 *(continued)*

Professional development resource use	Programs		Centers	
	n	Standard Error	n	Standard Error
Never/rarely		5.35		3.46
Sometimes		5.43		3.44
Often		3.89		1.32

Source: Spring 2017 FACES Program Director and Center Director Surveys.

Note: Statistics are weighted to represent all Head Start programs or all Head Start centers.
The n columns in this table include unweighted sample sizes to identify the number of programs and centers with valid data on each of the constructs.

Table AA.17. Standard errors for hours of curriculum and assessment training or support for staff offered by centers: Spring 2017

Hours of training and support offered in a typical year	Centers							
	Lead teachers[a]		Assistant teachers[b]		Home visitors		Family child care providers	
	n	Standard Error	n	Standard Error	n	Standard Error	n	Standard Error
Curriculum training and support	312		311		158		117	
None		1.33		1.78		5.13		6.15
1 to 5		2.24		2.40		2.63		2.61
6 to 10		3.51		3.71		4.30		3.91
11 to 15		2.41		2.24		3.09		3.23
16 to 20		3.14		2.99		1.76		0.59
21 to 30		1.90		2.18		2.18		2.29
31 to 40		1.81		0.86		0.59		1.09
More than 40		1.81		1.73		1.23		1.12
Assessment training and support	310		309		149		110	
None		0.84		1.52		4.87		6.26
1 to 5		3.49		3.57		3.77		3.77
6 to 10		3.83		3.72		3.84		4.15
11 to 15		1.87		1.74		3.00		3.18
16 to 20		1.76		1.37		1.61		1.25
21 to 30		1.07		1.01		0.33		0.28
More than 30		1.21		1.06		0.85		1.65

Hours of training and support offered in a typical year	n	Standard Error	n	Standard Error	n	Standard Error	n	Standard Error
Curriculum training and support	312	1.33	311	1.26	158	1.08	117	1.08
Assessment training and support	310	0.86	309	0.76	149	0.66	110	1.01

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

[a]Lead teachers are defined as the head or primary teacher in the classroom.

[b]Assistant teachers support Head Start teachers in the classroom.

Table AA.18. Standard errors for non-English languages spoken by families and staff in centers: Spring 2017

Languages spoken by families, teachers, and assistant teachers[a]	n	Standard Error
Serves children or families that speak a language other than English at home	319	3.90
If serve children and families speaking non-English language, languages spoken by families	260	
Spanish		2.70
Arabic		2.99
Chinese		2.61
French		1.76
Haitian Creole		1.55
African language		1.73
American or Alaskan language		2.20
Filipino		1.43
American Sign Language		0.91
South Asian language		2.03
Other East Asian languages[b]		2.54
Other non-English languages		2.50
If Spanish spoken by families, percentage with Spanish-speaking teachers or assistant teachers[a]	242	3.98
If serve children and families speaking non-English language, unable to provide interpreters or provide translated materials in languages spoken by families	258	3.45
Family languages and whether spoken by teachers and assistant teachers[a]	**n**	**Standard Error**
If serve children and families speaking non-English language(s), number of languages other than English spoken by families	260	0.10
If serve children and families speaking non-English language(s), percentage of family languages other than English also spoken by teachers or assistant teachers	260	3.55

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

[a]"Other East Asian languages" include Cambodian (Khmer), Hmong, Japanese, Korean, and Vietnamese.

[b]Assistant teachers support Head Start teachers in the classroom.

Table AA.19. Standard errors for use of a parent support curriculum in centers: Spring 2017

Parent support curriculum	n	Standard Error
Use parent education or parent support curriculum[a]	317	3.49
If use parent curriculum, which curriculum	117	
Second Step		5.19
Parents as Teachers (PAT)		3.80
21st Century Exploring Parenting (Exploring Parenting)		3.13
Other[b]		5.50

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

[a]This estimate does not include an additional 17 centers in which directors reported a parent education or parent support curriculum was in use but the directors subsequently named a curriculum that is not actually a parent education or support curriculum. When asked to identify the curriculum they used, these directors identified a classroom curriculum (for example, Creative Curriculum) or referred to occasional activities that were not part of a curriculum or support program. While these responses indicate centers may be working with parents to, for example, reinforce at home what is being done in the classroom, they do not indicate use of a parent education or support curriculum.

[b]"Other" parent education or support curricula include such widely available materials as Active Parenting, Incredible Years, and Abriendo Puertas. Curricula included in this group were identified by fewer than 10 center directors.

Table AA.20. Standard errors for program data systems and staff supporting the use of the data: Spring 2017

Program data systems and staff supporting data use	n	Standard Error
Data are stored in an electronic database	165	0.00
If data stored in electronic database, database was	165	
Set up by the program		2.03
Provided and managed by an external vendor		4.66
Set up by the program and provided and managed by an external vendor		4.46
Someone on staff analyzes/summarizes data to support decision-making	165	4.84
If someone on staff to analyze/summarize data, this person		
Only does analysis tasks	165	4.45
Has received training or taken course in data analysis	165	5.38
Data that can be linked electronically to child assessment information	165	
Child/family demographics		4.77
Results of screenings (for example, vision, developmental, behavioral)		4.82
Child attendance data		4.89
School readiness goals		5.33
Family needs		4.78
Service referrals for families		4.90
Services received by families		4.90
Parent/family attendance data		4.74
Parent/family goals		4.85
CLASS results or other quality measures		4.81
Staff/teacher performance evaluations		3.34
Personnel records		3.96
None of the above		4.21
Number of data types that can be linked	**n**	**Standard Error**
Number of types of data that can be linked electronically to child assessment information	165	0.43

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.
The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs.

CLASS = Classroom Assessment Scoring System.

Table AA.21. Standard errors for programs' use of web-based options for child assessment tools: Spring 2017

Use of web-based option for child assessment tool	n	Standard Error
Program's child assessment tool includes web-based option for storing information	165	1.37
If option available, program uses web-based option	157	3.08
If use web-based option, suggested classroom activities based on assessment data	150	
Provided based on data for		
Individual children		4.09
Small groups		5.34
Whole classrooms		4.00
Not provided		3.74

Source: Spring 2017 FACES Program Director Survey.

Note: Statistics are weighted to represent all Head Start programs.

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

Table AA.22. Standard errors for teachers' use of and barriers to use of child-level data, as reported by center directors: Spring 2017

Use of child-level data and barriers to use	n	Standard Error
Supervisors, mentors, or other specialists review individual children's data with teachers	319	2.19
Barriers to teachers using child-level data to guide and individualize instruction		
Lack of understanding what child-level data mean	317	
Not a barrier		3.71
A little barrier		3.22
Somewhat of a barrier		2.28
A barrier		1.20
Not enough time to use data to guide instruction	317	
Not a barrier		3.33
A little barrier		2.93
Somewhat of a barrier		3.32
A barrier		2.65
Inadequate technology resources to track and analyze child data	316	
Not a barrier		3.26
A little barrier		2.84
Somewhat of a barrier		2.15
A barrier		0.81
Lack of buy-in to value of data	316	
Not a barrier		3.98
A little barrier		3.54
Somewhat of a barrier		2.93
A barrier		1.60

Source: Spring 2017 FACES Center Director Survey.

Note: Statistics are weighted to represent all Head Start centers.

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

SECTION BB

STANDARD ERRORS FOR CLASSROOM AND TEACHER CHARACTERISTICS: SPRING 2017

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Table BB.1a. Standard errors for summary statistics for classroom quality observation scales: Spring 2017

Classroom quality observation scales	n	Standard Error
ECERS-R Short Form Total for Global Quality	643	0.06
ECERS-R Teaching and Interactions	643	0.07
ECERS-R Provisions for Learning	643	0.07
CLASS Instructional Support	643	0.05
Concept Development	643	0.06
Quality of Feedback	643	0.05
Language Modeling	643	0.05
CLASS Emotional Support	643	0.03
Positive Climate	643	0.04
Negative Climate	643	0.02
Teacher Sensitivity	643	0.05
Regard for Student Perspectives	643	0.05
CLASS Classroom Organization	643	0.04
Behavior Management	643	0.05
Productivity	643	0.06
Instructional Learning Formats	643	0.04
Child/adult ratio	643	0.12
Group size	643	0.19

Source: Spring 2017 FACES Classroom Observation.

Note: Statistics are weighted to represent all Head Start classrooms.

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

The ECERS-R factors reported here are the two factors identified in the Multi-State Study of Prekindergarten (Clifford et al. 2005). The short form total score reported here is calculated by taking the mean of all of the items in ECERS-R Teaching and Interactions and Provisions of Learning factors, a total of 21 items across the two factors (two items overlap across the two factors).

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

Table BB.1aa. Standard errors for summary statistics for classroom quality observation scales by agency type: Spring 2017

	Classrooms					
	Community action agency		School system		All other agency types[a]	
Classroom quality observation scales	n	Standard Error	n	Standard Error	n	Standard Error
ECERS-R Short Form Total for Global Quality	239	0.11	98	0.17	306	0.09
ECERS-R Teaching and Interactions	239	0.12	98	0.17		0.09
ECERS-R Provisions for Learning	239	0.12	98	0.21		0.10
CLASS Instructional Support	239	0.08	98	0.16	306	0.06
Concept Development	239	0.11	98	0.17		0.06
Quality of Feedback	239	0.07	98	0.18		0.06
Language Modeling	239	0.07	98	0.17		0.07
CLASS Emotional Support	239	0.05	98	0.07	306	0.05
Positive Climate	239	0.07	98	0.09		0.06
Negative Climate	239	0.03	98	0.07		0.03
Teacher Sensitivity	239	0.08	98	0.10		0.08
Regard for Student Perspectives	239	0.06	98	0.10		0.07
CLASS Classroom Organization	239	0.08	98	0.09	306	0.06
Behavior Management	239	0.09	98	0.09		0.07
Productivity	239	0.10	98	0.12		0.08
Instructional Learning Formats	239	0.07	98	0.10		0.06
Child/adult ratio	239	0.18	98	0.18	306	0.20
Group size	239	0.25	98	0.29	306	0.34

Source: Spring 2017 FACES Classroom Observation and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start classrooms.

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

The ECERS-R factors reported here are the two factors identified in the Multi-State Study of Prekindergarten (Clifford et al. 2005). The short form total score reported here is calculated by taking the mean of all of the items in ECERS-R Teaching and Interactions and Provisions of Learning factors, a total of 21 items across the two factors (two items overlap across the two factors).

a"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

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

Table BB.1ab. Standard errors for summary statistics for classroom quality observation scales by child enrollment: Spring 2017

	Classrooms							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Classroom quality observation scales	n	Standard Error	n	Standard Error	n	Standard Error	N	Standard Error
ECERS-R Short Form Total for Global Quality	109	0.13	154	0.18	202	0.07	178	0.13
ECERS-R Teaching and Interactions	109	0.13	154	0.20	202	0.09	178	0.14
ECERS-R Provisions for Learning	109	0.16	154	0.18	202	0.08	178	0.15
CLASS Instructional Support	109	0.10	154	0.08	202	0.09	178	0.11
Concept Development	109	0.11	154	0.09	202	0.09	178	0.14
Quality of Feedback	109	0.10	154	0.09	202	0.10	178	0.11
Language Modeling	109	0.11	154	0.08	202	0.11	178	0.10
CLASS Emotional Support	109	0.06	154	0.08	202	0.06	178	0.07
Positive Climate	109	0.08	154	0.10	202	0.08	178	0.07
Negative Climate	109	0.04	154	0.04	202	0.04	178	0.03
Teacher Sensitivity	109	0.09	154	0.11	202	0.08	178	0.13
Regard for Student Perspectives	109	0.10	154	0.10	202	0.07	178	0.10
CLASS Classroom Organization	109	0.08	154	0.09	202	0.06	178	0.10
Behavior Management	109	0.10	154	0.09	202	0.07	178	0.11
Productivity	109	0.09	154	0.10	202	0.08	178	0.14
Instructional Learning Formats	109	0.08		0.09	202	0.08	178	0.09
Child/adult ratio	109	0.26	154	0.18	202	0.17	178	0.28
Group size	109	0.28	154	0.26	202	0.30	178	0.44

Source: Spring 2017 FACES Classroom Observation and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start classrooms.

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

The ECERS-R factors reported here are the two factors identified in the Multi-State Study of Prekindergarten (Clifford et al. 2005). The short form total score reported here is calculated by taking the mean of all of the items in ECERS-R Teaching and Interactions and Provisions of Learning factors, a total of 21 items across the two factors (two items overlap across the two factors).

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

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

Table BB.1b. Standard errors for classroom quality ranges based on developer cut points: Spring 2017

Classroom quality observation scales	n	Standard Error
ECERS-R short form factors		
Teaching and Interactions	643	
Inadequate (1-2)		1.31
Minimal (3-4)		2.45
Good (5-6)		2.89
Excellent (7)		0.45
Provisions for Learning	643	
Inadequate (1-2)		1.70
Minimal (3-4)		2.84
Good (5-6)		2.91
Excellent (7)		0.00
CLASS domains		
Instructional Support	643	
Low (1-2)		2.20
Mid (3-5)		2.20
High (6-7)		0.00
Emotional Support	643	
Low (1-2)		0.00
Mid (3-5)		2.14
High (6-7)		2.14
Classroom Organization	643	
Low (1-2)		0.79
Mid (3-5)		1.43
High (6-7)		0.90

Source: Spring 2017 FACES Classroom Observation.

Note: Statistics are weighted to represent all Head Start classrooms.

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

The ECERS-R factors reported here are the two factors identified in the Multi-State Study of Prekindergarten (Clifford et al. 2005).The short form total score reported here is calculated by taking the mean of all of the items in ECERS-R Teaching and Interactions and Provisions of Learning factors, a total of 21 items across the two factors (two items overlap across the two factors).

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

Table BB.2. Standard errors for the amount of time each day that teachers report being in instructional groups in the classroom: Spring 2017

Instructional groups	n	Standard Error				
		No time	Half hour or less	About one hour	About two hours	Three hours or more
Teacher-directed activities						
Whole class	584	0.84	2.77	2.45	1.30	0.95
Small group	585	0.88	2.45	2.34	1.13	0.38
Individual	575	1.25	2.69	2.17	1.16	0.98
Child-selected activities	582	0.33	1.64	2.62	2.35	2.89

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start classrooms.

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

Table BB.3. Standard errors for the frequency that teachers report spending time in different domains of instruction each week: Spring 2017

		Standard Error				
Domains of instruction	n	Never	Less than once a week	1-2 times a week	3-4 times a week	Daily
Language arts and literacy	590	0.00	0.00	1.06	1.47	1.80
Mathematics	590	0.00	0.00	1.40	1.75	2.08
Social studies	588	0.23	0.98	2.21	1.81	3.02
Science	590	0.00	0.69	2.35	1.81	2.98
Arts	590	0.00	0.31	1.22	1.63	2.13

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start classrooms.
The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs.

Table BB.4. Standard errors for frequencies of reading and language activities in classrooms, as reported by teachers: Spring 2017

		Standard Error			
Reading and language activities	n	Never	Monthly	Weekly	Daily or almost daily
Work on letter naming	590	0.00	0.22	1.20	1.22
Practice writing letters	585	0.31	0.95	2.10	2.09
Discuss new words	588	0.00	0.76	1.63	1.79
Dictate stories to an adult	586	0.23	2.01	2.14	2.56
Work on phonics	583	0.30	1.27	1.56	1.92
Listen to teacher read stories where they see the print	589	0.49	0.80	1.28	1.45
Listen to teacher read stories where they don't see the print	587	2.51	1.69	1.44	2.72
Retell stories	588	0.00	1.50	2.29	2.34
Learn about conventions of print	590	0.13	0.99	1.68	1.91
Write own name	587	0.20	0.79	1.42	1.54
Learn about rhyming words and word families	585	0.00	1.65	2.04	2.35
Learn about common prepositions	589	0.08	1.10	1.91	2.14

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start classrooms.
The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs.

Table BB.5. Standard errors for frequencies of math activities in classrooms, as reported by teachers: Spring 2017

Math activities	n	Standard Error			
		Never	Monthly	Weekly	Daily or almost daily
Count out loud	587	0.00	0.13	0.76	0.77
Work with geometric manipulatives	585	0.34	0.70	1.78	1.90
Work with counting manipulatives	584	0.17	0.62	1.56	1.77
Play math-related games	587	0.00	1.56	2.07	2.60
Use music to understand math concepts	587	0.52	1.83	2.17	2.59
Use creative movement or creative drama to understand math concepts	586	0.71	1.75	1.83	2.32
Work with rulers or other measuring instruments	586	0.46	1.95	1.87	2.56
Engage in calendar-related activities	586	2.72	1.57	1.13	2.94
Engage in activities related to telling time	587	1.72	2.30	1.70	2.69
Engage in activities that involve shapes and patterns	588	0.00	0.72	1.55	1.61

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start classrooms.
The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs.

Table BB.6. Standard errors for curricula and assessment tools that teachers report they use in the classroom: Spring 2017

Curricula and assessment tools	n	Standard Error
Primary curriculum[a]	543	
Creative Curriculum		3.33
HighScope Curriculum		2.64
Locally designed curriculum		0.21
Widely available curriculum[b]		0.78
Other		1.93
Uses multiple curricula equally		0.88
Primary assessment tool	569	
Teaching Strategies GOLD assessment[c]		3.92
HighScope Child Observation Record (COR)		1.47
Galileo		1.07
Desired Results Developmental Profile (DRDP)		1.60
Learning Accomplishment Profile Screening (LAP)		2.00
Locally designed		1.96
Other		2.77
Uses aligned curriculum and assessment tool[d]	489	3.64

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start classrooms.

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

[a]Estimates represent the primary curriculum used by teachers in the classroom, regardless of whether the teacher uses only one curriculum or if he/she uses a combination of curricula.

[b]Consistent with FACES 2000, 2003, 2006, and 2009, “widely available” curricula are those curricula (other than Creative and HighScope) with printed materials available for use in implementation and information on the goals related to the specific curriculum. In some cases research has also been done on the efficacy of the curriculum. Examples include High Reach, Let’s Begin with the Letter People, Montessori, Bank Street, Creating Child Centered Classrooms-Step by Step, and Scholastic.

[c]This assessment tool was formerly known as the Creative Curriculum Developmental Continuum Assessment Toolkit.

[d]Among classrooms using a curriculum with an available aligned assessment tool. Aligned assessment tools are available for Creative Curriculum, HighScope, Montessori, and Galileo.

Table BB.7. Standard errors for teacher curriculum- and assessment-related training: Spring 2017

	All teachers		Among teachers with training	
Teacher trainings	n	Standard Error	n	Standard Error
Training on main curriculum in last 12 months	423	2.46	336	1.88
Training on main child assessment tool in last 12 months	407	2.85	314	0.66

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.
The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs.

Table BB.8. Standard errors for how teachers use assessment data to inform their planning and instruction: Spring 2017

Use of assessment data for planning and instruction	n	Standard Error
Use of assessment data	569	
To identify child's developmental level		1.41
To individualize activities for child		1.65
To determine if child needs referral for special services		2.54
To determine child's strengths and weaknesses		1.90
To identify activities for parents to do with child at home		2.89

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.
The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs.

Table BB.9. Standard errors for mentoring receipt and frequency, as reported by teachers: Spring 2017

Teacher receipt of mentoring	n	Standard Error
Teacher has mentor or coach	589	2.83
If teacher has mentor or coach, mentoring usually conducted by	451	
Another teacher		1.43
Education coordinator/specialist		4.20
The center director/manager		2.71
The program director		0.93
Program or center staff person who is a full-time mentor or coach		2.99
Another specialist on the program or center staff		1.48
Someone from outside the program		0.77
Other		1.75
If teacher has mentor or coach, frequency mentor visits classroom	465	
At least once a week		3.18
Once every two weeks		1.56
Once a month		3.50
Less than once a month		2.32

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.
The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs.

Table BB.9a. Standard errors for mentoring receipt and frequency, as reported by teachers by agency type: Spring 2017

	Teachers					
	Community action agency		School system		All other agency types[a]	
Teacher receipt of mentoring	n	Standard Error	n	Standard Error	n	Standard Error
Teacher has mentor or coach	217	4.75	91	6.67	281	3.99
If teacher has mentor or coach, mentoring usually conducted by	170		63		218	
Another teacher		2.58		1.52		2.01
Education coordinator/specialist		4.73		9.60		7.08
The center director/manager		3.77		7.92		3.95
The program director		0.72		2.28		1.66
Program or center staff person who is a full-time mentor or coach		3.69		6.61		5.02
Another specialist on the program or center staff		3.41		4.15		0.39
Someone from outside the program		0.00		1.61		1.49
Other		2.25		4.89		2.70
If teacher has mentor or coach, frequency mentor visits classroom	176		65		224	
At least once a week		5.10		6.79		5.12
Once every two weeks		2.69		4.41		1.95
Once a month		5.27		7.70		5.14
Less than once a month		4.11		9.15		2.48

Source: Spring 2017 FACES Teacher Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start teachers.

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

Table BB.9b. Standard errors for mentoring receipt and frequency, as reported by teachers by child enrollment: Spring 2017

	Teachers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Teacher receipt of mentoring	n	Standard Error	n	Standard Error	n	Standard Error	n	Standard Error
Teacher has mentor or coach	102	6.79	148	4.82	179	4.85	160	5.63
If teacher has mentor or coach, mentoring usually conducted by	73		108		139		131	
Another teacher		2.69		4.56		1.34		2.58
Education coordinator/specialist		7.48		5.23		6.33		9.43
The center director/manager		5.00		5.32		5.29		4.75
The program director		1.86		3.62		1.23		0.73
Program or center staff person who is a full-time mentor or coach		4.26		4.33		4.87		6.70
Another specialist on the program or center staff		1.29		1.83		1.66		3.86
Someone from outside the program		1.99		1.99		1.43		1.12
Other		2.29		3.55		4.41		2.16
If teacher has mentor or coach, frequency mentor visits classroom	74		112		145		134	
At least once a week		7.30		8.00		4.90		4.21
Once every two weeks		3.75		2.94		2.99		2.68
Once a month		6.74		5.12		4.99		5.71
Less than once a month		5.74		4.46		4.22		4.43

Source: Spring 2017 FACES Teacher Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start teachers.

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

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table BB.10. Standard errors for teacher experience, credentials, education, and earnings: Spring 2017

Teacher experience, credentials, and education	n	Standard Error
Years teaching in Head Start or Early Head Start	576	
<1 year		0.61
1 – 2 years		2.76
3 – 4 years		2.14
5 – 9 years		2.37
10+ years		2.95
Highest level of education	580	
High school diploma or equivalent or less		0.85
Some college		0.87
Associate's degree (AA)		2.87
Bachelor's degree (BA)		3.11
Graduate or professional degree		2.44
If AA or higher, field of study includes early childhood education	543	3.44
Has state-sponsored credential		
Child Development Associate (CDA)	576	3.43
State-awarded preschool certificate[a]	567	3.36
Teaching certificate or license[a]	574	3.31
BA or higher and state-sponsored credential	568	3.21
Teacher earnings	**n**	**Standard Error**
Annual salary	398	1118.34

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

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

[a]A certificate or license is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency.

Table BB.10a. Standard errors for teacher experience, credentials, education, and earnings by agency type: Spring 2017

	Teachers					
	Community action agency		School system		All other agency types[a]	
Teacher experience, credentials, and education	n	Standard Error	n	Standard Error	n	Standard Error
Years teaching in Head Start or Early Head Start	213		91		272	
<1 year		0.60		2.60		0.88
1 – 2 years		3.91		7.78		4.26
3 – 4 years		2.72		5.77		3.49
5 – 9 years		2.88		6.20		3.88
10+ years		4.44		7.51		4.16
Highest level of education	215		91		274	
High school diploma or equivalent or less		0.37		0.00		1.75
Some college		1.64		1.05		1.35
Associate's degree (AA)		4.73		4.21		4.49
Bachelor's degree (BA)		4.32		8.27		4.76
Graduate or professional degree		3.22		9.06		2.92
If an Associate's degree (AA) or higher, field of study includes early childhood education	203	5.05	89	7.92	251	5.49
Has state-sponsored credential						
Child Development Associate (CDA)	213	5.68	91	6.66	272	4.94
State-awarded preschool certificate[b]	209	6.10	87	8.75	271	3.51
Teaching certificate or license[b]	212	5.60	90	6.06	272	4.84
Has Bachelor's degree (BA) or higher and state-sponsored credential	211	4.03	88	4.72	269	5.23
Lead teacher earnings	**n**	**Standard Error**	**n**	**Standard Error**	**n**	**Standard Error**
Annual salary	153	1305.91	64	3845.68	181	1457.68

Source: Spring 2017 FACES Teacher Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start teachers.

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.3 percent of this group, and 10.4 percent are government agencies (non-CAA). The remaining 1.3 percent are private or public for-profits.

[b]A certificate or license is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency.

Table BB.10b. Standard errors for teacher experience, credentials, education, and earnings by child enrollment: Spring 2017

	Teachers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Teacher experience, credentials, and education	n	Standard Error	n	Standard Error	n	Standard Error	n	Standard Error
Years teaching in Head Start or Early Head Start	102		145		173		156	
<1 year		0.99		0.00		1.49		1.15
1 – 2 years		7.61		3.65		3.00		6.16
3 – 4 years		4.60		3.93		3.60		4.38
5 – 9 years		4.31		3.40		4.42		4.76
10+ years		6.41		5.01		4.85		6.07
Highest level of education	102		145		177		156	
High school diploma or equivalent or less		0.95		0.51		2.64		0.28
Some college		3.10		1.78		1.52		1.12
Associate's degree (AA)		5.22		4.31		5.95		5.99
Bachelor's degree (BA)		6.27		5.21		5.10		6.46
Graduate or professional degree		5.76		4.14		4.66		5.01
If an Associate's degree (AA) or higher, field of study includes early childhood education	94	6.28	138	3.63	162	5.35	149	8.28
Has state-sponsored credential								
Child Development Associate (CDA)	101	5.45	146	4.89	172	5.36	157	8.22
State-awarded preschool certificate[a]	98	4.09	145	5.94	169	5.66	155	7.89
Teaching certificate or license[a]	101	6.40	146	5.36	170	5.66	157	8.01
Has Bachelor's degree (BA) or higher and state-sponsored credential	99	6.68	144	5.22	170	6.16	155	7.18
Teacher earnings	n	Standard Error	n	Standard Error	n	Standard Error	n	Standard Error
Annual salary	72	1927.91	101	2241.77	116	2764.64	109	2259.10

Source: Spring 2017 FACES Teacher Survey and the 2016-2017 Program Information Report (PIR).

Note: Statistics are weighted to represent all Head Start teachers.

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

Enrollment is based on cumulative enrollment reported in the 2016-2017 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table BB.10b *(continued)*

[a]A certificate or license is usually granted to a teacher by a state department or agency that has authority over the education and/or early childhood system in that state. The certificate or license is given when the teacher has met certain education or experience requirements that are set by the department or agency.

Table BB.11. Standard errors for teacher gender, age, and race/ethnicity: Spring 2017

Teacher gender, age, and race/ethnicity	n	Standard Error
Gender	583	
Female		0.61
Male		0.61
Age	578	
18 – 29		1.96
30 – 39		2.55
40 – 49		2.11
50 – 59		2.63
60 or older		1.49
Race/ethnicity	584	
White, non-Hispanic		3.43
African-American, non-Hispanic		3.05
Hispanic/Latino		3.12
American Indian or Alaska Native, non-Hispanic		0.77
Asian or Pacific Islander, non-Hispanic		1.31
Multi-racial/bi-racial, non-Hispanic		1.11
Other, non-Hispanic		0.09

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

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

Table BB.12. Standard errors for teacher depressive symptoms, attitudes, and job satisfaction: Spring 2017

Teacher depressive symptoms and job satisfaction (categorical)	n	Standard Error
Level of depressive symptoms[a]	575	
Not depressed		2.67
Mildly depressed		2.12
Moderately depressed		1.37
Severely depressed		1.31
Job satisfaction		
Enjoys present teaching job[b]	588	1.89
Is making a difference in the lives of children s/he teaches[b]	588	1.39
Would choose teaching again as career[b]	588	2.00
Lead teacher depressive symptoms, attitudes, and job satisfaction (continuous)	**n**	**Standard Error**
Average depressive symptoms[a]	575	0.29
Teacher attitudes[c]		
Developmentally Appropriate Attitudes subscale	587	0.13
Didactic subscale	584	0.05
Child-Initiated subscale	587	0.03
Job satisfaction[d]	588	0.05

Source: Spring 2017 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start teachers.

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

[a]Level of depressive symptoms is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed. The CES-D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis (Ensel, 1986).

[b]Estimates reflect teachers who agree or strongly agree with this item.

[c]Teacher attitudes are measured using 15 items from the Teacher Beliefs Scale (Burts et al. 1990) that consist of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. Teachers rate the degree to which they agree with each statement on a 5-point scale ranging from “strongly disagree” to “strongly agree.” The Developmentally Appropriate Practice subscale is a summary scale based on nine items and has a possible range of 1 to 10. The Child-Initiated Practice Subscale is a mean scale based on five items and has a possible range of 1 to 5. The Didactic Subscale is a mean scale based on six items and has a possible range of 1 to 5. Negatively worded items are reverse coded for creation of the scales. Higher scores indicate stronger agreement with the construct being measured.

[d]The job satisfaction score reflects the mean of the three items shown in the top half of the table, each of which were rated on a 5-point scale ranging from “strongly disagree” to “strongly agree”. The mean has a possible range of 1 to 5 with higher scores indicating stronger satisfaction.

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