Early Head Start Programs, Staff, and Infants/Toddlers and Families Served:

Baby FACES 2018 Data Tables

OPRE Report 2021-92
June 2021

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June 2021

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OVERVIEW

A. Introduction

Early Head Start provides a comprehensive array of services for low-income pregnant women and families with infants and toddlers. This includes child development services, child care, parenting education, case management, health care and referrals, and family support. In 2018, Early Head Start served more than 166,000 children and families (Office of Head Start [OHS] 2019).

The Early Head Start Family and Child Experiences Survey (Baby FACES) 2018 provides a wealth of information about Early Head Start programs, center-based or home-based services, teachers and home visitors, and the children and families they serve. Specifically, Baby FACES 2018 describes the children and families participating in Early Head Start, the services they receive, and the staff who serve them. It also describes how programs support staff to ensure the provision of high-quality services and how the quality of those services relate to the well-being of children and families.

B. Primary research questions

Baby FACES 2018 focuses on the processes that classrooms and home visitors use to support responsive relationships, including teacher-child relationships, staff-parent relationships, and parent-child relationships. The study was designed to answer these overarching research questions: How do Early Head Start services support the development of infants and toddlers in the context of nurturing, responsive relationships? What is the quality of responsive services provided by teachers and home visitors in Early Head Start? The 2018 data collection concentrated on the classroom context and explored classroom processes and teacher-child relationships in depth, with multiple observation-based measures of classrooms and teachers.

C. Purpose

This report shares key information about the study, including the design, methods, and findings. The tables in this report give an overview of the data collected in Baby FACES 2018, and describe the Early Head Start program and center services and staff, the families served by the program and how children and families are doing in important areas of child and family well-being, and the evidence of responsive relationships in Early Head Start. These data can inform program planning, technical assistance, and future research.

D. Key findings and highlights

The following are key findings of the study:

- Families served by Early Head Start are ethnically and linguistically diverse. The median family household income in the past year is about $23,000. Nearly 40 percent of families have medium or high levels of demographic risk. In spite of those challenges, families and children are faring well and managing their stress. Parents report positive relationships with their children, and are responsive and sensitive to their child’s needs.

- Early Head Start teachers and home visitors are well educated and experienced. Most teachers (63 percent) and home visitors (80 percent) have at least a college degree and infant/toddler experience (9 years for teachers and 6 years for home visitors).
- Early Head Start teachers and home visitors receive professional development and support from the programs. Most teachers and home visitors (70 percent or more) have participated in a wide range of professional development activities (including individual or group supervision meetings and classroom/home visit observations with feedback) and received training on a variety of topics. A majority of teachers (66 percent) and home visitors (56 percent) have coaches, and most of them meet with their coaches at least once a month.
- Generally, Early Head Start classrooms are in the mid-range of quality. On average, however, Early Head Start teachers provide stronger support for children's social-emotional development (with means ranging from 4.2–5.4 out of 7) than for their language and learning (with means ranging from 3.0–3.8 out of 7). Teachers say they have positive relationships with infants and toddlers. Teachers and parents also report positive relationships with each other.
- On their visits to the homes of Baby FACES families, home visitors are more likely to address child development (84 percent) and parent-child interactions (66 percent) than they are to cover more general topics. Almost all families (96 percent) in home-based services had received two or more home visits over the preceding four weeks, with about half of the families receiving four or more visits. Parents and home visitors believe they have strong working relationships with each other.

E. Methods

Baby FACES 2018 selected nationally representative samples of Early Head Start programs, centers, home visitors, classrooms, and teachers, and also sampled the families and children they serve. All samples were in the Office of Head Start Regions I–X.

We collected cross-sectional data in spring 2018, conducting parent surveys by phone, holding in-person interviews with the teachers and home visitors, and giving in-person or web surveys to center and program directors. In addition, parents and teachers or home visitors rated the language and social-emotional development of the children in the sample. Observers conducted two different classroom quality measures for each sampled classroom/teacher.

Glossary

Baby FACES. Early Head Start Family and Child Experiences Survey.

Cross-sectional data. Data collected at a single point in time.

Office of Head Start Regions I–X. Includes all Head Start programs except Migrant programs and American Indian/Alaska Native programs.

Demographic risk. Risk factors include: Teen mother, less than high school education, receipt of public assistance, single parent, and not employed or in school or training.

The tables in this report are nationally representative estimates of key characteristics of Region I-X Early Head Start programs and centers; teachers, home visitors, and classrooms; and families and children enrolled in spring 2018. We weighted the descriptive statistics (means and percentages) to represent the total population at each of these levels.

I. INTRODUCTION

Early Head Start is a two-generation program that began in 1995 as a federal initiative for low-income pregnant women and families who have infants and toddlers ages 3 or younger. From the initial 68 Early Head Start grantees funded in 1995, the program has grown to nearly 1,200 programs today serving more than 166,000 children and families throughout the nation (Office of Head Start [OHS] 2019). Early Head Start programs provide a wide range of services. These include child development services, child care, parenting education, case management, health care and referrals, and family support. In addition to providing many services directly, programs form partnerships with other community service providers as vehicles for delivering some services.

The Early Head Start Family and Child Experiences Survey (Baby FACES) is a nationally representative descriptive study of Early Head Start. It was designed to inform program planning, technical assistance, and research at the national level by the following:

- Providing descriptive information about the quality, frequency, and intensity of Early Head Start services;
- Describing the characteristics, qualifications, and professional supports provided to staff working with Early Head Start families;
- Identifying key characteristics, strengths, and needs of families served in Early Head Start;
- Learning how Early Head Start children and families are faring in key areas of child and family well-being; and
- Exploring associations between the type and quality of Early Head Start services and child and family well-being.

The first cohort of Baby FACES was fielded in 2009–2012. It used a longitudinal design and followed two age cohorts of children (newborns and 1-year-olds) through their time in Early Head Start. Baby FACES was redesigned in 2015 to employ a repeated cross-sectional approach to provide a comprehensive snapshot of Early Head Start with a nationally representative sample of programs, centers, home visitors, teachers/classrooms, and enrolled families, children of all age groups, and pregnant women in OHS Regions I through X.[1] Using the cross-sectional design, the second cohort of Baby FACES was fielded in spring 2018 (Baby FACES 2018) and a third is planned for spring 2022 (Baby FACES 2022). Baby FACES 2018 and 2022 have a particular focus on the processes in the classrooms and home visits that support responsive relationships, including teacher–child relationships, staff–parent relationships, and parent–child relationships. These studies address the overarching research question: *How do Early Head Start*

[1] The sample does not include Head Start programs or any Early Head Start programs in Regions XI (American Indian and Alaska Native) and XII (Migrant and Seasonal Head Start) of the Office of Head Start. For reasons of cost, programs in Alaska and Hawaii were excluded. The sample also does not include any programs that are under transitional management, are outside the continental U.S., or do not directly provide services to children and families (that is, they delegate direct services to other agencies). Teachers and families participating in the family child care (FCC) option were also excluded from the sample.

services support infant/toddler growth and development in the context of nurturing, responsive relationships?

The 2018 round concentrated mostly on the classroom context and explored classroom processes and teacher–child relationships in depth with multiple observation-based measures of classrooms and teachers. The 2022 round will focus more on home visit processes and include observations of the key features of quality of home visits and parent–child interactions. Both the 2018 and the planned 2022 data collections include surveys of children's parents, teachers, home visitors, and center and program directors, and classroom observations. In addition, parents and teachers/home visitors complete child reports.

The broad conceptual framework for the entire Early Head Start program (Exhibit 1) includes multiple layers that show many relationships that can be studied in Baby FACES: the resources, assets, contributions, and information available to achieve program goals (inputs); the plans and activities, services, and processes designed to achieve program goals (activities); the direct, tangible results of program efforts, such as level of service delivery and participation (outputs); and the intended benefits of program participation for children and families (enhanced outcomes). The conceptual framework shows the pathways from inputs for Early Head Start programs to program goals of achieving enhanced outcomes for children and families. The underlying hypotheses are as follows:

- Inputs into the program (outlined on the left-hand side) affect activities. Some of the inputs may directly influence other layers of the framework in addition to activities. For example, the inputs of child and family characteristics are also associated directly with child and family outcomes.
- Activities lead to outputs.
- Outputs lead to enhanced outcomes.
- Programs gather data on child and family outcomes that influence the inputs and the activities that programs perform (the dashed arrows on the top of the figure).

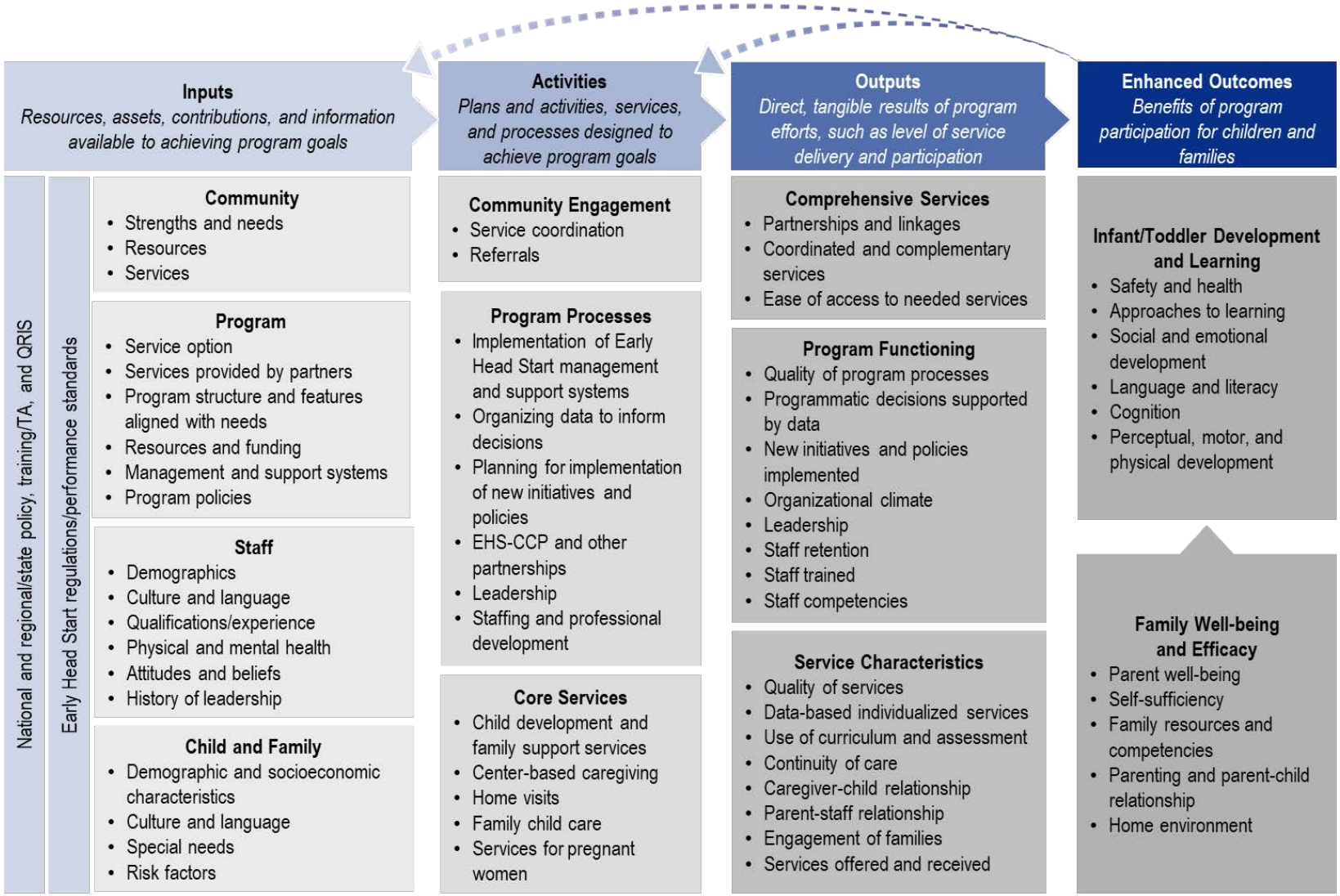
Guided by the broad conceptual framework for Early Head Start and working collaboratively with the Administration for Children and Families (ACF), we developed sub-frameworks that capture the constructs considered to be most important given the focus of Baby FACES 2018 and 2022. There are separate versions of the sub-frameworks for center-based and home-based programs, depicting the nuanced relationships among components of the conceptual framework that are essential for understanding classroom processes and home visit processes that support responsive relationships in Early Head Start.

Sub-framework for center-based programs (Exhibit 2). The sub-framework for center-based programs illustrates the focus on the quality of relationships across different aspects of service provision (teacher-child relationships, parent-teacher relationships, and parent-child relationships), classroom processes that support responsive relationships (structural features such as group size, activities, use of curricula, materials, and environment), and parent engagement practices/activities. These elements are shown in boxes with red text at the center of the sub-framework. At the left-hand side are program processes and functioning that support classroom processes and practices for responsive relationships. The right-hand side of the framework has the intended infant/toddler outcomes and family well-being. The arrows in the figure show the

pathways hypothesized to link program processes and functioning, classroom processes and practices, relationship quality, and infant/toddler outcomes and family well-being.

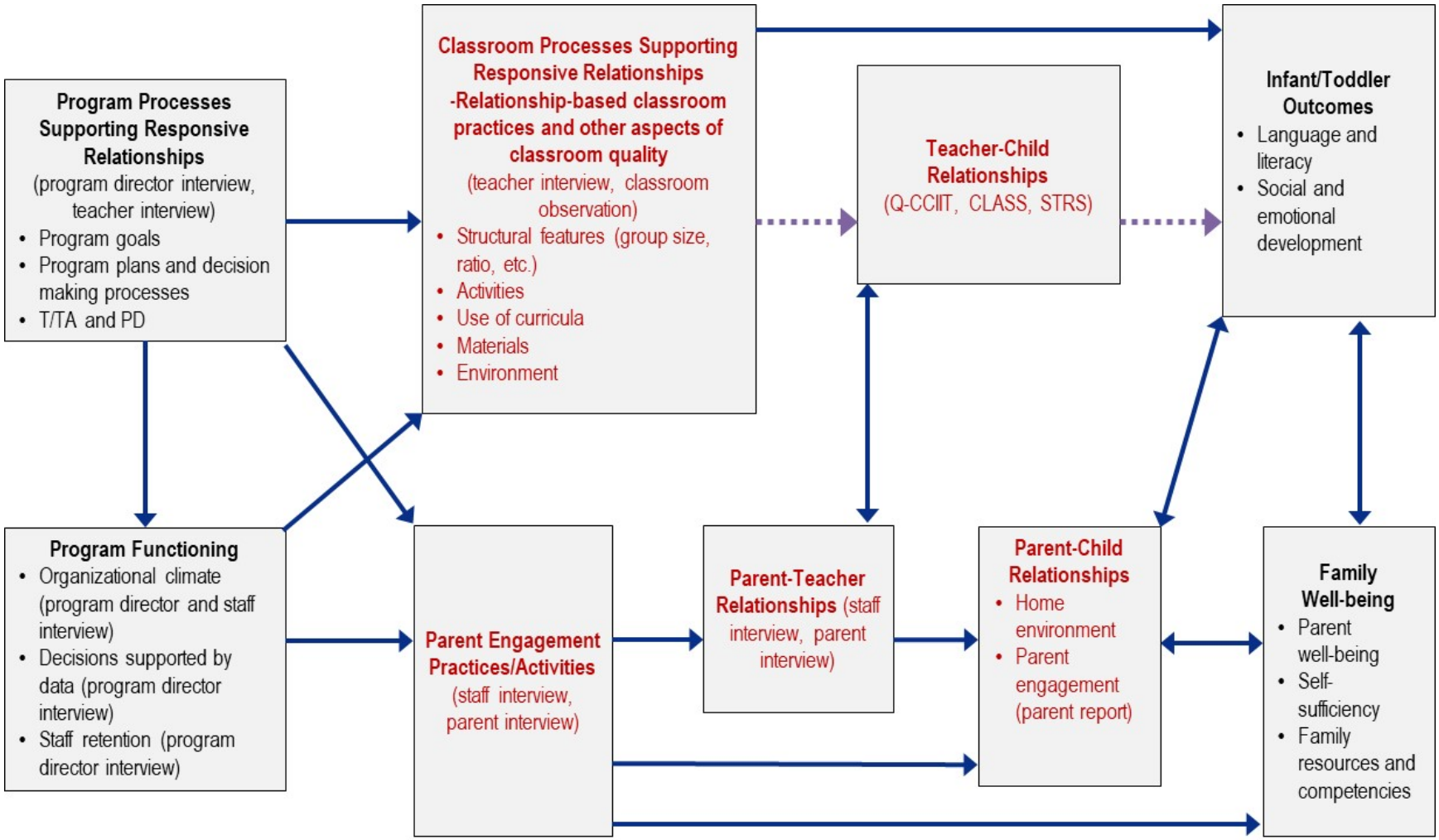
Sub-framework for home-based programs (Exhibit 3). Similarly, at the center of the sub-framework for home-based programs is the focus on relationship quality in home visits (parent-home visitor relationships and parent-child relationships), home visit processes that support responsive relationships (curricula, interactions, and activities and content), and parent engagement practices/activities. These are also in boxes with red text. At the left-hand side are program processes and functioning that support home visit processes and practices for responsive relationship. At the right-hand side are infant/toddler outcomes and family well-being. Again, the arrows in the figure show the pathways hypothesized to link program processes and functioning, home visit processes, relationship quality, and infant/toddler outcomes and family well-being.

Exhibit 1. Conceptual framework for Early Head Start



Note: Some of the input factors, for example, child and family characteristics, may directly influence other layers of the framework in addition to Activities. Child and family outcomes learned may also influence the inputs and the activities that programs will take.

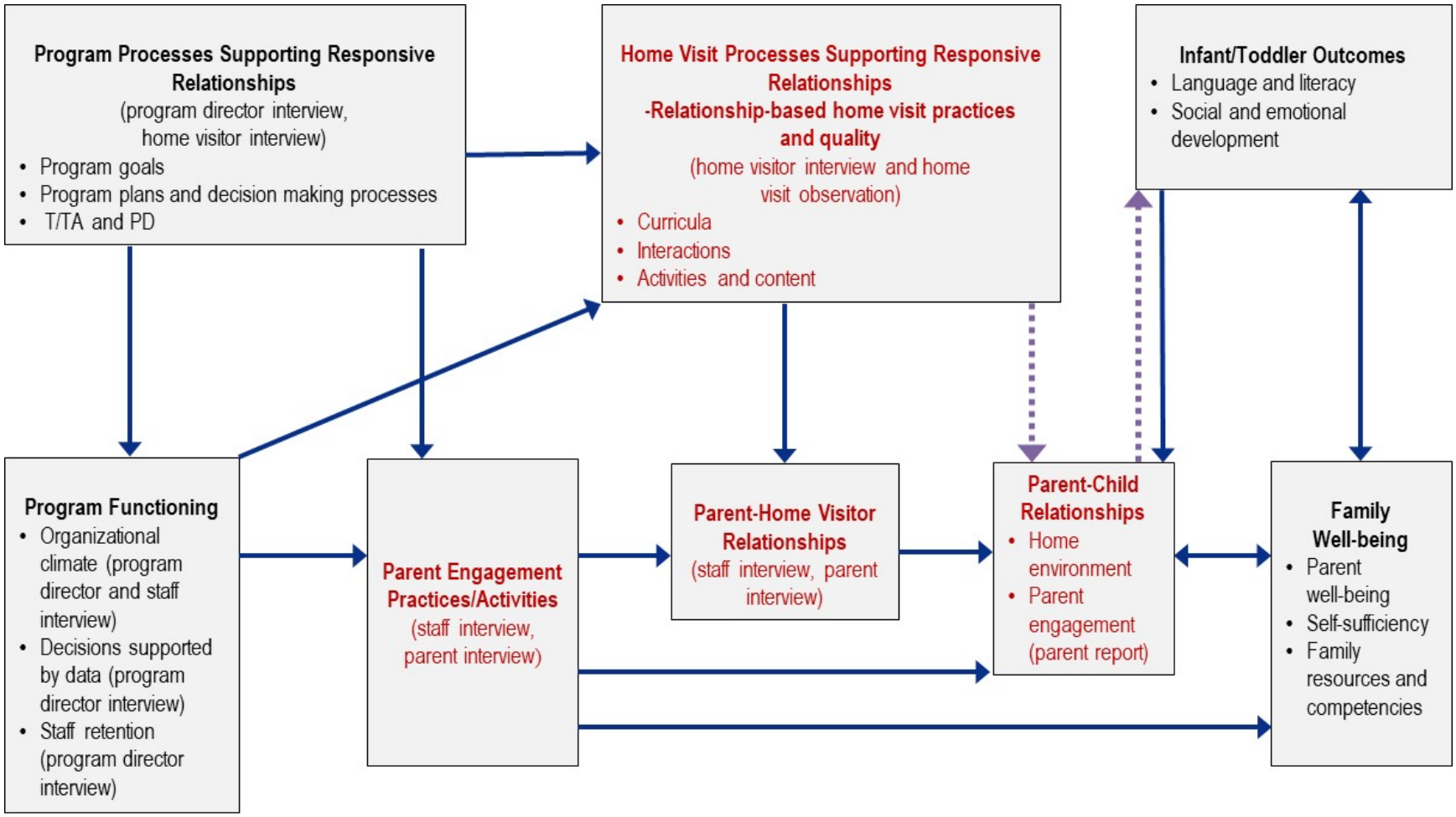
Exhibit 2. Understanding classroom processes that support responsive relationships in Early Head Start



* As an example of mediation, purple dotted path shows teacher-child relationships mediate the associations between classroom processes and infant/toddler wellbeing.

T/TA = training and technical assistance; PD = professional development; Q-CCIIT = Quality of Caregiver-Child Interactions with Infants and Toddlers; CLASS = Classroom Assessment Scoring System; STRS = Student-Teacher Relationship Scale.

Exhibit 3. Understanding home visit processes that support responsive relationships in Early Head Start



* Purple dotted path shows parent-child relationships mediate the associations between home visit processes and infant/toddler wellbeing.

The tables in this report present findings from Baby FACES 2018. The introductory chapters (Chapters I–III) describe the Baby FACES sample, discuss data collection and analytic methods, and provide an overview of the measures. The tables that follow present descriptive statistics for nearly all variables gathered in the 2018 data collection and are organized into eight sections:

- Section I: Who are the children and families served by Early Head Start?
- Section II: What strengths and challenges are families in Early Head Start experiencing?
- Section III: Who are the staff in Early Head Start?
- Section IV: What professional development and supports are provided to Early Head Start staff?
- Section V: What services are provided in Early Head Start classrooms, and what is the quality of those services?
- Section VI: What services are provided by Early Head Start home visiting, and what is the quality of those services?
- Section VII: How are parents engaged and families supported in Early Head Start?
- Section VIII: What are the characteristics, qualities, and functions of Early Head Start programs?

Baby FACES 2018 data are archived at the Child and Family Data Archive, Inter-university Consortium for Political and Social Research (ICPSR), University of Michigan. Researchers can apply for access to the data to carry out analyses.

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II. METHODS

A. Baby FACES 2018 sample

Baby FACES 2018 includes nationally representative samples of ACF Regions I-X Early Head Start programs, centers, home visitors, classrooms, teachers, and the families, children, and pregnant women they serve. Before selecting the sample, we excluded all Head Start programs or any Early Head Start programs in Regions XI (American Indian and Alaska Native) and XII (Migrant and Seasonal Head Start) of the Office of Head Start. For reasons of cost, programs in Alaska and Hawaii were excluded. We also excluded any programs that are under transitional management, are outside the continental United States, or do not directly provide services to children and families (that is, they delegate direct services to other agencies). We did not sample family child care (FCC) providers or families participating in the FCC option. Therefore, the Baby FACES sample is not representative of children/families and staff in the FCC option. We included programs that were EHS-Child Care Partnership (EHS-CC Partnership) grantees[2], but did not use EHS-CC Partnership status as a stratification variable in selecting the sample.

The study's complex sample design incorporated multistage sampling, stratification, and unequal selection probabilities. The first stage of selection was Early Head Start programs in Regions I through X. Using a probability-proportional-to-size sampling method, in which larger programs have a higher chance of selection than smaller programs do, we first selected a probability sample of 308 Early Head Start programs from a sample frame derived from the 2015–16 Head Start Program Information (PIR).[3] We then formed 154 pairs of programs within strata from the 308, and randomly selected 140 pairs, attempting to recruit one program from each pair, and reserved the remaining 168 programs as backups. During recruitment, 3 programs turned out to be ineligible for the study, and 27 eligible programs refused to participate. We then selected 27 more programs from the 168 in the reserve sample as replacements, first choosing from within pairs, and turning to one of the 14 extra pairs when necessary.[4] Of the 164 programs selected for recruitment and data collection that were eligible, 137 agreed to participate, yielding a response rate of 84 percent.

Within each program, we sampled an average of four centers and/or six home visitors, depending on the types of services the program provided. Within each center, we subsampled up to two classrooms and teachers and up to three children within each classroom. Within programs that offered home-based services, we subsampled an average of three home visitors from the six sampled home visitors per program, and then sampled up to three families from each of these

[2] In 2015, ACF awarded 275 Early Head Start Expansion and EHS-CC Partnership grants. Of these, 250 grantees received funding for EHS-CC Partnerships or funding for both EHS-CC Partnerships and Early Head Start Expansion. The EHS-CC Partnership grants support partnerships between Early Head Start grantees and regulated child care centers and family child care homes serving infants and toddlers from low-income families. At the time of award in 2015, many of these programs were existing Early Head Start grantees but some were new to Early Head Start. Ultimately, 52 EHS-CC Partnership grantees, including both existing and new grantees, participated in Baby FACES 2018.

[3] The PIR data include information from all Head Start and Early Head Start programs (grantees and delegate agencies) across the country.

[4] We used the extra pairs (in a random order, within stratum) when both programs in a pair were nonparticipants.

subsampled home visitors' caseloads. In some cases, the family could consist of a pregnant woman.[5] In programs that provided center-based services, 468 centers, 871 classrooms and teachers, and 2,204 children and their parents participated in the study, with participation rates of 100 percent and 88 percent for classrooms and children, respectively. From the sample of programs that provided home-based services, 611 home visitors participated. Within the subsample of 308 participating home visitors that we selected families and children from, 631 families and children participated in the study, with participation rates of 99 percent and 80 percent for home visitors and families and children, respectively. Across all programs, 1,482 staff (teachers or home visitors) and 2,835 children and their parents participated in the study. There were 59 pregnant women in the home visitors' caseloads who were selected for the study, but we excluded these pregnant women from all the data tables because the sample size is too small to report them separately. Exhibit 4 summarizes the response rates for Baby FACES 2018 data.

Exhibit 4. Baby FACES 2018 response rates

	Sample size	Response rate (percentage)
Program participation		
Participating	137	84
Eligible programs	164	
Program-level instrument		
Program director survey	134	98
Center participation		
Participating	468	96
Eligible centers	486	
Center-level instrument		
Center director survey	446	95
Classroom/staff participation		
Participating classrooms/teachers	871	100
Eligible classrooms/teachers	871	
Participating home visitors	611	99
Eligible home visitors	619	
Participating home visitors subsampled for child sampling	308	99
Eligible home visitors subsampled for child sampling	312	
Classroom/staff-level Instruments		
Teacher survey	859	99
Classroom observation	864	99
Home visitor survey	586	96
Home visitor survey for home visitors subsampled for child sampling	293	95
Child/pregnant woman participation		
Participating center-based children	2,204	88
Eligible center-based children	2,500	
Participating home-based children	631	80
Eligible home-based children	785	
Participating pregnant women	33	55
Eligible pregnant women	60	

[5] Home visitors' caseloads included families and pregnant women, both of which were in the sample. However, we excluded pregnant women from all the data tables, because the sample size is too small to report them separately.

EXHIBIT 4 *(continued)*

	Sample size	Response rate (percentage)
Parent survey		
Parent survey for center-based children	1,788	81
Parent survey for home-based children	537	85
Parent survey for pregnant women	25	76
Parent child report		
Parent child report for center-based children	1,992	90
Parent child report for home-based children	503	80
Staff child report		
Staff child report for center-based children	2,139	97
Staff child report for home-based children	542	86
Staff child report for pregnant women	27	82

B. Data collection

We collected data over a five-month period in spring 2018 (February–July). Early Head Start parents completed surveys by phone. In-person interviews with the teachers of the sampled classrooms and with sampled home visitors provided information about their background and the professional supports they receive in Early Head Start. Center and program directors completed surveys either in person or via the web according to their preference. In addition, parents and teachers/home visitors also completed Parent Child Reports (PCRs) and Staff Child Reports (SCRs) for each of the sampled children. Staff had the option of using a web-based or paper form, and parents completed their reports on paper. For the sampled teachers, we observed their classrooms. We did not observe home visits or parent–child relationships in this round. Home-based services will be a focus of the planned 2022 round of data collection. Exhibit 5 presents the data sources at different levels and domains of measures covered for spring 2018 data collection.

Exhibit 5. Data sources for Baby FACES 2018

Level of data	Domain of measures	Source of data in Spring 2018
Program/center	Program inputs, program processes, program functioning	Program and center director surveys, staff surveys
Teacher or classroom and home visitor	Staff characteristics, classroom and home visit processes supporting responsive relationships, parent engagement activities, teacher-child relationships, parent-staff relationships	Staff surveys, classroom observations, staff child reports
Parent and family	Family and child characteristics, home environment, family well-being, parent engagement, parent-child relationships, parent-staff relationships	Parent surveys, parent child reports
Infant/toddler	Language and communication, social-emotional development	Parent child reports, staff child reports

Program and center director surveys. Program and center directors completed surveys that provide information on structural characteristics and program policies, processes, and functioning.

Staff surveys. During in-person interviews with teachers and home visitors, we collected information about their educational backgrounds, professional development and training experiences, and credentials. Staff also reported on use of curricula and assessments and their perceptions about program climate.

Staff child reports. Using the SCR form, teachers and home visitors rated each sampled child in their classroom or caseload on child English language and social-emotional development and their relationships with the child and parent.[6] Home visitors also reported on visit content and characteristics.

Parent surveys. Baby FACES 2018 collected information from Early Head Start parents on the following, among other characteristics: demographics; household characteristics (such as income, languages spoken in the home and to the child, and household members); program services received; needs and resources; and parents' ratings of their children's and their own health status and well-being. Parents also reported on their relationships with Early Head Start staff.

The respondent for the parent survey was the person serving as the child's primary caregiver, in order to help ensure that we collected the most accurate information about the child's development and care. Although the primary caregiver was usually the birth mother (89 percent), 5 percent were birth fathers, and 6 percent were someone other than the birth father or birth mother. We recognize that information about the child's birth parents is valuable, even if they are not the primary caregiver. Therefore, the parent survey included background and demographic information about the primary caregiver and for each birth parent (Section I).

Parent child reports. Parents reported on child home languages[7] and social-emotional development and their relationship with the study child using the PCR form.

Classroom observations. Two certified observers observed the same classroom at the same time. One observer conducted an observation of the sampled classrooms using either the infant or toddler version of the Classroom Assessment Scoring System (CLASS) (CLASS-Infant, Jamison et al. 2014; CLASS-Toddler, La Paro et al. 2011). The CLASS observer determined whether to use the infant or toddler version of CLASS based on the predominant ages of the children in the classroom—the CLASS-Infant if a majority of the children in the classroom were ages 0 to 15 months, and the CLASS-Toddler if a majority of the children in the classroom were ages 16 to 36 months. A second observer conducted an observation of the sampled classrooms in the same time period using the Quality of Caregiver-Child Interactions for Infants and Toddlers (Q-CCIIT; Atkins-Burnett et al. 2015). The Q-CCIIT is appropriate for infant, toddler, and

[6] Home visitors also filled out the SCR form for each sampled pregnant woman in their caseload; this version of the form omitted non-applicable questions about the child.

[7] Parents reported on children's language development in either English or Spanish, based on the home language reported in the parent consent form.

mixed-age classrooms. All observers were fully certified as reliable. Each CLASS observation included four 20-minute cycles, and each Q-CCIIT observation included six 10-minute cycles. The total observation time in each classroom was about three hours. The classroom observations also provided information on child–adult ratios and group sizes during observations, range of ages of children served in the classroom, and classroom environment.

C. Analytic methods

The tables in this report present population estimates of key characteristics of Early Head Start programs and centers, teachers/home visitors and classrooms, and enrolled families and children. The descriptive statistics (means and percentages) are weighted to represent the total populations at each of these levels. The weights compensate for the differential probabilities of selection at the sampling stage and adjust for the effects of nonresponse. These tables also provide the unweighted sample sizes, along with standard errors based on the weighted estimates.

For subgroup tables by service type (center-based versus home-based services), we used the sampling flag to identify the two groups. The sampling flag indicates children and families who were sampled from Early Head Start classrooms or home visitors' caseloads, with both groups including some children and families who received a combination of center- and home-based services. The services (center-based or home-based) that the surveys asked about were based on the group that families were sampled into.

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III. OVERVIEW OF MEASURES

In this chapter, we provide an overview of the measures that represent the constructs of interest in Baby FACES 2018. These constructs comprise home environment, family well-being, child outcomes, staff characteristics, the quality of relationships, and program processes and functioning.

Appendix A presents the number of items, possible range, and psychometric properties of these measures. The reliability analyses use listwise deletion, and only those with complete data were included in estimating the reliability. Generally, the greater the covariance among items, the higher the reliability (and thus the higher the value of Cronbach's alpha). We consider an alpha of 0.70 or higher as adequate for the constructed measures[8] (Bland and Altman 1997). A few of the constructed measures have alphas less than 0.70 due to the small number of items within the scale (in general, scales with more items are more likely to have higher alphas). Measures with reliability estimates lower than 0.70 have less precision and are less likely to demonstrate associations.

For the classroom observation measures, we calculated the interrater reliability using the percentage agreement between observer scores during certification and those assigned by measure developers to the certification videos. The interrater reliability for the Q-CCIIT, Infant CLASS and Toddler CLASS was 86.1, 88.3, and 87.5 respectively. All observers received quality assurance visits during data collection and demonstrated at least an 80 percent agreement with gold standards.

A. Home environment and family well-being

The quality of experiences and support available in the home to children contributes significantly to their development. For the 2018 round, we assessed parent–child relationships and the home environment using parent reports.[9]

Home environments. We used two measures, the Confusion, Hubbub, and Order Scale (CHAOS; Matheny et al. 1995) and the Family Environment Scale (FES), Family Conflict Subscale (Moos and Moos 2002)—to assess children's home environments, in addition to other parent survey items.

Household chaos. We used the CHAOS (Matheny et al. 1995) in the parent survey to assess the level of confusion and disorganization in the child's home environment. The scale consists of 15 items, to each of which parents respond on a 4-point scale ranging from 1 (very much like your own home) to 4 (not at all like your own home). Example items include "We almost always seem to be rushed" and "We can usually find things when we need them." The scale score is the sum of the responses for the 15 items. All items were recoded so that higher ratings represent more chaotic, disorganized, and hurried homes.

[8] Higher reliability is needed if measures are used to make decisions about individuals.

[9] Baby FACES 2018 did not send data collectors to homes to collect family and child assessments.

Family conflict. We used the FES (Moos and Moos 2002) Family Conflict subscale (five items) to measure the extent to which the open expression of anger, aggression, and conflict-filled interactions are characteristic of the family. Parents from households with at least two adults rated each of five items on a 4-point scale, in which 4 indicates strong agreement with statements such as "We fight a lot" and "We sometimes hit each other." The subscale score is the mean of five individual item ratings, with higher scores indicating higher levels of conflict.

Family well-being. Parents reported on family well-being and self-sufficiency, including on psychological and physical health, parenting stress, economic pressure, and social support.

Parental depressive symptoms. We used the Center for Epidemiologic Studies Depression Scale-Revised (CESD-R; Eaton et al. 2004) to measure depressive symptoms in parents. As a revised version of the full CESD, the CESD-R is a 20-item self-administered screening tool to identify symptoms of depression or psychological distress. Parents reported the frequency of symptoms in the past week or so on a 5-point scale ranging from 0 (less than one day) to 4 (nearly every day for two weeks). Example items include "I had trouble keeping my mind on what I was doing" and "Nothing made me happy." The total scores for the scale range from 0 to 60, with higher scores indicating higher frequency of depressive symptoms. Definitions of levels of depressive symptoms are as follows:

- No clinical significance: CESD-R score of 0–15.
- Subthreshold depression symptoms: CESD-R score of 16 or higher but does not meet criteria in next three bullet points.
- Possible major depressive episode: Anhedonia or dysphoria nearly every day for the past two weeks,[10] plus symptoms in an **additional two** *Diagnostic and Statistical Manual of Mental Disorders* (DSM) symptom groups reported as occurring either nearly every day for the past two weeks or five to seven days in the past week.
- Probable major depressive episode: Anhedonia or dysphoria nearly every day for the past two weeks, plus symptoms in an **additional three** DSM symptom groups reported as occurring either nearly every day for the past two weeks or five to seven days in the past week.
- Major depressive episode: Anhedonia or dysphoria nearly every day for the past two weeks, plus symptoms in an **additional four** DSM symptom groups noted as occurring nearly every day for the past two weeks.

We collapsed the last three categories in the data tables due to confidentiality concerns (because the sample size is small in each of these categories). The CESD-R scoring guidelines define as potentially clinically significant those scores that are in these three categories.

Parenting stress. We used the most recent version (fourth edition) of the Parenting Stress Index Fourth Edition Short Form (PSI-4-SF; Abidin 2012) to assess parenting stress in relation to the study child. This 36-item self-report instrument identifies parent–child problem areas and is appropriate for use with parents of children from birth to age 12. Parents rated each item on a 5-

[10] Anhedonia: loss of interest in usually pleasurable activities; dysphoria: sadness.

point scale ranging from 1 (strongly agree) to 5 (strongly disagree). Items were recoded so that responses to all items indicate a higher level of parenting stress. The PSI-4-SF includes three subscale scores (sum of items in each of the subscales), as well as a Total Stress score (sum of the three subscale scores):

- *Parental Distress subscale.* Higher scores on this subscale indicate the parent is experiencing higher levels of distress in his or her role as a parent. Example items include "I find myself giving up more of my life to meet my children's needs than I ever expected" and "Since having a child, I feel that I am almost never able to do things that I like to do."
- *Parent-Child Dysfunctional Interaction subscale.* Higher scores on this subscale indicate the parent's perception that the child does not meet the parent's expectations and that the parent's interactions with the child are not reinforcing to him or her as a parent. Example items include "My child rarely does things for me that make me feel good" and "Sometimes I feel my child doesn't like me and doesn't want to be close to me."
- *Difficult Child subscale.* Higher scores on this subscale indicate the child demonstrates more behavioral characteristics that make children difficult to manage. Example items include "My child seems to cry or fuss more often than most children" and "My child reacts very strongly when something happens that my child doesn't like."
- *Total Stress.* A higher Total Stress summed score indicates that the parent is experiencing higher overall levels of parenting stress.

We converted the raw scores on the subscales and total stress into T-scores using the norms provided by the developer. In the national norms, the T-score has a mean of 50 and a standard deviation of 10 for each of the subscales and for total stress.

Parents who obtain a subscale score or total stress score in the 91st percentile or higher relative to the norms may be experiencing clinically significant levels of stress.

Economic pressure. We adapted six items from Conger and Elder's (1994) Economic Strain Questionnaire (ESQ) to measure family economic pressure. Adaptations increased the specificity and applicability of the items for Early Head Start families. Four items assess the extent to which families agree that they have the money to afford the kind of home, clothing, food, and medical care they *need* (adapted from *would like to have* in Conger and Elder's version) on a 5-point scale ranging from 1 (strongly agree) to 5 (strongly disagree). For example, "My family has enough money to afford the kind of home we need." One item assesses the degree to which families have difficulty paying their bills each month over the past year on a 5-point scale ranging from 1 (a great deal of difficulty) to 5 (no difficulty at all). Conger and Elder's version asks about the past year without referring to each month. One item assesses the extent to which families end up with enough money at the end of each month to make ends meet. We adapted this item by increasing the response scale from 4 to 5 possible options, ranging from 1 (not enough to make ends meet) to 5 (more than enough money left over). We reverse-coded the last two items, then took the sum of all six items to create a global measure of economic pressure, an approach similar to that used by the Family Life Project researchers (Newland et al. 2013). Higher scores on this measure reflect greater economic pressure families have to face.

Social support. We used the Social Support subscale of the Healthy Families Parenting Inventory (HFPI) (Krysik and LeCroy 2012) to measure social support available to families. The HFPI is designed for use with parents of young children and examines nine aspects of parenting outcomes. The Social Support subscale includes five items that measure the parent's sense and level of connectedness with friends, family, and community; it also measures the extent to which parents have been able to identify people or resources that are available to help with challenges, stressors, or other life events. Parents reported each of the items along a 5-point scale, ranging from 1 (rarely or never) to 5 (always or most of the time). The subscale score is the sum of the items, with higher scores indicating higher levels of social support. A score of 17 or lower (out of a possible total score of 25) indicates an area of concern.

Parent–child relationship. We assessed parents' perceptions of their relationships with the study child using the Child-Parent Relationship Scale, Short Form (CPRS-SF; Driscoll and Pianta 2011) and the Healthy Families Parenting Inventory (HFPI) Parent-Child Interaction subscale (Krysik and LeCroy 2012).

CPRS-SF. The CPRS-SF (Driscoll and Pianta 2011) is a self-report instrument for parents that is designed to assess parents' perceptions of their relationships with their children ages 3 to 12, but it also works well for younger children (Lang et al. 2015). We asked parents to report their relationship with the study child on a 5-point scale ranging from 1 (definitely does not apply) to 5 (definitely applies). The 15 items in the measure are summarized into two separate subscales: Conflict (sum of 8 items such as "always seem to be struggling with each other") and Closeness (sum of 7 items such as "share an affectionate, warm relationship"). Higher subscale scores indicate higher levels of conflict or closeness, respectively.

HFPI Parent-Child Interaction subscale. For Baby FACES 2018, we included the 10-item Parent–Child Interaction subscale that is also drawn from the HFPI (Krysik and LeCroy 2012) discussed above. The items in this subscale assess aspects of parents' responsiveness and sensitivity to the child (for example: parent responds quickly to child's needs, can tell what the child needs) and interactions with their child (for example: uses positive words to encourage child, praises child). Parents reported on the items along a 5-point scale, ranging from 1 (rarely or never) to 5 (always or most of the time). The subscale score is the sum of the items, with higher scores indicating higher levels of responsiveness and sensitivity. A score of 40 or lower (out of a possible total score of 50) indicates an area of concern.

B. Infant/toddler outcomes

Baby FACES 2018 uses parent- and staff-reported child outcome measures of language and communication and social-emotional development because these infant/toddler outcomes are most consistently correlated with the study's research questions about responsive relationships (Horm et al. 2016).

Language and communication. We used the MacArthur-Bates Communicative Development Inventories (CDI; Fenson et al. 2000) reported by parents and teachers or home visitors to measure children's vocabulary and communication skills. The CDI assesses children's early receptive and expressive language and communication skills through parent and staff reports. Different forms are available depending on the age of the child to be assessed. In alignment with the developers' recommended age ranges for the forms, we used the infant form

for children 8 to 16 months old, the toddler form for children 17 to 30 months old, and the CDI-III (and Spanish Extended Toddler form; Mançilla-Martinez et al. 2016) for children 31 months or older. The forms are available in English and Spanish. As in Baby FACES 2009, we added selected items from each form to the adjacent age forms to allow the use of item response theory (IRT) to measure children of different ages in the same analysis on the same scale. We converted the scores to T-scores based on the Baby FACES sample. T-scores have a mean of 50 and standard deviation of 10. These scores do not take the child's age into account, so any analyses with them would need to control for age. We asked parents to complete the CDI in their home language (English or Spanish). Teachers completed the CDI in English.

In addition to the IRT score, we derived two scores for children's vocabulary skills from each of the forms. Parents and staff reported (1) whether the child understands or (2) whether the child both understands and uses each of the specific words on the particular age form, as described below:

- Vocabulary Comprehension measures the number of words the child understands.
- Vocabulary Production measures the number of words in the child's spoken vocabulary.

In addition to the vocabulary lists, staff and parents of children 8 to 16 months old reported on child use of first communicative gestures. The CDI First Communicative Gestures scale includes 12 items in English and 13 items in Spanish (rated as (0) not yet and (1) sometimes or often). Example items include "Extends arm to show you something he/she is holding" and "Waves bye-bye on his/her own when someone leaves." The scale score is the sum of the items, with higher scores indicating the child uses more communicative gestures.

Staff and parents of children 17 months or older reported as a single item whether their child had begun to combine words (rated as (1) not yet, (2) sometimes, and (3) often). Staff also rated children 31 months or older on language use and sentence complexity. The Using Language measure consists of 12 yes (1) or no (0) questions about comprehension, semantics, and syntax, for example, "Does this child ever ask what a particular word means?" The scale score is the sum of the 12 items, with higher scores indicating greater language use. The Sentence Complexity measure consists of 12 items, each describing two ways that a child might communicate a sentence. For example, "That my truck (0)" and "That's my truck (1)". Staff were asked to select the ones that that sound most like the child's word combinations. The scale score is the sum of the 12 items, with higher scores indicating the child speaks more-complex sentences.

Social and emotional development. We used the Brief Infant Toddler Social Emotional Assessment (BITSEA; Briggs-Gowan and Carter 2006) reported by parents and teachers or home visitors. The BITSEA is the screener version of the longer ITSEA and is designed to detect possible delays in the acquisition of social-emotional competencies as well as social-emotional and behavior problems in children 12 to 36 months old. The 42-item BITSEA measure focuses on the development of competencies (for example, "hugs or feeds dolls or stuffed animals") as well as problem behaviors (for example, "avoids physical contact"). The scales are as follows:

- The 31-item Problem scale assesses social-emotional and behavioral problems such as aggression, defiance, overactivity, negative emotionality, anxiety, and withdrawal. Higher scores indicate more problems.

- The 11-item Competence scale assesses social-emotional abilities such as empathy, prosocial behaviors, and compliance. Lower scores indicate less competence.

Parents and Early Head Start staff completed the BITSEA for children 8 months or older. They were asked to rate each item as (0) not true/rarely, (1) somewhat true/sometimes, or (2) very true/often. The raw scores range from 0 to 22 for the Competence domain (with higher scores indicating higher levels of competence) and 0 to 62 for the Problem domain (with higher scores indicating higher levels of problems).

The BITSEA developers recommend using the scale with children from 12 months to 36 months of age. In Baby FACES 2009, staff and parents of children as young as 8 months or older than 36 months completed the BITSEA, with adequate reliability for both groups (Cronbach's alphas > 0.70). None of the staff or parents voiced any concerns about the items they were asked about. Based on those results, we again collected the BITSEA for children ages 8 months and older.

In Baby FACES 2018 data, the reliability estimates for the BITSEA were all above 0.70, except parent-reported competence for children younger than 12 months (for which Cronbach's alpha = 0.66). Sample sizes varied for the different age groups and reporters (Exhibit 6).

Exhibit 6. Reliability estimates of the BITSEA subscales by age group

	8–12 months		12–36 months		Older than 36 months	
Scale by reporter	Sample size	Reliability	Sample size	Reliability	Sample size	Reliability
Parent-reported						
Competence	148	0.66	1,717	0.72	425	0.73
Problem	148	0.81	1,720	0.83	424	0.84
Staff-reported						
Competence	72	0.77	1,765	0.79	616	0.77
Problem	72	0.70	1,768	0.84	617	0.87

Source: Spring 2018 Baby FACES Parent Child Report and Staff (Teacher and Home Visitor) Child Report.

Using the published norms (based on the national standardization sample), we created cutoff scores for children ages 12 to 36 months to indicate either high problems (indicating a possible problem) or low competence (indicating a possible deficit/delay).[11] For the BITSEA Problem scale, the cutoff point is at or above the 75th percentile. For the BITSEA Competence scale, the cutoff point is at or below the 15th percentile. Scoring in the cutoff range in at least one domain indicates "screening positive" on the BITSEA.

The BITSEA sample was selected to nationally represent children from 12 to 36 months. Though the Baby FACES samples are representative of Early Head Start programs in the year the data were collected, they are not representative of children of this age nationally.

[11] This is the age range for which the national norms are available. We did not create the cutoff scores for children ages 8 months and older but younger than 12 months or those older than 36 months.

C. Staff characteristics

We asked teachers to report on a number of characteristics, including measures of their attitudes and knowledge and psychological well-being.

Depressive symptoms. We used the CESD-R to measure staff depressive symptoms (see the earlier descriptions of the CESD-R in the family well-being section).

Attitudes and knowledge. We assessed teachers' attitudes and knowledge using Teacher Beliefs about Infant and Toddler Care and Education (Atkins-Burnett et al. 2017), a measure developed by Mathematica for Baby FACES 2018. This 20-item measure includes two subscales: teacher beliefs about the importance of relationship and responsiveness (for example, when infants are crying, you should respond to them right away) and teacher beliefs about the role of the adult in child learning (for example, what teachers do with infants and toddlers makes a difference in their development). Teachers rated each item on a 6-point scale ranging from 1 (very strongly disagree) to 6 (very strongly agree). Each subscale score is the mean of 10 items, with higher scores indicating more developmentally appropriate beliefs about infant and toddler education and care.

D. Quality of relationships

At the center of relationship-based care practices in Early Head Start are the supports for parents, teachers/home visitors, and children to build relationships with one another. In the spring 2018 round of Baby FACES, we captured teacher–child relationships, parent–staff (teachers and home visitors) relationships, and parent–child relationships through classroom observations and staff and parent surveys.[12]

Teacher–child relationships. We measured the quality of teacher–child relationships in Early Head Start classrooms through observations and supplemented those observations with teacher reports. We used two classroom observation tools to capture the quality of teacher–child relationships: the Q-CCIIT measure (Atkins-Burnett et al. 2015) and the CLASS-Toddler (La Paro et al. 2011) or CLASS-Infant (Jamison et al. 2014). We also assessed teacher–child relationships using the Student-Teacher Relationship Scale, Short Form (STRS-SF) (Pianta 2001) reported by teachers.

Q-CCIIT. The Q-CCIIT (Atkins-Burnett et al. 2015) assesses the quality of child care settings for infants and toddlers in center-based settings and family child care homes—specifically, how a given caregiver interacts with a child or group of children in nonparental care. The Q-CCIIT measures caregivers' support for social-emotional (for example, responding to emotional cues), cognitive (for example, supporting object exploration), and language and literacy development (for example, extending children's language use), as well as areas of concern (such as harshness, ignoring children, and health and safety issues). The three scales for caregivers' support for social-emotional, cognitive, and language and literacy development are the means of items rated along a 7-point scale. In consultation with the developers, we used the following cut points for quality ranges: low (1 to 2.9), mid (3 to 4.9), and high (5 to 7). The score

[12] Because our understanding of parent–staff and parent–child relationships will be based on parent and staff reports only, these measures represent parents' or staff members' perceptions rather than behaviors.

for the areas of concern is the mean of *z*-scored items in the scale because the scales for the items are different. Higher scores in the areas of concern indicate greater concern about the safety of the environment, health practices, and poor supervision of children.

CLASS. The CLASS-Toddler (La Paro et al. 2011) and the CLASS-Infant (Jamison et al. 2014) measure the quality of teacher–child interactions in toddler and infant classrooms in center-based settings and family child care homes. The toddler version includes two domains: (1) Engaged Support for Learning (dimensions including Facilitation of Learning and Development, Quality of Feedback, and Language Modeling); and (2) Emotional and Behavioral Support (dimensions including Positive and Negative Climate, Teacher Sensitivity, Regard for Children's Perspectives, and Behavior Guidance). The infant version includes only one domain—Responsive Caregiving (dimensions including Sensitivity, Language Stimulation, Scaffolding, and Relational Climate). The dimensions are defined by observable indicators along a 7-point scale, with ratings reflecting scores in the low (1 to 2.9), mid (3 to 5.9), and high (6 to 7) ranges of quality based on developer definitions.

STRS-SF. This 15-item self-report instrument assesses teachers' perceptions of their relationships with individual children in the classroom (Pianta 2001). The items can be summarized into two subscales: Closeness and Conflict. The Closeness subscale (a mean score of 8 items) measures the extent to which a teacher feels that his or her relationship with a child is characterized by warmth, affection, and open communication (for example, "I share an affectionate, warm relationship with this child"). The Conflict subscale (a mean score of 7 items) assesses the degree to which a teacher feels that his or her relationship with a particular student is characterized by negativity (for example, "This child and I always seem to be struggling with each other"). Higher subscale scores indicate higher levels of closeness or conflict. The original STRS was developed for use with teachers of preschool and early elementary school-age children. However, it has been used successfully to investigate relationships between teachers and infants and toddlers in other studies (Lang et al. 2015; Recchia 2012).

Parent–teacher relationship. We measured parent–teacher relationships using the Cocaring Relationship Questionnaire-Adapted (CRQ-Adapted; Lang et al. 2015, 2017) and the Quality of Parent-Teacher Relationship measure from the National Center for Early Development & Learning (NCEDL) Teacher-Student Report (Serpell and Mashburn 2012). We administered the CRQ to both parents and teachers and the NCEDL Quality of Parent-Teacher Relationship measure to teachers.

CRQ-Adapted. The CRQ-Adapted (Lang et al. 2015, 2017) measures parent–teacher relationships in infant and toddler classrooms and captures nuanced aspects of the parent–teacher relationship by providing scores on the following dimensions:

- Support (five items; for example, the teacher asks for the parent's opinion on issues related to caring for the child; parent and teacher discuss the best way to meet the child's needs)
- Endorsement (five items; for example, the parent and teacher have similar goals for the child; the parent believes the teacher is a good educator)

- Undermining (four items; for example, the parent believes the teacher does not trust his/her abilities; the teacher tries to show that he or she is better at caring for the child than the parent is)
- Agreement (three items for parents and four items for teachers; for example, the parent and teacher have different ideas for raising the child [reverse coded]; my child's teacher and I have different ideas regarding my child's eating, sleeping, and/or other routines [reverse coded])

We adapted the CRQ in consultation with the authors, selecting a smaller set of items and using a 4-point Likert scale rather than a 7-point scale. The subscale scores are the sum of the items in the subscale, and the items are coded so that higher scores indicate a better relationship (except for Undermining, where higher scores indicate more negative relationships). We include scores for parents and teachers separately.

NCEDL Quality of Parent-Teacher Relationship measure. This seven-item scale assesses the teacher's perception of the quality of the relationship that the teacher has with each child's parent (Serpell and Mashburn 2012). Constructs include relationship satisfaction, emotional tone, level of trust, clarity of communication, agreement, parent appreciation, and parent support and cooperation. Each item has a 4-point Likert scale with anchors that are relevant for the specific question. For example, the level of trust item is "How would you describe the degree of trust between you and this child's parents?" (1 = a great deal of trust between us; 2 = a little trust, it's okay; 3 = a little suspicion and mistrust; and 4 = much suspicion, no trust between us). The items are reverse coded so that higher scores indicate a higher quality relationship. The scale score is the mean of the seven items, with higher scores representing higher levels of overall quality of the parent–teacher relationship.

Parent–home visitor relationship. Parents and home visitors reported on the parent–home visitor relationship using the version of the Working Alliance Inventory (WAI; Tracey and Kokotovic 1989) adapted by the Evidence-Based Home Visiting to Prevent Child Maltreatment Cross-Site Evaluation team (Boller et al. 2013; Horvath 1994; Santos 2005; Tracey and Kokotovic 1989). We also asked parents in the home-based option to complete the Parent Satisfaction with Home Visits measure (Roggman et al. 2008) and selected items drawn from the CRQ. In addition, as mentioned above, we used the NCEDL Quality of Parent-Teacher Relationship measure with home visitors to assess the quality of the relationship between the home visitor and the child's parent.

WAI. The adapted WAI (Boller et al. 2013) is a 12-item measure that assesses how home visitors and families rate their level of collaboration and the extent to which they have a similar vision and goals for the home visiting services provided. For example, do they agree on what to work on as part of the home visiting services? Do they share common goals on how to achieve this? Is there trust between the two? It captures the nature of the relationship in three domains (with four items in each domain): Goal Setting (agreement on the goals of the program), Tasking (agreement on how to achieve goals), and Bonding (development of a home visitor–parent bond):

- *Tasking* includes home visitor and parent perceptions of what needs to happen to reach service goals; establish relative priorities; and, if necessary, obtain a new perspective on how to proceed.
- *Bonding* includes home visitor and parent perceptions regarding the other party in terms of liking each other, confidence in their ability to do the job or make necessary changes, mutual appreciation, and trust.
- *Goal setting* includes home visitor and parent perceptions of their agreement on service goals, ability to develop mutual goals, and agreement on the changes needed to achieve program objectives.

In the original measure, respondents rate each of the 12 items on a 7-point Likert scale, from 1 (never feeling a situation applies to their relationship) to 7 (always feeling this situation applies). To make it easier for parents to respond over the phone during the parent survey, we adapted the ratings to a 5-point scale. The home visitors reported on the original 7-point scale. When scoring the home visitor reports, we recoded the items into a 5-point scale (collapsing 3 with 4, and 5 with 6) to be comparable to parent reports. The score for each domain is the mean of four items, calculated for parents and home visitors separately. Higher scores represent more-positive relationships.

Parent Satisfaction with Home Visits. This measure provides information about the parent's level of satisfaction with aspects of the home visit more broadly (for example, the visits are a positive experience and help the parent reach his or her goals) and focuses on the home visit's responsiveness to the family (Roggman et al. 2008). Parents answered 14 questions (11 questions for pregnant women) about their home visits using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The scale score is the mean of the 14 items, with higher scores indicating higher levels of satisfaction with the home visits.

CRQ-Adapted Support subscale. We administered to parents items from the Support subscale of the CRQ-Adapted that we also administered to teachers (Lang et al. 2015, 2017; described above in the Parent-teacher relationship section). These items ask about how the home visitor and parent work together on supporting the child and parenting more specifically. We made the following adaptations to the CRQ: we changed the original wording "teacher" to "home visitor" for use with parents reporting their relationships with the home visitor. For example, we changed "My child's teacher asks my opinion on issues related to caring for my child" to "My home visitor asks my opinion on issues related to caring for my child."

NCEDL Quality of Parent-Teacher Relationship measure. We administered the NCEDL Quality of Parent-Teacher Relationship measure to home visitors to assess the quality of the parent–home visitor relationship. The items are the same as those in the teacher version because all the statements refer to the relationship with the parent.

E. Program processes and functioning

The primary sources of information for program processes and functioning in Baby FACES 2018 are from program director, center director, and staff surveys. In addition to other survey items, we used the following measures.

Continuity of care. We adapted items from a short instrument used in a recent study by Ruprecht et al. (2016) to measure continuity of care in Early Head Start classrooms. We asked center directors about their policies and practices regarding continuity of care—including how frequently children typically transition to new caregivers, whether the caregiver transitions with the children to a new classroom, the number of caregivers involved in caring for the child each day, and responsibility for primary caregiving tasks. We also collected information about group size/ratio from the teacher survey. Responses to each of the five items correspond to scores ranging from 0 to 2 points, with higher scores indicating stronger use of continuity of care practices. For the transition frequency item, for example, centers receive 0 points if children typically move to new caregivers every 6 months or less, 1 point if children and caregivers are together for six to nine months, and 2 points if children and caregivers are together for more than nine months. Item scores are summed together (for a maximum of 10 possible points). A cutoff score of 6 points (or more) indicates the center implements continuity of care practices.

Program climate. To assess program climate, we selected subscales from the Survey of Organizational Functioning (TCU SOF; Institute of Behavioral Research 2005) and the Organizational Climate Description Questionnaire-Rutgers Elementary (OCDQ-RE; Hoy et al. 1991).

TCU SOF. We included several items from the TCU SOF (Institute of Behavioral Research 2005). These items are rated on 5-point Likert scales and come from four subscales. The first three subscales involve the staff member's assessment of the quality of the work environment in his or her organization: (1) cohesion (six items; for example, "staff are quick to help one another when needed"); (2) communication (five items; for example, "formal and informal communication channels work well"); and (3) stress (four items; for example, "under too many pressures to do your job effectively"). The fourth asks for the staff member's satisfaction with his or her job (five items;[13] for example, "you feel appreciated for the job you do"). The subscale scores are the means of the items in the subscales multiplied by 10. We modified the wording to make it appropriate to administer as an interview with teachers and home visitors, in particular by adding the words "at this center" (for teachers) and "at this program" (for home visitors) to some items and changing the word "program" to "center" for teachers. For example, we changed the original item "Staff here all get along very well" to "Staff at this center all get along very well." Higher scores for the Cohesion, Communication, and Satisfaction subscales indicate a more positive organizational climate. Higher scores for the Stress subscale indicate a more negative organizational climate.

OCDQ-RE. We also asked the program staff and center director to gauge their organization's leadership using adapted items from the OCDQ-RE (Hoy et al. 1991). The questionnaire was intended for elementary schools, but it has been used in early childhood education settings (Dennis and O'Connor 2013). These items examine leaders' supportive behavior (for example, "the center director listens to and accepts teachers' suggestions"). The scores are the average response for the nine items in the scale across either all teachers in a center to create a score for the center, or all home visitors and center directors in a program to

[13] The original subscale includes six items. One of the items ("You would like to find a job somewhere else") was left out by mistake.

create a score for the program, which are then added across all nine items. Higher scores indicate more supportive director behavior.

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SECTION I:

WHO ARE THE CHILDREN AND FAMILIES SERVED BY EARLY HEAD START?

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Exhibit I.1. What are the background characteristics of Early Head Start children? (percentages, unless otherwise indicated)

Child characteristics	Sample size	Percentage/ mean (SE)
What percentage of EHS children are girls?	2,301	48.1 (1.38)
On average, how old are EHS children (at survey, in months)?[a]	2,301	26.6 (0.39)
What is the age distribution of EHS children (at survey)?	2,301	
12 months or younger		10.8 (0.88)
13–24 months		28.0 (1.31)
25–36 months		41.9 (1.51)
More than 36 months		19.3 (1.46)
What is the race/ethnicity of EHS children?	2,272	
Hispanic/Latino		39.4 (2.65)
African American, non-Hispanic		27.9 (2.52)
White, non-Hispanic		23.3 (2.33)
Other, non-Hispanic[b]		9.5 (0.98)
What percentage of EHS children were born in the United States?	2,299	98.8 (0.35)
What percentage of EHS children live with parents who immigrated to the United States?[c]	2,162	
Child lives with one parent born outside United States		16.5 (1.35)
Child lives with two parents born outside United States		17.7 (1.74)
Child lives with parent(s) born in United States		65.7 (2.47)

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent all Early Head Start children.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each item out of a total sample of 2,301 responses to the parent survey, unless otherwise indicated.

[a]The reported response range is 1.6–46.8.

[b]Includes non-Hispanic American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, and multiracial.

[c]Among households with at least one birth parent living in the household (*n* = 2,165).

EHS = Early Head Start; SE = standard error.

Exhibit I.2. Who are the primary caregivers of Early Head Start children at home?

Primary caregiver characteristics	Sample size	Percentage (SE)
Who is the child's primary caregiver?[a]	2,298	
Birth mother		88.5 (0.93)
Birth father		5.2 (0.66)
Grandparent		2.9 (0.47)
Adoptive mother, stepmother, or foster mother[b]		2.0 (0.36)
Adoptive father, stepfather, foster father, or other[c]		1.3 (0.29)
What percentage of primary caregivers are female?	2,301	94.3 (0.72)

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent all Early Head Start primary caregivers.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each item out of a total sample of 2,301 responses to the parent survey.

[a]The child's primary caregiver is the respondent to the parent survey.

[b]Includes female guardian.

[c]Includes male guardian and "other."

SE = standard error.

Exhibit I.3. What are the characteristics of Early Head Start parents? (percentages, unless otherwise indicated)

Parent characteristics	Primary caregiver		Birth mother[a]		Birth father[b]	
	Sample size	Percentage/ mean (SE)	Sample size	Percentage/ mean (SE)	Sample size	Percentage/ mean (SE)
On average, how old are EHS parents (at survey, in years)[c]	2,300	31.0 (0.23)	2,266	29.7 (0.22)	116	32.6 (1.01)
What is the age distribution of EHS parents (at survey)?	2,300		2,266		116	
17 years old or younger		1.1 (0.31)		1.2 (0.33)		0.0 (0.00)
18–19 years old		1.9 (0.41)		2.2 (0.42)		0.0 (0.00)
20–24 years old		18.9 (1.06)		20.6 (1.05)		17.6 (6.47)!
25–29 years old		28.0 (1.22)		30.7 (1.36)		23.9 (5.85)
30–34 years old		24.9 (1.21)		25.2 (1.15)		26.6 (7.53)
35 years old or more		25.2 (1.42)		20.0 (1.45)		31.8 (6.41)
On average, how old were EHS parents when the focus child for this study was born (in years)?[d]		n.a.	2,266	27.5 (0.22)	116	30.3 (0.99)
On average, how old were EHS mothers when their first child was born (in years)?[e]		n.a.	2,229	21.5 (0.16)		n.a.
What is the distribution of birth mothers' age at their first child's birth?[e]			2,229			
17 years old or younger		n.a.		18.8 (1.16)		n.a.
18–19 years old		n.a.		22.3 (1.17)		n.a.
20–24 years old		n.a.		35.6 (1.55)		n.a.
25–29 years old		n.a.		16.0 (1.07)		n.a.
30–34 years old		n.a.		5.6 (0.69)		n.a.
35 years old or more		n.a.		1.7 (0.37)		n.a.
What is the race/ethnicity of EHS parents?	2,285		2,108		985	
Hispanic/Latino		37.1 (2.65)		38.1 (2.73)		44.7 (3.34)
African American, non-Hispanic		29.3 (2.59)		29.5 (2.65)		20.5 (2.58)
White, non-Hispanic		27.9 (2.51)		26.7 (2.52)		27.8 (3.13)
Other, non-Hispanic[f]		5.7 (0.78)		5.7 (0.82)		7.0 (1.20)
What percentage of EHS parents were born in the United States?	2,300	71.7 (2.31)	2,121	70.7 (2.37)	994	54.0 (3.29)

EXHIBIT I.3 *(continued)*

Parent characteristics	Primary caregiver		Birth mother[a]		Birth father[b]	
	Sample size	Percentage/ mean (SE)	Sample size	Percentage/ mean (SE)	Sample size	Percentage/ mean (SE)
Among parents who immigrated to the United States, how long have they been living in the United States?[g]	588		564		411	
What is the mean number of years in the United States?[h]		13.2 (0.56)		12.7 (0.54)		14.3 (0.48)
What is the distribution of years in the United States?						
5 years or fewer		18.3 (2.88)		19.3 (2.95)		16.4 (2.61)
6–10 years		22.4 (2.52)		23.1 (2.58)		23.1 (2.58)
More than 10 years		59.2 (3.65)		57.6 (3.66)		69.3 (2.81)

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent all Early Head Start parents.

The sample size columns present unweighted sample sizes to identify the number of parent surveys with valid data on each item out of a total sample of 2,301 responses to the parent survey, unless otherwise indicated.

[a]Information about the birth mother's age was collected if the birth mother was alive, regardless of whether the birth mother was the primary caregiver or lived with the primary caregiver (*n* = 2,298); however, information about the birth mother's race and immigration status was only collected from the primary caregiver if the birth mother lived with the primary caregiver (and the study child) (*n* = 2,123).

[b]Information about the birth father's age was collected only when the birth father was the primary caregiver (*n* = 116). When the primary caregiver was not the birth father, information about the birth father's race and immigration status was collected from the primary caregiver if the birth father lived with the primary caregiver (and the study child) (*n* = 996).

[c]The reported response ranges are as follows: primary caregivers, 15–74; birth mothers, 15–50; birth fathers, 21–61.

[d]Among families where the birth mother was alive (*n* = 2,298), and the birth father was the primary caregiver (*n* = 116), respectively. The reported response ranges are as follows: birth mother, 14–47; birth father, 17–57.

[e]Among families where the birth mother was alive (*n* = 2,298). The reported response range is 13–43.

[f]Includes non-Hispanic American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, and multiracial.

[g]Among parents born outside of the U.S. (*n* = 593, *n* = 568, and *n* = 431, respectively).

[h]The reported response ranges are as follows: primary caregiver, 1–60; birth mother, 1–40; birth father, 1–40.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

EHS = Early Head Start; n.a. = not applicable; SE = standard error.

Exhibit I.4. What is the education and employment status of Early Head Start parents?

Education and employment status	Primary caregiver		Birth mother		Birth father	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)	Sample size	Percentage (SE)
What is the highest level of education for EHS parents?[a]	2,299		2,290		2,242	
Less than high school		21.6 (1.50)		22.1 (1.45)		24.9 (1.41)
High school diploma or equivalent		31.6 (1.20)		32.3 (1.27)		41.6 (1.46)
Vocational/technical or some college, but no degree		26.5 (1.28)		24.8 (1.23)		11.7 (0.97)
Associate's degree		7.6 (0.84)		7.1 (0.78)		3.5 (0.53)
Bachelor's degree or higher		12.3 (1.13)		10.9 (1.15)		6.8 (0.81)
What percentage of EHS parents are currently taking classes?[b]	2,298	19.1 (1.04)	2,119	19.3 (1.07)	116	17.9 (5.10)
What is the employment status of EHS parents?[c]	2,299		2,120		992	
Working full-time (35 hours a week or more)		38.7 (1.43)		36.9 (1.48)		73.7 (1.81)
Working part-time (less than 35 hours a week)		19.9 (1.13)		21.1 (1.29)		8.9 (1.12)
Unemployed		40.4 (1.47)		41.5 (1.60)		16.7 (1.53)
Other[d]		1.0 (0.24)		0.4 (0.16)!		0.7 (0.22)!
Among parents who work 35 hours a week or more, what percentage work multiple jobs?[e]	959	7.0 (1.08)	869	7.7 (1.20)	721	2.4 (0.61)
Among parents not working, what percentage were employed in the last 12 months?[f]	876	29.7 (2.07)	803	29.2 (2.04)	173	55.1 (4.76)
What percentage of EHS parents are currently in job training?[g]	2,273	4.7 (0.57)	2,109	4.3 (0.53)	113	9.1 (4.86)!

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent all Early Head Start parents.

The sample size columns present unweighted sample sizes to identify the number of parent surveys with valid data on each item out of a total sample of 2,301 responses to the parent survey, unless otherwise indicated.

[a]Information about the birth mother's highest level of education was collected if the birth mother was alive (*n* = 2,298). Information about the birth father's highest level of education was collected if the birth father was alive and known (*n* = 2,258). Items may not sum to 100 percent because the sample sizes includes respondents who indicated they did not know.

[b]Enrollment in courses, classes, or workshops for work-related reasons or personal interest was collected for the birth mother if she was living with the study child (*n* = 2,123), and for the birth father if he was the primary caregiver (*n* = 116).

[c]Employment status was only collected for birth mothers and birth fathers if they were identified as living with the child (*n* = 2,123 and 996, respectively).

EXHIBIT I.4 *(continued)*

[d]Includes those who are retired, disabled, or unable to work, and those who reported working, but did not report the hours per week worked.

[e]Among parents who reported working 35 hours a week or more (*n* = 959, 869, and 721, respectively).

[f]Among parents (living with the study child) who were not working or whose work status was unknown or not reported (*n* = 878, 806, and 177, respectively).

[g]Among primary caregivers and birth mothers (living with the study child) who were not retired, disabled, or unable to work (*n* = 2,279 and 2,112, respectively). Job training status was only collected for birth fathers identified as the primary caregiver (who were not retired, disabled, or unable to work) (*n* = 113).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

EHS = Early Head Start; SE = standard error.

Exhibit I.5. What are the characteristics of Early Head Start households? (percentages, unless otherwise indicated)

Household characteristics	Sample size	Percentage/mean (SE) or median
Who do EHS children live with?[a]	2,295	
Two birth parents		46.0 (1.64)
Parents are married		28.2 (1.57)
Parents are not married		17.8 (1.19)
One birth parent		48.6 (1.56)
Child lives with birth mother, but not birth father		47.0 (1.55)
A spouse, partner, or another parental figure lives with birth mother and child		35.4 (1.50)
Birth mother and child live alone		11.6 (0.96)
Child lives with birth father, but not birth mother		1.6 (0.34)
No birth parents	2,295	5.4 (0.64)
How many people live with EHS children?[b]	2,300	4.7 (0.06)
Mean number of adults	2,300	2.0 (0.03)
Mean number of children	2,300	2.8 (0.04)
What percentage of EHS children live in intergenerational households?[c]	2,294	9.6 (0.91)
What is the median total household income, over the last 12 months, among EHS families?[d,e]	2,033	$22,976
What percentage of families had a household income that was…[d]	2,033	
$0 to $10,000?		12.9 (1.03)
$10,001–$15,000?		13.1 (0.92)
$15,001–$20,000?		16.5 (1.21)
$20,001–$25,000?		14.8 (1.13)
$25,001–$30,000?		13.5 (1.08)
$30,001–$35,000?		7.1 (0.73)
$35,001 or more?		22.2 (1.35)
What are EHS families' household incomes as a percentage of the poverty level?[d,f]	2,033	
0–50 percent of the poverty level		22.8 (1.42)
51–100 percent of the poverty level		40.5 (1.52)
101–130 percent of the poverty level		15.5 (1.11)
131 percent of the poverty level or higher		21.2 (1.25)
How many people contribute to the family's household income?	2,239	
1 person		55.9 (1.41)
2 people		35.7 (1.30)
3 people		6.1 (0.69)
4–6 people		2.3 (0.49)

EXHIBIT I.5 *(continued)*

Household characteristics	Sample size	Percentage/mean (SE) or median
What percentage of EHS households receive income supports?		
WIC	2,254	76.8 (1.41)
SNAP	2,251	66.2 (1.71)
TANF	2,233	19.8 (1.27)
Energy assistance	2,236	16.2 (1.41)
SSI/SSA retirement, disability or survivors	2,252	16.0 (1.11)
Unemployment	2,256	5.1 (0.62)
Foster care payments	2,248	2.9 (0.44)
On average, how many income supports do EHS families receive?	2,196	2.0 (0.04)
Of the families receiving each income support, what percentage received a referral from EHS?[g]		
WIC	1,664	12.3 (1.09)
SNAP	1,474	8.0 (1.09)
TANF	413	13.1 (2.23)
Energy assistance	310	22.0 (3.31)
Referrals to other income sources[h]	479	5.8 (1.82)!

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent all Early Head Start families.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each item out of a total sample of 2,301 responses to the parent survey, unless otherwise indicated.

[a]A small percentage of children living with one birth parent have birth parents who are married but living apart (1.5 percent or 44 households). In nearly half of these cases, parents cited geographic separation as the reason for not living together, including one parent being in the armed forces or living abroad for immigration reasons.

[b]The reported response range is 2–14.

[c]Intergenerational households are households in which children live with at least one parent and one grandparent.

[d]HHS poverty guidelines are used to determine income eligibility for Early Head Start. Children or pregnant women with family incomes below the poverty line are eligible for the program. Families receiving public assistance (such as TANF and SSI), children from homeless families, and children in foster care are also eligible. Programs can also enroll children who would benefit from services (that is, children with disabilities), regardless of income, for up to 10 percent of total enrollment. If the program is meeting the needs of these eligible groups, the program can also fill up to 35 percent of its enrollment with families who do not meet these eligibility criteria but whose incomes are below 130 percent of the poverty line.

Income-related questions had higher rates of refusals and missing responses than other questions on the parent survey. If a primary caregiver refused or did not know the household's exact gross income, then we asked the primary caregiver to identify the household's income in a series of $5,000 ranges. We then imputed the household income as the midpoint of this range (*n* = 339). Family income reported here may differ from the family income used for Early Head Start eligibility determination for reasons beyond this imputation process. During eligibility determination, program staff use tax forms, pay stubs, or other proof of income to verify the family's countable income. The income reported here is not verified, and respondents may include income types that are considered noncountable (for example, noncash benefits, such as SNAP benefits, or one-time insurance payments), and they may include countable income types for individuals who are not considered a part of the child's family for the purposes of eligibility

EXHIBIT I.5 *(continued)*

determination (for example, individuals who are not related to the child's parent or guardian by blood, marriage, or adoption).

[e]The mean is $28,237 (SE = 956), and the reported response range is $26–$516,000. Incomes in the top 1 percent exceeded 1 million dollars and were recoded to missing after we determined that these values were probably data entry errors. The data file includes three potential outliers that are $250,000 and greater. These may also be errors, but we retained them for transparency. These potential outliers do not impact the median reported in the table.

[f]Poverty level is adjusted for household size according to 2019 HHS poverty guidelines.

[g]Among households that reported receiving each income support; sample size varies (WIC, *n* = 1,680; SNAP, *n* = 1,477; TANF, *n* = 415; energy assistance, *n* = 310; other income sources, *n* = 480). The sample size in the table is the number of families who responded to the question.

[h]Referrals to other income sources includes referrals to SSI/SSA retirement, disability or survivors supports; unemployment supports; and foster care payments.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

EHS = Early Head Start; SE = standard error; SNAP = Supplemental Nutrition Assistance Program; SSI/SSA = Supplemental Security Income/Social Security Administration; TANF = Temporary Assistance for Needy Families program; WIC = Special Supplemental Nutrition Program for Women, Infants, and Children.

Exhibit I.6a. What languages are spoken in Early Head Start households?

Household languages	Sample size	Percentage (SE)
What languages are spoken in EHS households?		
English	2,299	96.3 (0.52)
Spanish	2,295	35.9 (2.50)
Another language ("Other")[a]	2,293	12.6 (1.66)
What combination of languages are spoken in EHS households?	2,293	
English only		53.2 (2.63)
Spanish only[b]		3.7 (0.52)
Multiple languages		43.0 (2.45)
English and Spanish only		30.5 (2.24)
English and Other only		10.9 (1.59)
English, Spanish, and Other		1.6 (0.36)
What percentage of EHS children are or will be dual language learners?[c]	2,295	46.8 (2.63)

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent all Early Head Start families.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each item out of a total sample of 2,301 responses to the parent survey.

[a]Over 60 languages were identified. Among those, American Sign Language (or sign language generally) was the most commonly cited, followed by Arabic and French.

[b]Includes a small number of households that speak only Spanish and another non-English language.

[c]Dual language learners are defined as children who live in households where English is not the only language spoken or only non-English languages are spoken.

EHS = Early Head Start; SE = standard error.

Exhibit I.6b. What languages are spoken in multilingual Early Head Start households?

Child's languages	Households that speak English and Spanish		Households that speak English and Other[a]	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)
What language is primarily spoken to EHS children?	733		216	
All English		3.5 (0.82)		13.8 (3.64)
More English than Spanish/Other		25.8 (2.14)		40.5 (5.49)
Equal English and Spanish/Other		29.0 (2.17)		24.6 (5.62)
More Spanish/Other than English		30.1 (2.39)		17.0 (3.61)
All Spanish/Other		11.7 (1.61)		4.2 (1.82)!
What language is primarily spoken by EHS children?[b]	616		185	
All English		16.1 (2.27)		31.1 (5.87)
More English than Spanish/Other		29.4 (2.72)		37.3 (4.82)
Equal English and Spanish/Other		23.3 (2.67)		19.2 (3.94)
More Spanish/Other than English		16.9 (2.03)		4.7 (1.60)!
All Spanish/Other		14.3 (2.55)		7.6 (2.62)!

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent all Early Head Start children.

The sample size columns present unweighted sample sizes to identify the number of parent surveys with valid data on each item out of a total sample of 2,301 responses to the parent survey. The data are limited to households that speak multiple languages (*n* = 958), and we reported households that speak English and Spanish (*n* = 734) separately from households that speak English and "Other" (*n* = 216), unless otherwise indicated.

[a]Includes households that speak both Spanish and another non-English language (*n* = 38).

[b]Among households where the child was speaking at the time of the parent survey (*n* = 802), reporting households that speak English and Spanish (*n* = 617) separately from households that speak English and "Other" (*n* = 185).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

EHS = Early Head Start; SE = standard error.

Exhibit I.7. What is the living situation (type of residence and stability) of Early Head Start families? (percentages, unless otherwise indicated)

Living situation	Sample size	Percentage/ mean (SE)
Where are the primary caregiver (and child) living?	2,250	
House, apartment, or trailer with own family only[a]		91.9 (0.90)
House, apartment, or trailer shared with another family		5.4 (0.65)
Transitional housing (apartment), homeless shelter, or somewhere else[b]		2.8 (0.61)
What is the primary caregiver's home ownership and rental status?[c]	2,203	
Rents (without public assistance)		65.1 (1.67)
Owns or is buying home or apartment		18.1 (1.29)
Living in public or subsidized housing		12.0 (1.01)
Living rent-free in relative's or friend's home		3.1 (0.48)
Some other arrangement[d]		1.7 (0.43)
What percentage of primary caregivers moved in the past year?	2,251	24.5 (1.40)
Among those who have moved, on average, how many times have they moved?[e]	558	1.4 (0.06)

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent all Early Head Start families.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each item out of a total sample of 2,301 responses to the parent survey, unless otherwise indicated.

[a]Includes guest houses or units behind a family member's home.

[b]Parents' responses to "Somewhere else" most commonly included living in public and private housing (houses, apartments, or recreational vehicles) without indicating whether the housing was shared with another family.

[c]Among households not living in transitional housing or a homeless shelter (*n* = 2,257).

[d]Other responses included the following (beginning with the most frequent): living at a friend's or relative's home, but contributing to the rent and/or expenses; living at a friend's or relative's home, but not indicating whether they paid rent; owning a trailer, but renting the lot; and renting to own.

[e]Among primary caregivers who have moved (*n* = 558). The reported response range is 1–12.

SE = standard error.

Exhibit I.8. What service options are Early Head Start families receiving?

Service options	Sample size	Percentage (SE)
What percentage of families receive the following types of services?	2,261	
Center-based care		55.0 (1.78)
Home-based services		34.0 (1.96)
Combination of center- and home-based services[a]		11.0 (0.98)

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent all Early Head Start families.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each item out of a total sample of 2,301 responses to the parent survey.

[a]The PIR data from the 2017–2018 program year indicate that 1 percent of the Early Head Start programs offer multiple service options. The high percentage in the Baby FACES sample may be because some parents who were not enrolled in both options reported the home visits they received as part of the center-based option. It is also possible that these families received home visits in the summer months only. When more than one program option is used with the same group of children, the PIR requires reporting the program option used for the greatest part of the year. For example, programs that offer center-based services in the school year (9 months) and home-based services for the summer months (3 months) would report as center-based in the PIR.

SE = standard error.

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SECTION II:

WHAT STRENGTHS AND CHALLENGES ARE FAMILIES IN EARLY HEAD START EXPERIENCING?

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Exhibit II.1. How often do Early Head Start children participate in reading, storytelling, and singing in their homes?

Reading, storytelling, and singing activities	Sample size	Percentage (SE)
How many children's books are in the child's home?	2,292	
0		0.3 (0.12)!
1–4		5.8 (0.70)
5–10		15.4 (1.06)
11–25		26.5 (1.32)
More than 25		51.9 (1.84)
How frequently does someone in the household read to the child?[a]	2,293	
More than once a day		28.0 (1.39)
About once a day		35.2 (1.41)
A few times a week		31.4 (1.35)
Once a week		4.3 (0.56)
Less than once a week		1.2 (0.28)
How frequently does someone in the household tell stories to the child?[a]	2,286	
More than once a day		15.4 (1.07)
About once a day		20.3 (1.31)
A few times a week		32.9 (1.58)
Once a week		14.3 (0.98)
Less than once a week		17.1 (1.08)
How frequently does someone in the household sing to or with the child?[a]	2,293	
More than once a day		63.1 (1.34)
About once a day		19.7 (1.15)
A few times a week		13.8 (0.84)
Once a week		2.4 (0.46)
Less than once a week		1.0 (0.28)
What percentage of children are not read to, told stories, or sung to at least once a day at home?	2,286	8.4 (0.77)

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent all Early Head Start children.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each item out of a total sample of 2,301 responses to the parent survey.

[a]Responses on the frequency of reading, storytelling, and singing songs are based on primary caregivers' reports of their behaviors as well as their reports about other adults in the household.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit II.2. What are Early Head Start children's eating and sleeping routines? (percentages, unless otherwise indicated)

Household routines	Sample size	Percentage/ mean (SE)	Reported response range
On average, how many days per week do families eat dinner together?	2,283	6.1 (0.05)	0–7
What percentage of children are fed at regular times in a typical day?	2,279	95.2 (0.63)	n.a.
On average, how many hours do children nap in a typical day?	2,216	2.0 (0.03)	0–15
On average, how many hours do children sleep per night?	2,275	9.3 (0.05)	2.0–16.0
What percentage of children have a regular naptime?[a]	2,235	77.4 (1.40)	n.a.
What percentage of children have a regular bedtime?	2,292	90.6 (0.83)	n.a.

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent all Early Head Start children.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each item out of a total sample of 2,301 responses to the parent survey, unless otherwise indicated.

[a]Among children who take naps (*n* = 2,247).

n.a. = not applicable; SE = standard error.

Exhibit II.3. How much screen time are Early Head Start children getting? (percentages, unless otherwise indicated)

Children's screen time	Sample size	Percentage/ mean (SE)
What percentage of children receive at least some screen time in a typical day?	2,274	88.2 (1.00)
On average, how many hours of screen time do children have per day?[a]	2,011	1.8 (0.05)
Do children watch TV or use mobile devices alone to keep busy?[b]	2,023	
Never		9.8 (0.91)
Rarely		29.8 (1.63)
Some of the time		46.0 (1.63)
Most of the time		14.5 (1.13)
Do children and primary caregivers watch TV or use mobile devices to watch shows or play games together?[b]	2,026	
Never		2.5 (0.47)
Rarely		16.3 (1.24)
Some of the time		51.8 (1.41)
Most of the time		29.4 (1.44)
Do children watch TV or use mobile devices before nap or going to bed?[b]	2,024	
Never		23.6 (1.19)
Rarely		30.6 (1.46)
Some of the time		30.2 (1.47)
Most of the time		15.6 (1.35)

Source: Spring 2018 Baby FACES Parent Survey.

Note: Screen time is defined as time spent watching TV or using a mobile device such as a smartphone, iPad, or other tablet to play games or watch videos.

Statistics are weighted to represent all Early Head Start children.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each item out of a total sample of 2,301 responses to the parent survey, unless otherwise indicated.

[a]Among all children who receive at least some screen time in a typical day (*n* = 2,011). The reported response range is 0.1–12.0 hours.

[b]Among children who get at least some screen time in a typical day or whose parents did not know or refused to indicate the amount of screen time the child received (*n* = 2,038).

SE = standard error.

Exhibit II.4. What risk factors do Early Head Start families face? (percentages, unless otherwise indicated)

Risk factors	Sample size	Percentage/ mean (SE)
Demographic risk factors[a]		
No high school credential	2,288	21.5 (1.47)
Not employed, in school, or in training	2,297	32.2 (1.33)
Receives public assistance[b]	2,244	72.0 (1.62)
Single parent	2,294	48.0 (1.56)
Teenage mother at first birth	2,233	41.3 (1.60)
Mean demographic risk index score[c]	2,292	2.1 (0.04)
Demographic risk index	2,292	
Low risk (2 or less)		62.9 (1.76)
Medium risk (more than 2, less than 4)		25.2 (1.39)
High risk (4 or more)		11.9 (0.95)
Psychological risk index[d]	1,977	
No risk		85.7 (1.39)
One risk		13.7 (1.33)
Two or more risks		0.6 (0.31)!

Source: Spring 2018 Baby FACES Parent Survey and Parent Child Report.

Note: Statistics are weighted to represent all Early Head Start families.

The sample size column presents unweighted sample sizes to identify the number of parent surveys and parent child reports with valid data on each item out of a total sample of 2,301 parent survey responses and 2,475 responses to the parent child report. Only the psychological risk index draws on the parent child report data.

[a]The person of reference for each of the five composite factors follows the specifications used in prior rounds of Baby FACES and depends on whether the birth mother lives with the study child. In all cases, teen mother status is a measure of whether the birth mother was a teenager when she gave birth to her first child, regardless of whether their first child was the child in the study. When the primary caregiver is not the birth mother (*n* = 274), information about the birth mother is based on the primary caregiver's best assessment of the birth mother's characteristics. Two factors—not having a high school credential and not being employed or in school or training—are based on the birth mother's characteristics only if she lives in the home; otherwise, they are based on the primary caregiver's characteristics (*n* = 178). Two other factors—being a single parent and receiving household public assistance—are based on the primary caregiver's characteristics, regardless of where the birth mother lives. Single parent is defined as the primary caregiver indicating that he or she does not live with a spouse or partner.

[b]Public assistance is defined as the primary caregiver reporting that they or someone in the household received Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP or "food stamps"), or Social Security Income/Social Security retirement, disability, or survivor's benefits in the last 12 months.

[c]The demographic risk index ranges from 0–5. The reported response range is 0–5.

[d]Family psychological risk index is a measure of cumulative family risk of poor parental mental health and unfavorable family functioning. The number of risks is based on the following measures: (1) depressive symptoms with clinical significance; (2) parenting stress, which indicates a total stress score above the 90th percentile; and (3) substance use problems, which include parent reports of substance abuse in the past year.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit II.5. What is the health status of Early Head Start primary caregivers and others in their household?

Health status	Sample size	Percentage (SE)
How do primary caregivers rate their overall health?[a]	2,265	
Excellent		19.8 (1.11)
Very good		36.2 (1.42)
Good		27.6 (1.23)
Fair		14.4 (0.97)
Poor		2.0 (0.40)
What percentage of primary caregivers have health insurance?	2,263	80.2 (1.51)
What percentage of EHS households have members who currently smoke or vape?[b]		
Primary caregiver or other household member currently smokes	2,266	23.3 (1.43)
Primary caregiver or other household member currently vapes	2,267	4.5 (0.64)
Among households that have members who currently smoke or vape, what percentage received resources or support from EHS to reduce or quit?[c]	529	38.8 (3.44)
What percentage of primary caregivers reported having a drinking or drug problem in the past year?	2,265	0.7 (0.24)!

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent all Early Head Start families.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data out of a total sample of 2,301 responses to the parent survey, unless otherwise indicated.

[a]Primary caregivers reported their general health status on a 5-point scale ranging from excellent (1) to poor (5).

[b]Those who have smoked or vaped within the last 30 days are defined as currently smoking or vaping.

[c]Among households where the primary caregiver or another household member is currently smoking or vaping (*n* = 537).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

EHS = Early Head Start; SE = standard error.

Exhibit II.6. What do Early Head Start primary caregivers report about the quality of their relationship with their child, their own well-being, their home environment, and the economic pressure that their family faces? (means, unless otherwise indicated)

Measures	Sample size	Percentage/ mean (SE)	Reported response range	Possible response range
Primary caregiver-child relationship				
Child Parent Relationship Scale (CPRS score)				
Closeness	2,430	30.9 (0.12)	7–35	7–35
Conflict	2,439	14.8 (0.17)	8–40	8–40
Parent–Child Interaction (HFPI score)	2,457	45.6 (0.16)	18–50	10–50
Percentage with area of concern[a]	2,457	13.7 (1.08)	n.a.	n.a.
Depressive symptoms (parent survey)				
Mean CESD-R total score	2,257	4.8 (0.21)	0–57	0–60
No clinical significance[b]	2,257	90.8 (0.90)	n.a.	n.a.
Subthreshold depressive symptoms[b]		6.4 (0.72)	n.a.	n.a.
Potentially clinically significant[b]		2.8 (0.49)	n.a.	n.a.
Parenting stress (PSI-4-SF scores)[c]				
Parental Distress	2,444	43.9 (0.28)	34–85	34–85
Parent-Child Dysfunctional Interaction	2,434	43.5 (0.21)	36–88	36–92
Difficult Child	2,436	41.4 (0.24)	32–87	32–87
Total Stress T-score	2,407	42.3 (0.23)	32–90	32–92
Percentage with total stress scores of clinical significance[d]	2,407	4.9 (0.61)	n.a.	n.a.
Social Support (HFPI score)	2,454	21.0 (0.15)	5–25	5–25
Percentage with area of concern[a]	2,454	20.9 (1.24)	n.a.	n.a.
Family environment (parent survey)				
CHAOS total score	2,269	10.7 (0.20)	0–41	0–45
Family Conflict subscale (Family Environment Scale)[e]	1,461	1.5 (0.02)	1–4	1–4
Family economic pressure (parent survey)	2,244	8.5 (0.19)	0–24	0–24

Source: Spring 2018 Baby FACES Parent Survey and Parent Child Report.

Note: Statistics are weighted to represent all Early Head Start families.

The sample size column presents unweighted sample sizes to identify the number of parent surveys and parent child reports with valid data on each of the measures out of a total sample of 2,301 responses to the parent survey and 2,475 responses to the parent child report, unless otherwise indicated. Items from the parent survey are indicated above.

EXHIBIT II.6 *(continued)*

See Exhibit A.1 in Appendix A for reliability estimates of parent-child relationship, parent well-being, home environment, and economic pressure measures.

[a]The developer defined cutoff scores indicating areas of concern.

[b]The developer defined cutoff scores indicating levels of depressive symptoms of no clinical significance. Potentially clinically significant includes those whose responses were in the range of a possible or probable major depressive episode, or met the criteria for a major depressive episode, according to the CESD-R scoring guidelines.

[c] We presented the T-scores, which have a mean of 50 and a standard deviation of 10 for each of the subscales and the total stress score in the national norms.

[d]The developer defined cutoff scores suggesting clinically significant levels of stress.

[e]Among families with at least two adults, age 18 and older, living in the household (or who did not respond to the question) (*n* = 1,495).

CESD-R = Center for Epidemiologic Studies Depression Scale-Revised; CHAOS = Confusion, Hubbub, and Order Scale; HFPI = Healthy Families Parenting Inventory; PSI-4-SF = Parenting Stress Index, Fourth Edition Short Form; n.a. = not applicable; SE = standard error.

Exhibit II.7. What are the social-emotional skills of Early Head Start infants and toddlers? (means, unless otherwise indicated)

Child social-emotional skills	Sample size	Percentage/ mean (SE)	Reported response range	Possible response range
Parent-reported				
What are the mean BITSEA raw scores?				
Problem domain	2,259	10.7 (0.20)	0.0–55.8	0–62
Competence domain	2,249	17.6 (0.09)	1–22	0–22
What percentage of toddlers have BITSEA scores that indicate a possible problem or deficit/delay, by domain and overall?[a]				
Problem domain (possible problem)	1,685	31.8 (1.68)	n.a.	n.a.
Competence domain (possible deficit/delay)	1,681	12.8 (1.09)	n.a.	n.a.
Screening positive overall	1,694	38.3 (1.81)	n.a.	n.a.
Staff-reported				
What are the mean BITSEA raw scores?				
Problem domain	2,434	7.8 (0.25)	0–61	0–62
Competence domain	2,425	15.7 (0.14)	0–22	0–22
What percentage of toddlers have BITSEA scores that indicate a possible problem or deficit/delay, by domain and overall?[a]				
Problem domain (possible problem)	1,735	15.9 (1.35)	n.a.	n.a.
Competence domain (possible deficit/delay)	1,734	34.8 (1.59)	n.a.	n.a.
Screening positive overall	1,740	41.3 (1.73)	n.a.	n.a.

Source: Spring 2018 Baby FACES Parent Child Report and Staff Child (Teacher or Home Visitor) Report.

Note: Statistics are weighted to represent all Early Head Start children.

The sample size column presents unweighted sample sizes to identify the number of children with valid data on each of the scores. The sample sizes for raw scores are out of a total sample of 2,295 responses to the parent child report and 2,509 responses to the staff child report for children 8 months or older. The sample sizes for the cutoff scores are lower than those for the raw scores because some children are out of the age range (12 to 36 months) for the norms. The sample sizes for cutoff scores are out of a total sample of 1,715 responses to the parent child report and 1,787 responses to the staff child report for children 12 to 36 months.

See Exhibit A.2 in Appendix A for reliability estimate of the BITSEA.

EXHIBIT II.7 *(continued)*

[a]The developer defined cutoff scores indicating a possible problem (scores at the 75th percentile or higher in the national standardization sample in the Problem domain) or possible deficit/delay (scores at the 15th percentile or lower in the national standardization sample in the Competence domain). Scoring in the cutoff range in at least one domain indicates "screening positive."

BITSEA = Brief Infant-Toddler Social and Emotional Assessment; n.a. = not applicable; SE = standard error.

Exhibit II.8. What are the language skills of Early Head Start infants and toddlers? (means, unless otherwise indicated)

Child language skills	Sample size	Percentage/ mean (SE)	Reported response range	Possible response range
Parent-reported English CDI				
On average, how many English words do children comprehend and speak (English CDI raw scores)?				
Infant form (8–16 months)				
Vocabulary Comprehension	318	35.2 (2.21)	0–89	0–89
Vocabulary Production	318	6.6 (1.00)	0–89	0–89
First Communicative Gestures	319	8.4 (0.22)	0–12	0–12
Toddler form (17–30 months)				
Vocabulary Comprehension	819	73.3 (1.26)	0–00	0–100
Vocabulary Production	819	45.6 (1.55)	0–100	0–100
CDI-III (31 months or older)				
Vocabulary Comprehension	744	73.8 (1.51)	0–100	
Vocabulary Production	744	53.2 (1.92)	0–100	0–100
What is the mean English CDI IRT T-score?[a]	1,922	49.8 (0.38)	20.7–70.7	n.a.
What percentage of children older than 16 months are combining words?[b]	1,560			
Not yet		14.2 (1.33)	n.a.	n.a.
Sometimes		30.2 (1.78)	n.a.	n.a.
Often		55.6 (1.83)	n.a.	n.a.
Parent-reported Spanish CDI				
On average, how many Spanish words do children comprehend and speak (Spanish CDI raw scores)?				
Infant form (8–16 months)				
Vocabulary Comprehension	56	34.5 (5.28)	0–103	0–104
Vocabulary Production	56	4.7 (1.76)!	0–69	0–104
First Communicative Gestures	57	8.2 (0.61)	3–13	0–13
Toddler form (17–30 months)				
Vocabulary Comprehension	161	70.6 (2.35)	2–100	0–100
Vocabulary Production	161	33.7 (2.99)	0–100	0–100

EXHIBIT II.8 *(continued)*

Child language skills	Sample size	Percentage/ mean (SE)	Reported response range	Possible response range
Extended toddler form (31 months or older)				
Vocabulary Comprehension	145	73.6 (2.30)	2–100	0–100
Vocabulary Production	145	43.8 (3.75)	0–100	0–100
What is the mean Spanish CDI IRT T-score?[a]	375	48.7 (0.80)	20.9–75.8	n.a.
What percentage of children older than 16 months are combining words?[b]	302			
Not yet		19.6 (2.82)	n.a.	n.a.
Sometimes		29.6 (3.76)	n.a.	n.a.
Often		50.8 (3.34)	n.a.	n.a.
Staff-reported English CDI				
What are the mean English CDI raw scores?				
Infant form (8–16 months)				
Vocabulary Comprehension	395	28.3 (1.69)	0-–9	0–89
Vocabulary Production	395	3.0 (0.47)	0–89	0–89
First Communicative Gestures	402	7.7 (0.18)	0–12	0–12
Toddler form (17–30 months)				
Vocabulary Comprehension	1,076	63.8 (1.20)	0–100	0–100
Vocabulary Production	1,076	30.5 (1.20)	0–100	0–100
CDI-III (31 months or older)				
Vocabulary Comprehension	968	65.4 (1.42)	0-–00	0–100
Vocabulary Production	968	41.0 (1.61)	0–100	0–100
Sentence complexity	833	3.6 (0.18)	0–12	0–12
Using language	866	6.1 (0.15)	0–12	0–12
What is the mean English CDI IRT T-score?[a]	2,488	49.7 (0.38)	21.5–75.3	n.a.
What percentage of children older than 16 months are combining words?[b]	2,055			
Not yet		26.1 (1.59)	n.a.	n.a.
Sometimes		34.5 (1.53)	n.a.	n.a.
Often		39.4 (1.47)	n.a.	n.a.

EXHIBIT II.8 *(continued)*

Source: Spring 2018 Baby FACES Parent Child Report and Staff Child Report.

Note: Statistics are weighted to represent all Early Head Start children. Parents completed the English or Spanish CDI based on their primary home language. Staff completed the English CDI for all children.

The sample size column presents unweighted sample sizes to identify the number of children with valid data on each of the scores. For the English CDI, the sample sizes for the IRT scores are out of a total sample of 1,943 responses to the English parent child report and 2,509 responses to the staff child report; the sample sizes for the English CDI raw scores are out of a total sample of 326 responses to the English parent child report and 403 responses to the staff child report for the infant form, 836 responses to the English parent child report and 1,099 responses to the staff child report for the toddler form, and 766 responses to the English parent child report and 991 responses to the staff child report for the CDI-III (874 for sentence complexity and using language). For the Spanish CDI, the sample sizes for the IRT scores are out of a total sample of 379 responses to the Spanish parent child report; the sample sizes for the Spanish CDI raw scores are out of a total sample of 58 responses to the Spanish parent child report for the infant form, 170 responses to the Spanish parent child report for the toddler form, and 150 responses to the Spanish parent child report for the extended toddler form. For Combining Words in English, the sample sizes are out of a total sample of 1,602 responses to the English parent child report and 2,090 responses to the staff child report for children 17 months or older. For Combining Words in Spanish, the sample sizes are out of a total sample of 320 responses to the Spanish parent child report for children 17 months or older.

See Exhibit A.2 in Appendix A for reliability estimate of the CDI.

[a]We conducted IRT analyses for the CDI to create a single score across the multiple age forms (the infant, toddler, and age 3 forms). We converted the scores into T-scores based on the Baby FACES sample. T-scores have a mean of 50 and a standard deviation of 10. These scores do not take the child's age into account, so any analyses with them would need to control for age. There were 129 children who had the maximum scores for parent-reported English CDI, 12 children for parent-reported Spanish CDI, and 71 children for staff-reported English CDI.

[b]Administered to children older than 16 months.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

CDI = MacArthur-Bates Communicative Development Inventories; IRT = Item Response Theory; n.a. = not applicable; SE = standard error.

Exhibit II.9. What is the health status of Early Head Start children? Do children have access to health care according to parent reports? (percentages, unless otherwise indicated)

Children's health and health care	Sample size	Percentage/ mean (SE)
What percentage of children were born prematurely (parent survey)?[a]	2,295	10.2 (0.96)
What are children's birth weights (parent survey)?	2,275	
Normal		89.7 (0.90)
Low birth weight		8.4 (0.77)
Very low birth weight		1.9 (0.35)
On average, what is the rating of children's overall health?[b]	2,459	1.6 (0.02)
Excellent or very good		88.0 (0.90)
Good		10.3 (0.80)
Fair or poor		1.7 (0.34)
What percentage of children have a regular health care provider?	2,451	95.0 (0.66)
What percentage of children have health insurance (parent survey)?	2,267	98.3 (0.41)
What percentage of children (8 months or older) have ever visited a dentist?[c]	2,312	70.6 (2.24)
What percentage of children had a well-child visit or regular checkup in the last 6 months?	2,262	74.1 (1.37)
What is children's immunization status?	2,441	
Completely up to date		93.6 (0.75)
Child who has received most of the required shots		5.0 (0.68)
Child who has received only a few of the required shots or has not received any immunizations		1.3 (0.33)

Source: Spring 2018 Baby FACES Parent Child Report and Parent Survey.

Note: Statistics are weighted to represent all Early Head Start children.

The sample size column presents unweighted sample sizes to identify the number of parent child reports and parent surveys with valid data on each item out of a total sample of 2,475 responses to the parent child report and 2,301 responses to the parent survey , unless otherwise indicated. Items from the parent survey are indicated above.

[a]Prematurity is defined as having been born more than three weeks preterm.

[b]The reported response range is 1–5; the possible response range is 1–5.

[c]Not asked on the version of the Parent Child Report intended for children from birth to 7 months (*n* = 2,322 after excluding this group).

SE = standard error.

Exhibit II.10. Do Early Head Start children receive developmental screenings and/or referrals?

Developmental screening and referrals	Sample size	Percentage (SE)
What percentage of children have been given a developmental screening since September?[a]	2,599	86.9 (1.35)
What percentage of children have scores on the developmental screening tool that caused concern about their development?[b]	2,147	25.8 (1.48)
Have children been referred for a developmental concern since September?[a, c]	505	
Yes		67.8 (3.06)
No		22.0 (2.39)
Do not know		10.3 (2.00)
What was the reason for the referral?[d]	331	
Speech problem		73.2 (5.29)
Developmental or cognitive delay		36.7 (4.48)
Emotional problem		12.8 (3.46)
Problems with the use of arms or legs		12.6 (2.27)
Hearing problem		9.6 (2.17)
Behavior problem		8.5 (1.64)
Vision problem		7.0 (3.20)!
Attention problem		4.9 (1.23)
Something else		7.6 (1.87)
Child referred for multiple reasons	331	39.8 (4.14)

Source: Spring 2018 Baby FACES Staff (Teacher and Home Visitor) Child Report.

Note: Statistics are weighted to represent all Early Head Start children.

The sample size column presents unweighted sample sizes to identify the number of teacher and home visitor child reports with valid data on each item out of a total sample of 2,139 responses to the teacher child report and 516 responses to the home visitor child report, unless otherwise indicated. Staff were asked whether children have received developmental screenings and/or referrals since September.

[a]Data collection took place between February and July of 2018, and teachers or home visitors reported on families' experiences over the past 6–11 months. These data do not account for any experiences families may have had in the program before September.

[b]Among children who have been given a developmental screening (*n* = 2,216).

[c]Among children whose scores on the developmental screening tool caused concern about their development (*n* = 517). Depending on age, children are eligible for services through Part C or Part B of the Individuals with Disabilities Education Act (IDEA). This question asked if the children had been referred to Part C or Part B of IDEA for a developmental concern.

[d]Among children who were referred for a developmental concern (*n* = 338).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit II.11. How many Early Head Start children have special needs or have an IFSP according to parent reports?

Child characteristics	Sample size	Percentage (SE)
What percentage of children have any special needs?	2,435	25.6 (1.15)
What percentage of children have the following special needs?		
Difficulty with speech or communicating	2,416	16.4 (1.02)
Behavioral or attention problems	2,426	9.2 (0.79)
Developmental disability or delay	2,422	6.4 (0.63)
Difficulty hearing and understanding speech in a normal conversation	2,426	6.0 (0.68)
Below-normal activity level	2,423	3.2 (0.44)
Physical development issues	2,430	2.7 (0.40)
Trouble sleeping because of a breathing problem or sleep apnea	2,430	2.4 (0.43)
Vision problems	2,416	2.0 (0.34)
What percentage of children have an IFSP?	2,375	38.1 (1.55)
What percentage of families received help from EHS with IFSP development?[a]	948	83.4 (1.51)

Source: Spring 2018 Baby FACES Parent Child Report.

Note: Statistics are weighted to represent all Early Head Start children.

The sample size column presents unweighted sample sizes to identify the number of parent child reports with valid data on each item out of a total sample of 2,475 responses to the parent child report.

[a]Among those who have an IFSP (*n* = 970).

EHS = Early Head Start; IFSP = Individualized Family Service Plan; SE = standard error.

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SECTION III:

WHO ARE THE STAFF IN EARLY HEAD START?

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Exhibit III.1. What are the characteristics of Early Head Start teachers and home visitors? (percentages, unless otherwise indicated)

Characteristics	Teachers		Home visitors	
	Sample size	Percentage/ mean (SE)	Sample size	Percentage/ mean (SE)
What percentage of teachers and home visitors are female?	853	98.0 (0.96)	580	97.8 (1.00)
On average, how many years have teachers and home visitors worked with infants/toddlers?[a]	851	9.2 (0.37)	581	6.1 (0.38)
On average, how many years have teachers and home visitors worked in Early Head Start?[b]	848	6.2 (0.32)	579	7.1 (0.39)
What is the race/ethnicity of teachers and home visitors?	849		583	
White, non-Hispanic		37.0 (3.65)		44.7 (4.42)
African American, non-Hispanic		34.9 (3.38)		6.9 (1.53)
Hispanic/Latino		24.0 (2.72)		44.6 (4.06)
Other, non-Hispanic[c]		4.2 (0.76)		3.8 (0.95)
What languages do teachers and home visitors speak?[d]	852		584	
English (primary)				
English only		60.7 (3.10)		46.2 (3.91)
Also speaks Spanish[e]		20.9 (2.24)		20.3 (2.45)
Also speaks other language		3.5 (0.70)		2.8 (0.89)!
Spanish (primary)[f]		13.1 (2.04)		27.4 (3.15)
Other (primary)[f]		1.8 (0.59)!		3.2 (1.83)!
Speaks English at all[g]	856	99.3 (0.38)	586	99.8 (0.13)
Speaks Spanish at all[g]	846	34.8 (3.01)	584	48.2 (4.08)
Speaks other language at all[g]	837	8.4 (1.14)	582	9.0 (1.85)
On average, what are teachers' and home visitors' total scores for depressive symptoms, as measured by the CESD-R?[h]	858	4.7 (0.31)	586	5.4 (0.37)
What is the prevalence of depressive symptoms among teachers and home visitors, as measured by the CESD-R?	858		586	
No clinical significance[i]		93.4 (1.03)		90.6 (1.50)
Subthreshold depressive symptoms[i]		5.1 (0.95)		8.2 (1.37)
Potentially clinically significant[i]		1.5 (0.48)!		1.2 (0.50)!

EXHIBIT III.1 *(continued)*

Characteristics	Teachers		Home visitors	
	Sample size	Percentage/ mean (SE)	Sample size	Percentage/ mean (SE)
On average, what are teachers' scores on the Teacher Beliefs about Infant and Toddler Care and Education measure?				
Importance of relationship and responsiveness[j]	858	5.4 (0.02)	n.a.	n.a.
Role of the adult in child learning[k]	858	5.5 (0.02)	n.a.	n.a.

Source: Spring 2018 Baby FACES Staff (Teacher or Home Visitor) Survey.

Note: Statistics are weighted to represent all Early Head Start staff.

The sample size columns present unweighted sample sizes to identify the number of teacher and home visitor surveys with valid data on each item out of a total sample of 859 responses to the teacher survey responses and 586 responses to the home visitor survey.

See Exhibit A.3 in Appendix A for reliability estimates of the CESD-R and Teacher Beliefs About Infant and Toddler Care and Education measures.

[a]Teachers were asked how many years they have taught infants and toddlers. Home visitors were asked how many years they have worked as a home visitor serving families with infants and toddlers. The reported response ranges are as follows: teachers, 0–45; home visitors, 0–42.

[b]The reported response ranges are as follows: teachers, 0–49; home visitors, 0–42.

[c]Includes non-Hispanic American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, and multiracial.

[d]The categories for "Languages spoken" are mutually exclusive; each teacher's or home visitor's response is only included in one category.

[e]Includes teachers and home visitors who speak English (primary), Spanish, and another language.

[f]All teachers and home visitors for whom this is the primary language, regardless of whether they speak additional languages or not, are included in this category.

[g]Includes all teachers and home visitors who speak this language, whether as their primary language or another language.

[h]The reported response ranges are as follows: teachers, 0.0–52.9; home visitors, 0.0–52.9. The possible response range is 0–60.

[i]The developer defined cutoff scores indicating levels of depressive symptoms. Potentially clinically significant includes those whose responses were in the range of a possible, probable, or met the criteria for a major depressive episode, according to the CESD-R scoring guidelines.

[j]The reported response range is 3.9–6.0. The possible response range is 1–6.

[k]The reported response range is 3.2–6.0. The possible response range is 1–6.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

CESD-R = The Center for Epidemiologic Studies Depression Scale Revised; n.a. = not applicable; SE = standard error.

Exhibit III.2. What education and certifications do Early Head Start teachers and home visitors have?

Education and certifications	Teachers		Home visitors	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)
What is the highest level of education for teachers and home visitors?	858		583	
High school diploma or less		11.3 (1.63)		3.6 (0.93)
Vocational/technical or some college but no degree		25.9 (2.44)		16.1 (2.44)
Associate's degree		32.1 (2.56)		24.4 (2.41)
Bachelor's degree		26.8 (2.96)		47.3 (3.09)
Graduate degree or higher		3.9 (0.79)		8.6 (2.16)
Do teachers and home visitors have a postsecondary degree involving early childhood education or prenatal/infant/toddler development?[a]	845		581	
Yes		60.7 (3.21)		68.8 (2.83)
No, but working toward it		13.9 (1.80)		8.9 (1.51)
No		25.4 (2.69)		22.3 (2.38)
Do teachers and home visitors without a postsecondary degree have … any type of CDA?[b,c]	302		121	
Yes		79.5 (3.57)		59.9 (5.95)
No, but working toward it		14.9 (3.49)		19.5 (4.11)
No		5.7 (1.49)		20.5 (4.36)
… an Infant/Toddler CDA?[c]	303		121	
Yes		74.7 (3.59)		48.5 (5.79)
No, but working toward it		16.2 (3.28)		19.7 (3.94)
No		9.1 (1.80)		31.8 (5.04)
… a Pre-K CDA?[c]	293		118	
Yes		14.6 (2.79)		12.7 (3.48)
No, but working toward it		8.4 (2.49)		6.5 (2.15)!
No		77.0 (3.94)		80.8 (4.05)
… any other CDA?[c]	286		117	
Yes		7.3 (1.92)		13.4 (4.51)!
No, but working toward it		6.4 (2.43)!		12.5 (3.31)
No		86.3 (2.75)		74.1 (5.42)

EXHIBIT III.2 *(continued)*

Education and certifications	Teachers		Home visitors	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)
Do teachers and home visitors without a postsecondary degree have a state-awarded certification or license?[c]	287		114	
Yes		19.0 (2.69)		42.5 (5.06)
No, but working toward it		7.9 (2.47)!		11.6 (4.83)!
No		73.1 (4.21)		46.0 (5.13)

Source: Spring 2018 Baby FACES Staff (Teacher or Home Visitor) Survey.

Note: Statistics are weighted to represent all Early Head Start staff.

The sample size columns present unweighted sample sizes to identify the number of teacher and home visitor surveys with valid data on each item out of a total sample of 859 responses to the teacher survey and 586 responses to the home visitor survey, unless otherwise indicated.

[a]Postsecondary degree refers to an associate's degree or higher (teachers and home visitors were asked if they had an associate's degree or higher that included these fields of study).

[b]Some teachers and home visitors have or are working toward multiple types of CDAs. The results for "Has any type of CDA" include information from the responses to the other CDA questions: "Yes" includes those with at least one type of CDA (Infant/Toddler, Pre-K, or other CDA), even if they do not have or are working toward the other types. "No, but working toward it" includes those without any type of CDA but who are working toward at least one type. "No" includes those who do not have and are not working toward any type of CDA. Teachers and home visitors who only responded "No" to individual types of CDAs but did not respond about every type of CDA were categorized as missing for "Has any type of CDA."

[c]Among teachers and home visitors whose highest level of education is below an associate's degree (*n* = 304 for teachers; *n* = 121 for home visitors).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

CDA = Child Development Associate Credential; SE = standard error.

Exhibit III.3a. What are the demographic characteristics of Early Head Start directors?

Director characteristics	Program director		Center director	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)
What percentage of directors are female?	128	90.6 (3.76)	442	98.2 (0.66)
What is the race/ethnicity of directors?	127		441	
White, non-Hispanic		70.4 (4.43)		47.2 (4.10)
African American, non-Hispanic		16.3 (3.72)		31.5 (3.70)
Hispanic/Latino		8.5 (2.19)		17.9 (2.92)
Other, non-Hispanic[a]		4.8 (2.02)!		3.4 (1.05)!

Source: Spring 2018 Baby FACES Center Director Survey and Program Director Survey.

Note: Statistics are weighted to represent all Early Head Start center and program directors.

The sample size columns present unweighted sample sizes to identify the number of center director and program director surveys with valid data on each item out of a total sample of 446 responses to the center director survey and 134 responses to the program director survey responses.

[a]Includes non-Hispanic American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, and multiracial.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit III.3b. What are the qualifications of Early Head Start directors? (percentages, unless otherwise indicated)

Director characteristics	Program director		Center director	
	Sample size	Percentage/ mean (SE)	Sample size	Percentage/ mean (SE)
On average, how many years of experience do directors have …				
In their current role?[a]	129	8.1 (0.91)	443	3.7 (0.32)
As a director in any early childhood program?[b]	129	10.9 (1.00)	442	8.1 (0.50)
As a teacher or home visitor in Early Head Start?[c]	128	2.5 (0.44)	441	5.5 (0.40)
In Early Head Start overall?[d]	129	11.8 (0.74)	441	8.4 (0.48)
What are directors' highest levels of education?	129		444	
Some college, but no degree, or less		[e]		8.0 (1.67)
Associate's degree		[e]		13.8 (1.93)
Bachelor's degree		41.9 (5.15)		49.6 (3.34)
Graduate degree or higher		57.1 (5.18)		28.6 (2.93)
What percentage of directors have a degree with a focus on program management or administration?[f]	126	34.0 (5.17)	n.a.	n.a.
What percentages of directors have or are working toward a degree with a focus on early childhood education or infant/toddler development?[f]	125	78.7 (4.42)	417	87.1 (2.07)
What percentage of directors without a postsecondary degree have …				
Any type of CDA?[g,h]		[e]	38	90.0 (5.90)
An Infant/Toddler CDA?[h]		[e]	37	77.3 (8.25)
A Pre-K CDA?[h]		[e]	37	34.5 (9.85)
Another type of CDA?[h]		[e]	33	24.0 (7.32)!
What percentage of directors without a postsecondary degree have a state-awarded certification or license?[h]		[e]	34	49.5 (10.55)

Source: Spring 2018 Baby FACES Center Director Survey and Program Director Survey.

Note: Statistics are weighted to represent all Early Head Start center and program directors.

The sample size columns present unweighted sample sizes to identify the number of center director and program director surveys with valid data on each item out of a total sample of 446 responses to the center director survey and 134 responses to the program director survey responses, unless otherwise indicated.

EXHIBIT III.3b *(continued)*

[a]The reported response ranges are as follows: program director, 0–40; center director, 0–28.

[b]The reported response ranges are as follows: program director, 0–40; center director, 0–45.

[c]The reported response ranges are as follows: program director, 0–27; center director, 0–45.

[d]The reported response ranges are as follows: program director, 0–38; center director, 0–45.

[e]Estimate removed due to small cell size.

[f]Among program directors whose highest level of education is at least an associate's degree (*n* = 128) and among center directors whose highest level of education is at least an associate's degree or whose early childhood education degree is in progress (*n* = 422).

[g]Some directors have or are working toward multiple types of CDAs. The results for "Has any type of CDA" incorporate information from the responses to the other CDA questions: "Yes" includes those with at least one type of CDA (Infant/Toddler, Pre-K, or other CDA), even if they do not have or are working toward the other types.

[h]Among center directors whose highest level of education is below an associate's degree (*n* = 40). (Results for program directors are removed due to the small cell size.)

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

CDA = Child Development Associate Credential; n.a. = not applicable; SE = standard error.

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SECTION IV:

WHAT PROFESSIONAL DEVELOPMENT AND SUPPORTS ARE PROVIDED TO EARLY HEAD START STAFF?

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Exhibit IV.1. What training and technical assistance opportunities do Early Head Start programs offer staff?

Training and technical assistance opportunities	Sample size	Percentage (SE)
What percentage of programs have an annual program-wide plan for staff training or professional development?	131	99.4 (0.57)
What percentage of programs survey staff about training and professional development needs to inform the training plan?[a]	129	100.0 (0.00)
What percentage of programs offer trainings for new staff members?	131	98.8 (1.17)
Which activities do programs support with their EHS training and technical assistance funds?		
Attendance at regional, state, or national early childhood conferences	131	90.7 (3.73)
Workshops or trainings sponsored by the program	131	94.6 (1.92)
Support or funding to attend workshops or trainings provided by other organizations	131	89.5 (3.26)
Tuition assistance	131	70.3 (4.77)
Mentoring or coaching	131	68.3 (5.10)
Consultations with experts about curriculum	131	61.2 (5.26)
A community of learners, also called a professional learning community, facilitated by an expert	131	46.6 (5.21)
Paid preparation or planning time	131	25.1 (4.36)
Visits to other child care classrooms or centers	131	22.0 (4.41)
Onsite courses toward Child Development Associate credential, associate's degree, or bachelor's degree	131	16.0 (3.77)
Other[b]	131	7.8 (2.48)!

Source: Spring 2018 Baby FACES Program Director Survey.

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

The sample size column presents unweighted sample sizes to identify the number of program director surveys with valid data on each item out of a total sample of 134 responses to the program director survey, unless otherwise indicated.

[a]Among programs that have a program-wide training plan (*n* = 130).

[b]Includes using funds for incentives such as gift cards to participate in training and technical assistance activities.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

EHS = Early Head Start; SE = standard error.

Exhibit IV.2. What are the staff supervision policies in Early Head Start programs and centers? (percentages, unless otherwise indicated)

Supervision policies	For teachers (center director report)		For home visitors (program director report)	
	Sample size	Percentage/ mean (SE)	Sample size	Percentage/ mean (SE)
Which supervision policies do centers and programs have to support teachers and home visitors?				
Require supervisors to regularly observe staff	441	94.7 (1.58)	99	90.2 (2.82)
Require supervisors to conduct regular and ongoing individual and group supervision to provide feedback on performance	441	89.0 (2.19)	99	98.2 (0.84)
Provide training on reflective supervision to all supervisors	439	80.3 (2.39)	99	80.8 (5.02)
On average, how many supervision meetings are held each year?[a,b]	431	9.0 (0.48)	94	11.9 (0.96)
How often are supervision meetings held?[b]	431		94	
A few times a month or more		8.6 (1.55)		19.0 (4.14)
Once a month		34.9 (3.19)		39.0 (6.17)
A few times a year		49.8 (3.02)		42.0 (6.00)
Once a year or less		6.8 (1.48)		0.0 (0.00)

Source: Spring 2018 Baby FACES Center Director Survey and Program Director Survey.

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

The sample size columns present unweighted sample sizes to identify the number of center director and program director surveys with valid data on each item. Information on teacher supervision was collected from the center director survey and is out of a total sample of 446 responses to the center director survey. Information on home visitor supervision was collected from the program director survey and is out of a sample of 100 programs that offered a home-based service option.

[a]The reported response ranges are as follows: teachers, 0–60; home visitors, 2–52.

[b]For home visitors, supervision meetings refer to individual supervision meetings. For teachers, supervision meetings could include group supervision meetings.

SE = standard error.

Exhibit IV.3. What are the professional development experiences of Early Head Start teachers and home visitors?

Professional development experiences	Teachers		Home visitors	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)
What percentage of teachers and home visitors have an individual career or professional development plan?	840	89.1 (1.55)	578	87.8 (1.65)
Do teachers' and home visitors' program directors or supervisors use the plan to provide them with professional development and training?[a]	755	95.6 (0.86)	503	94.0 (1.12)
What types of supervision meetings do teachers and home visitors have?	851		584	
One-on-one supervision meetings		6.6 (1.31)		14.4 (2.27)
Group supervision meetings		11.9 (1.40)		7.0 (1.63)
Both		78.2 (1.90)		77.1 (2.49)
None		3.3 (0.86)		1.6 (0.49)!
How frequently do teachers and home visitors typically have one-on-one supervision meetings?[b]	709		524	
Once a week or more often		14.1 (1.70)		14.9 (2.37)
A few times a month		19.7 (1.78)		28.5 (4.03)
Once a month		39.2 (2.28)		40.8 (4.42)
A few times or once a year		27.0 (2.59)		15.9 (2.85)
How frequently do teachers and home visitors typically have group supervision meetings?[c]	782		501	
Once a week or more often		12.6 (2.17)		12.9 (2.64)
A few times a month		14.7 (1.61)		28.9 (3.74)
Once a month		56.4 (2.66)		47.9 (4.19)
A few times or once a year		16.3 (2.00)		10.3 (2.32)
During the current program year, in what topical areas have teachers and home visitors received training from their program?[d]				
Positive classroom/home environment	855	94.9 (0.75)	582	90.9 (1.52)
Positive teacher-child or home visitor-family interactions	854	93.9 (0.91)	579	90.0 (1.72)
Curriculum	856	92.0 (1.53)	584	86.0 (1.82)
Child development and ECE	853	90.6 (1.55)	580	93.6 (1.20)
Positive parent-child relationships	852	88.8 (1.32)	585	93.7 (1.39)
Child behavior management	853	87.8 (1.39)	n.a.	n.a.
Screenings and assessments	853	87.2 (1.73)	577	88.4 (1.58)
Parent and family engagement	847	83.1 (1.77)	581	93.9 (1.32)
Supporting dual language learners	842	58.1 (2.85)	566	59.2 (3.17)
Parental learning	n.a.	n.a.	577	74.8 (2.46)

EXHIBIT IV.3 *(continued)*

Professional development experiences	Teachers		Home visitors	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)
Other training				
Health, safety, nutrition, and care	858	23.9 (1.78)	586	22.3 (2.41)
Mental health and trauma	858	5.0 (1.05)	586	16.4 (2.68)
Special needs and disabilities	858	2.6 (0.61)	586	2.8 (0.84)!
Providing other supports to families	858	0.7 (0.42)!	586	5.0 (1.10)
Any other training	858	10.6 (1.56)	586	19.2 (2.70)
How useful was the training received by teachers and home visitors?	852		585	
Very useful		77.3 (1.89)		70.3 (2.72)
Somewhat useful		21.0 (1.84)		27.2 (2.33)
Not too useful or not at all useful		1.7 (0.58)!		2.6 (0.79)!
What percentage of teachers and home visitors have had an observation conducted of their classrooms or home visits during the current program year?	851	90.9 (1.48)	585	69.6 (2.98)
Did teachers and home visitors receive feedback from the classroom or home visit observation?[e]	770	92.6 (1.15)	402	93.1 (1.65)
How useful was the observation feedback received by teachers and home visitors?[f]	714		376	
Very useful		78.3 (2.02)		63.6 (3.68)
Somewhat useful		20.2 (1.86)		31.3 (3.23)
Not too useful or not at all useful		1.5 (0.61)!		5.1 (1.54)!

Source: Spring 2018 Baby FACES Staff (Teacher or Home Visitor) Survey.

Note: Statistics are weighted to represent all Early Head Start staff.

The sample size columns present unweighted sample sizes to identify the number of teacher and home visitor surveys with valid data on each item out of a total sample of 859 responses to the teacher survey and 586 responses to the home visitor survey, unless otherwise indicated.

[a]Among teachers and home visitors who have a career or professional development plan (*n* = 761 for teachers; *n* = 505 for home visitors).

[b]Among teachers and home visitors who have one-on-one supervision meetings (*n* = 714 for teachers; *n* = 525 for home visitors).

[c]Among teachers and home visitors who have group supervision meetings (*n* = 786 for teachers; *n* = 505 for home visitors).

[d]Teachers and home visitors were asked if they had received training in several topical areas and whether they received training on any other topics since the start of the current program year (September 2017). Responses on other topics were classified into existing categories when appropriate; the rest were grouped into new categories. New categories reported by at least 2 percent of teachers or home visitors (before weighting) are listed under "Other training." It is possible that more teachers and home visitors would have reported receiving training in these categories if they had been asked. The "Any other training" category consists of teachers and home visitors reporting topics received by less than 2 percent of both teachers and home visitors (before weighting).

[e]Among teachers and home visitors who were observed since the start of the current program year (September 2017) (*n* = 775 for teachers; *n* = 402 for home visitors).

EXHIBIT IV.3 ***(continued)***

[f]Among teachers and home visitors who received feedback from the observation (*n* = 716 for teachers; *n* = 376 for home visitors).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

ECE = early childhood education; n.a. = not applicable; SE = standard error.

Exhibit IV.4. How are Early Head Start centers and programs using coaching with their teachers and home visitors? (percentages, unless otherwise indicated)

Use of coaching	For teachers (center director report)		For home visitors (program director report)	
	Sample size	Percentage/ mean (SE)	Sample size	Percentage/ mean (SE)
Are teachers/home visitors at the center/program working with coaches?	433		98	
Yes, all of the teachers/home visitors work with coaches		53.1 (4.06)		42.9 (6.01)
Yes, some of the teachers/home visitors work with coaches		29.9 (3.74)		34.0 (5.84)
No, none of the teachers/home visitors work with coaches		17.0 (2.92)		23.2 (4.72)
Which staff do centers/programs employ as coaches?[a]				
Education coordinators	353	67.9 (3.17)	72	59.6 (6.51)
Center director or manager	355	66.8 (2.99)	69	29.4 (6.31)
Coaches on the program or center staff (not consultants)	355	60.2 (3.65)	69	42.8 (6.95)
More experienced teachers/home visitors in the program	358	61.1 (3.50)	72	42.4 (7.03)
Other program or center staff	350	51.3 (3.65)	69	40.8 (6.57)
Consultants hired by the program	353	31.7 (3.31)	72	24.5 (5.84)
Someone else	353	6.5 (1.55)	73	3.8 (1.95)!
On average, how many coaches are currently working with teachers/home visitors at the center/program?[a,b]	357	1.7 (0.07)	73	1.9 (0.23)
Which types of coaching models and approaches are used at the center/program?[a]				
Practice-based coaching	351	74.4 (3.18)	73	90.3 (3.13)
Coaching tied to a specific curriculum	351	70.0 (3.93)	73	33.2 (6.44)
Relationship-based coaching	351	32.3 (3.60)	73	18.9 (4.76)
MyTeachingPartner	351	3.5 (1.06)!	n.a.	n.a.
Other	351	5.4 (1.23)	73	5.2 (2.46)!

Source: Spring 2018 Baby FACES Center Director Survey and Program Director Survey.

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

The sample size columns present unweighted sample sizes to identify the number of center director and program director surveys with valid data on each item. Information on teacher coaches was collected from the center director survey and is out of a total sample of 446 responses to the center director survey. Information on home visitor coaches was collected from the program director survey and is out of a sample of 100 programs that offered a home-based service option, unless otherwise indicated.

[a]Among centers that have coaches working with teachers (n = 365) and programs that have coaches working with home visitors, did not know, or refused to answer the question (n = 75).

EXHIBIT IV.4 *(continued)*

[b]The reported response ranges are as follows: teachers, 1–10; home visitors, 0–24.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

n.a. = not applicable; SE = standard error.

Exhibit IV.5. What are the coaching experiences of Early Head Start teachers and home visitors?

Coaching experiences	Teachers		Home visitors	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)
What percentage of teachers and home visitors have a coach?	851	65.5 (3.00)	577	55.5 (4.13)
How frequently do teachers and home visitors meet with their coach?	569		318	
Daily		9.2 (1.62)		6.0 (1.53)
Weekly		23.8 (3.05)		14.0 (2.29)
A few times a month		28.4 (2.39)		25.8 (3.12)
Once a month		24.6 (2.91)		36.4 (3.05)
More than once a year		12.1 (1.98)		13.8 (2.46)
Once a year or never		1.8 (0.67)!		3.9 (1.37)!
How do coaches assess teachers' and home visitors' needs?				
Directly ask about needs	571	97.2 (0.86)	319	93.8 (1.59)
Conduct observation	569	96.0 (1.01)	320	76.8 (3.20)
Review observation data	562	95.7 (0.83)	315	87.9 (2.24)
Review child assessment data	561	90.2 (1.66)	312	84.3 (2.39)
Provide surveys or questionnaires	562	69.1 (2.93)	316	63.1 (3.57)
What approaches do coaches use to support teachers and home visitors?[a]				
Verbal feedback	569	98.2 (0.54)	319	85.4 (2.44)
Provide trainings	570	94.5 (1.22)	320	90.9 (1.66)
Model practices	566	93.7 (1.20)	310	88.1 (2.21)
Written feedback	569	92.0 (1.32)	316	78.0 (3.04)
Suggest trainings	570	91.5 (1.62)	320	89.7 (2.14)
Jointly review child assessment data	563	87.8 (1.79)	315	82.8 (2.46)
Watch video of or observe experienced teacher/home visitor	569	66.6 (2.71)	318	70.0 (3.28)
Watch video of self	570	25.8 (3.61)	319	24.2 (4.72)
Other supports				
Make themselves available/check in	571	5.6 (1.07)	322	13.3 (1.98)
Provide materials or resources	571	4.1 (0.95)	322	4.2 (1.19)
Assist with specific needs or challenges	571	3.6 (0.75)	322	7.5 (2.00)
Assist with goal setting or planning	571	2.4 (0.68)	322	5.2 (1.30)
Provide emotional support	571	1.4 (0.63)!	322	5.0 (1.76)!
Any other supports	571	4.7 (1.03)	322	6.6 (1.60)
How much has the coach contributed to teachers' and home visitors' effectiveness?	571		317	
A great deal		73.4 (2.51)		60.2 (3.50)
Somewhat		21.7 (2.43)		29.1 (3.15)
A little or not at all		5.0 (1.24)		10.7 (2.75)

EXHIBIT IV.5 (*continued*)

Coaching experiences	Teachers		Home visitors	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)
How much support has the coach provided teachers and home visitors on parent-child relationships?	567		320	
A lot of support		57.9 (2.53)		60.3 (3.45)
Some support		35.2 (2.42)		30.0 (2.99)
A little or no support		6.8 (1.22)		9.7 (1.90)
How much support has the coach provided teachers and home visitors on teacher-child or home visitor-family interactions?	569		319	
A lot of support		72.5 (2.33)		57.2 (3.34)
Some support		23.8 (2.14)		33.0 (3.38)
A little or no support		3.7 (0.92)		9.8 (1.98)

Source: Spring 2018 Baby FACES Staff (Teacher or Home Visitor) Survey.

Note: The questions in this table used the term *coach*, but the initial question notes that "Some people may think of this as mentoring" and defines a coach as "a person who has expertise in specific areas and who models practices, provides professional development, and works with staff to improve their performance."

Statistics are weighted to represent all Early Head Start staff.

The sample size columns present unweighted sample sizes to identify the number of teacher and home visitor surveys with valid data on each item out of a total sample of 859 responses to the teacher survey and 586 responses to the home visitor survey. After the first question about having a coach, the remaining responses are among teachers and home visitors who have a coach (*n* = 571 for teachers; *n* = 322 for home visitors).

[a]Teachers and home visitors were asked whether coaches used several methods of supporting them, and whether they were supported in any other ways by coaches. Some responses on other supports were classified into existing categories when appropriate; the rest were grouped into new categories. New categories reported by at least 2 percent of teachers or home visitors (before weighting) are listed under "Other supports." It is possible that more teachers and home visitors would have reported these supports if they had been asked to. The "Any other supports" category consists of supports reported as received by less than 2 percent of both teachers and home visitors (before weighting).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit IV.6. What safety-related supports do Early Head Start home visitors receive?

Safety-related supports	Sample size	Percentage (SE)
What supports do programs provide to promote home visitor safety?		
Program staff aware of home visit schedule	585	
Yes		96.0 (0.83)
No		3.1 (0.74)
Do not know		0.9 (0.43)!
Supervisor or coach available to discuss safety concerns	586	
Yes		93.4 (1.30)
No		6.3 (1.26)
Do not know		0.3 (0.20)!
Help finding safe location for visits	585	
Yes		79.5 (2.23)
No		14.8 (2.05)
Do not know		5.7 (1.37)
Safety plan or guidelines	585	
Yes		80.7 (2.74)
No		17.3 (2.67)
Do not know		2.0 (0.64)!
Option to go on visits with another staff or escort	586	
Yes		72.7 (2.84)
No		19.9 (2.64)
Do not know		7.4 (2.00)
Safety training opportunities	585	
Yes		74.4 (2.91)
No		23.5 (2.88)
Do not know		2.1 (0.59)
GPS, cell phones, and/or car chargers	586	
Yes		65.0 (4.28)
No		34.7 (4.25)
Do not know		0.3 (0.19)!
How often do home visitors feel unsafe during home visits?	578	
Never		24.0 (2.46)
Hardly ever		47.6 (2.48)
Some of the time		23.6 (2.50)
Most of the time		3.4 (0.85)
All or almost all of the time		1.4 (0.53)!

Source: Spring 2018 Baby FACES Staff (Home Visitor) Survey.

Note: Statistics are weighted to represent all Early Head Start home visitors.

The sample size column presents unweighted sample sizes to identify the number of home visitor surveys with valid data on each item out of a total sample of 586 responses to the home visitor survey.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.
SE = standard error.

SECTION V:

WHAT SERVICES ARE PROVIDED IN EARLY HEAD START CLASSROOMS, AND WHAT IS THE QUALITY OF THOSE SERVICES?

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Exhibit V.1. How often do Early Head Start children attend center-based services, and how often do their families receive home visits? (percentages, unless otherwise indicated)

Family service receipt	Sample size	Percentage/ mean (SE)
Among families who receive any center-based care, on average, how many days per week do children go to the EHS center?[a]	1,727	4.9 (0.02)
What percentage of programs offer home visits to their center-based families…	110	
Less than monthly (but at least twice a year)?		84.7 (3.90)
Monthly?		6.7 (2.73)!
More than monthly?		6.6 (2.59)!
Among families that receive only center-based care, what percentage received a home visit from EHS in the past year?[b]	1,482	67.9 (2.78)

Source: Spring 2018 Baby FACES Program Director Survey and Parent Survey.

Note: Statistics are weighted to represent Early Head Start programs that offer center-based services and families who were sampled from Early Head Start classrooms (identified by the center-based sampling flag [t_hv_flag = 1)], including those families receiving center-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of program director and parent surveys with valid data on each item, out of a total sample of 116 programs that offered a center-based service option and 1,788 responses to the parent survey from parents who were sampled from Early Head Start classrooms, unless otherwise indicated.

[a]Among families who reported receiving child care, excluding group socializations, at a center (*n* = 1,742). The reported response range is 0–5 days.

[b]Among families who were sampled from Early Head Start classrooms (identified by the center-based sampling flag [t_hv_flag = 1]), excluding families who reported receiving home-based only or a combination of services (*n* = 1,491).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

EHS = Early Head Start; SE = standard error.

Exhibit V.2. What are the classroom characteristics of Early Head Start centers?

Classroom characteristics	Sample size	Mean (SE)
What is the average number of teachers per classroom in Early Head Start centers?[a] (center director report)		
Lead teachers[b]	442	1.5 (0.06)
Assistant teachers	437	0.7 (0.05)
Classroom aides	441	0.3 (0.03)
Classroom volunteers	436	0.3 (0.04)
Total staff	429	2.8 (0.10)
On average, how many children are enrolled in the classroom?[c]	858	7.6 (0.08)
On average, how many hours each day does a typical child spend in the classroom?[d]	856	7.5 (0.08)
On average, how many adults regularly work with or care for children in the classroom?[e]		
Lead teachers[b]	856	1.6 (0.04)
Assistant teachers	856	0.6 (0.06)
Classroom aides	854	0.3 (0.04)
Volunteers or other non-staff	855	0.5 (0.05)

Source: Spring 2018 Baby FACES Center Director Survey and Staff (Teacher) Survey.

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

The sample size column presents unweighted sample sizes to identify the number of center director surveys and teacher surveys with valid data on each item, out of a total sample of 446 responses to the center director survey and 859 responses to the teacher survey.

[a]Calculated as the number of EHS staff divided by the number of EHS classrooms in the center. Total staff is only calculated when all staff categories are nonmissing. The reported ranges are as follows: lead teachers, 0.0–7.5; assistant teachers, 0–10; classroom aides, 0.0–7.3; classroom volunteers, 0–8; total staff, 0.2–17.0.

[b]The Head Start Program Performance Standards require that a qualified teacher be assigned to each group of no more than four infants and toddlers. Although the Program Performance Standards do not distinguish between “lead teacher” and “assistant teacher” for infant/toddler classroom settings, practices vary at the local level, and many programs still use the terms. The Baby FACES 2018 center director and teacher surveys ask separately about the “lead teacher “ and “assistant teacher” roles; thus, they are reported separately in these tables.

[c]The reported response range is 1–20.

[d]The reported response range is 3–12.

[e]The reported response ranges are as follows: lead teachers, 0–4; assistant teachers, 0–10; classroom aides: 0–7; volunteers or other non-staff, 0–8.

EHS = Early Head Start; SE = standard error.

Exhibit V.3. What languages do adults and materials use in Early Head Start classrooms?

Languages used	Sample size	Percentage (SE)
What languages do adults speak in the classroom?[a]	855	
English		99.2 (0.39)
Spanish		47.6 (3.38)
Other		8.0 (1.30)
What percentage of adults in the following roles speak a non-English language in the classroom?		
Lead teacher[b]	855	37.1 (3.09)
Assistant teacher	855	19.2 (2.25)
Classroom aide	855	11.2 (1.65)
Volunteer or other non-staff	855	8.0 (1.23)
Which languages do adults use to speak with children in the classroom?	832	
All English		55.8 (3.35)
More English than non-English		30.5 (2.50)
Equally English and non-English		11.3 (2.01)
More non-English than English		1.6 (0.57)!
All non-English		0.8 (0.41)!
In what languages are books and printed materials available in the classroom?	855	
English		99.7 (0.16)
Spanish		76.8 (2.24)
Other		6.9 (1.12)
Which language do adults use <u>most often</u> to read to children in the classroom?	818	
English		96.2 (1.21)
Spanish		2.4 (0.80)!
Other		1.4 (0.67)!

Source: Spring 2018 Baby FACES Staff (Teacher) Survey.

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

The sample size column presents unweighted sample sizes to identify the number of teacher surveys with valid data on each item out of a total sample of 859 responses to the teacher survey.

[a]Adults include lead teachers, assistant teachers, classroom aides, and volunteers and other non-staff.

[b]The Head Start Program Performance Standards require that a qualified teacher be assigned to each group of no more than four infants and toddlers. Although the Program Performance Standards do not distinguish between “lead teacher” and “assistant teacher” for infant/toddler classroom settings, practices vary at the local level, and many programs still use the terms. The Baby FACES 2018 center director and teacher surveys ask separately about the “lead teacher “ and “assistant teacher” roles; thus, they are reported separately in these tables.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit V.4. How do Early Head Start teachers spend a typical day in their classrooms?

Types of activities	Sample size	Percentage (SE)				
		No time	30 minutes or less	About one hour	About two hours	Three hours or more
Teacher-directed whole-class activities	855	4.5 (1.03)	40.8 (1.80)	25.0 (1.85)	12.1 (1.37)	17.6 (1.76)
Teacher-directed small-group activities	858	3.8 (0.78)	59.4 (2.09)	22.4 (1.91)	10.6 (1.30)	3.9 (0.76)
Teacher-directed one-on-one activities	849	5.1 (0.85)	62.0 (1.94)	17.8 (1.57)	7.0 (0.97)	8.1 (1.35)
Child-selected activities	854	1.2 (0.39)!	22.2 (1.86)	24.0 (1.69)	20.1 (1.54)	32.4 (2.17)
Routine care	855	[a]	16.5 (1.86)	29.5 (1.94)	29.1 (2.24)	24.6 (2.42)

Source: Spring 2018 Baby FACES Staff (Teacher) Survey.

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

The sample size column presents unweighted sample sizes to identify the number of teacher surveys with valid data on each item out of a total sample of 859 responses to the teacher survey.

Teachers were asked how they spent their typical day in their classroom, not including lunch or nap breaks.

[a]Estimate removed due to small cell size.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.
SE = standard error.

Exhibit V.5. What are the features and practices of Early Head Start classrooms observed? (percentages, unless otherwise indicated)

Classroom feature or practice observed	Sample size	Percentage (SE)
How organized is the classroom space?	854	
Well-organized space[a]		92.0 (1.30)
Space is somewhat organized or not organized[b]		8.0 (1.30)
Where is information posted for parents?[c]	828	
In/near classroom and in general area		39.6 (3.01)
Only in/near classroom		33.4 (2.89)
Only in general area		17.1 (1.94)
No information posted for parents anywhere		10.0 (1.79)
What materials are available to children in classrooms?	853	
Books		97.6 (0.58)
Toys for dramatic/pretend play		96.4 (0.80)
Toys promoting fine motor development		92.0 (1.52)
Toys promoting gross motor development		89.3 (1.48)
Materials for art		71.1 (2.61)
Toys and objects that promote scientific understanding		62.9 (2.78)
Sensory toys		61.8 (2.56)
Toys to encourage large motor development		48.2 (2.82)
Computer or mobile devices for children to play games or watch videos		15.0 (2.59)
What percentage of classrooms have a quiet space for children to relax and regroup?	843	33.1 (1.30)
What percentage of classrooms have a separate napping area with cribs, cots, or mats?	846	19.8 (1.30)
What is the nature of transitions between activities in Early Head Start classrooms?		
Do activities flow easily from one to next?[d]	848	
Strongly agree		22.6 (2.55)
Agree		42.9 (2.65)
Slightly agree		16.2 (1.47)
Slightly disagree		9.7 (1.26)
Disagree or strongly disagree		8.6 (1.46)
Do caregivers tell children about the next activity?[d]	845	
Strongly agree		21.2 (2.00)
Agree		38.4 (2.08)
Slightly agree		18.3 (1.62)
Slightly disagree		10.8 (1.29)
Disagree or strongly disagree		11.2 (1.88)
To what extent do transitions take a long time?[d]	845	
Strongly agree		4.1 (0.99)
Agree		13.6 (1.57)
Slightly agree		16.9 (1.73)
Slightly disagree		21.4 (1.88)
Disagree		31.3 (2.47)
Strongly disagree		12.7 (2.47)

Source: Spring 2018 Baby FACES Classroom Observation.

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

EXHIBIT V.5 *(continued)*

The sample size column presents unweighted sample sizes to identify the number of classrooms with valid data on each item out of a total sample of 864 classrooms.

[a]Easy for children to see/reach toys and materials.

[b]Moderately easy for children to see/reach toys and materials (somewhat organized space) or difficult for children to see/reach toys and materials (space not organized).

[c]About classroom activities, center events, parent-teacher meetings, activities or classes for parents.

[d]Response options ranged from 1 to 6, where 1 = strongly agree (i.e., happens nearly all the time); 2 = agree (i.e., happens most of the time); 3 = slightly agree (i.e., happens about half the time); 4 = slightly disagree (i.e., happens some of the time); 5 = disagree (i.e., happens hardly ever); and 6 = strongly disagree (i.e., never happens).

SE = standard error.

Exhibit V.6. How do Early Head Start teachers communicate with parents who do not speak English well?

Language and communication with families	Sample size	Percentage (SE)
Which languages does the child's teacher use when speaking to the parent?	173	
All non-English		38.9 (6.23)
Mix of non-English and English[a]		27.4 (5.40)
All English		33.6 (7.33)
For what percentage of parents does the child's teacher use the parent's preferred language?	171	71.7 (5.65)
For what percentage of parents does someone translate so parents can talk with the child's teacher?[b]	91	62.5 (5.66)

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent Early Head Start families who were sampled from Early Head Start classrooms (identified by the center-based sampling flag [t_hv_flag = 1]), including those families receiving center-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each item. The total sample is 1,788 responses to the parent survey from those receiving services from an Early Head Start teacher participating in Baby FACES 2018, but in this exhibit all responses are among parents who reported that they do not speak English well (*n* = 175). The questions in this exhibit were only asked of this group of parents.

[a]Includes parents reporting that the child's teacher uses more non-English than English, English and non-English equally, or more English than non-English.

[b]Among parents who do not speak English well and are spoken to in English at least as much as in a non-English language (*n* = 92).

SE = standard error.

Exhibit V.7. How are Early Head Start centers using classroom curricula? (percentages, unless otherwise indicated)

Use of curriculum	Sample size	Percentage/ mean (SE)
What percentage of centers use a specific curriculum in their classrooms?	441	97.8 (0.98)
What percentage of centers adapted their classroom curriculum?[a]	434	47.5 (2.94)
Why did centers adapt their classroom curriculum?[b]		
Accommodating developmental needs of their population	201	91.8 (2.05)
Accommodating culture or language of their population	201	67.8 (4.10)
Logistical issues	199	52.0 (4.46)
Better align with abilities or preferences of teachers	201	50.2 (4.49)
On average, how many of the above reasons do centers cite for adapting their classroom curriculum?[b]	199	2.6 (0.10)

Source: Spring 2018 Baby FACES Center Director Survey.

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

The sample size column presents unweighted sample sizes to identify the number of center director surveys with valid data on each item out of a total sample of 446 responses to the center director survey, unless otherwise indicated.

[a]Among centers that use a classroom curriculum, did not know, or refused to answer the question (*n* = 439). Adaptations were defined as significant, global changes that would be program wide, as opposed to accommodations made for individual children or situations.

[b]Among centers that adapted their classroom curriculum (*n* = 206). The reported range is 0–4.

SE = standard error.

Exhibit V.8. How are Early Head Start teachers using curricula?

Curriculum use	Sample size	Percentage (SE)	Sample size	Percentage (SE)
What percentage of teachers use a specific curriculum?	855			
Uses specific curriculum		80.6 (2.24)		
Uses combination of curricula		15.9 (2.02)		
Does not use curriculum		3.4 (0.89)		
What curricula do teachers use and what is the main curriculum used?[a]	855	**Curriculum is used**	811	**Is main curriculum[b]**
Creative Curriculum		79.0 (3.28)		77.4 (3.40)
HighScope		9.5 (2.58)		7.5 (2.37)!
Frog Street		8.4 (2.69)!		5.7 (2.34)!
Agency-created curriculum		5.9 (0.92)		3.0 (0.84)
Games to Play with Toddlers		5.0 (0.86)		[d]
Other curricula[c]		24.2 (2.49)		6.3 (1.59)
None		3.4 (0.89)		n.a.
How frequently do teachers use curricula to prepare lesson plans?[b]	824			
Weekly		89.5 (1.77)		
About two to three times a month		7.3 (1.63)		
About once a month		2.5 (0.72)		
Less than monthly or not used at all		0.6 (0.33)!		
To what extent are teachers able to use parental input when working with their child in the classroom?	849			
A lot		77.4 (1.99)		
A little		19.9 (1.96)		
Not at all		2.7 (0.76)		

Source: Spring 2018 Baby FACES Staff (Teacher) Survey.

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

The sample size columns present unweighted sample sizes to identify the number of teacher surveys with valid data on each item out of a total sample of 859 responses to the teacher survey, unless otherwise indicated.

[a]Curricula listed are those reported being used by at least 5 percent of teachers (before weighting). Teachers were asked to name the curricula they used. Interviewers had a prepared list of curricula to help categorize responses but did not read the list to teachers. Responses outside the prepared list were categorized into additional options during analysis.

[b]Among teachers using at least one curriculum (*n* = 826).

[c]The "Other curricula" category lists teachers who reported using any curriculum reported by less than 5 percent of teachers (before weighting). Exhibit B.1 in Appendix B expands results for this question to include curricula reported by less than 5 percent of teachers.

[d]Estimate removed due to small cell size.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

n.a. = not applicable; SE = standard error.

Exhibit V.9. How are Early Head Start teachers using assessments?

Assessment use	Sample size	Percentage (SE)
What percentage of teachers have used child assessments during the current program year?	854	96.7 (0.72)
What child assessments have teachers used?[a]	848	
Ages and Stages Questionnaire (ASQ) (including ASQ: Social-Emotional)		63.3 (3.32)
Creative Curriculum Tools / Teaching Strategies Gold		50.9 (2.86)
Devereux Early Childhood Assessment (DECA)		12.1 (2.38)
Brigance Screens		8.3 (2.51)!
Desired Results Developmental Profiles (DRDP)		6.8 (2.10)!
Infant-Toddler Developmental Assessment (IDA)		5.9 (0.98)
Early Learning Accomplishment Profile (E-LAP)		5.5 (1.79)!
Other child assessments[b]		21.8 (2.57)
None		3.3 (0.72)
How useful are child assessment data for individualizing classroom instruction?[c,d]	822	
Very useful		77.0 (1.97)
Useful		20.8 (1.84)
A little useful or not useful		2.3 (0.60)
How useful are child assessment data for lesson planning and classroom instruction?[c,d]	822	
Very useful		76.6 (2.02)
Useful		21.6 (1.91)
A little useful or not useful		1.8 (0.51)
What challenges do teachers experience in using child assessment data?[c]		
Do not have enough time to collect data	818	46.5 (2.49)
Do not have necessary technology	819	26.9 (2.07)
Do not know how to use data to individualize or improve strategies	819	15.0 (1.40)
Do not know how to accurately collect data	820	14.7 (1.45)
Do not understand what data mean	821	13.4 (1.37)

Source: Spring 2018 Baby FACES Staff (Teacher) Survey.

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

The sample size columns present unweighted sample sizes to identify the number of teacher surveys with valid data on each item out of a total sample of 859 responses to the teacher survey, unless otherwise indicated.

[a]Child assessments listed are those reported being used by at least 5 percent of teachers (before weighting). Teachers were asked to name the child assessments they used. Interviewers had a prepared list of assessments to help categorize responses but did not read the list to teachers. Responses outside the prepared list were categorized into additional options during analysis. Sometimes screeners were named in response to questions about assessments.

[b]The "Other child assessments" category includes any child assessments reported by less than 5 percent of teachers (before weighting). Exhibit B.2 in Appendix B expands results for this question to include child assessments reported by less than 5 percent of teachers.

[c]Among teachers using at least one child assessment (n = 824).

EXHIBIT V.9 *(continued)*

[d]This question included the response option that child assessment data were "not used for this purpose," but no teachers selected this option.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit V.10. What tools do Early Head Start teachers use to screen children's development?

Tools used to screen children	Sample size	Percentage (SE)
What are the tools used to screen children[a]?	1,737	
Ages and Stages Questionnaire (ASQ) (including Ages and Stages Questionnaire: Social-Emotional)		77.2 (4.31)
Creative Curriculum Tools / Teaching Strategies Gold		35.3 (2.95)
Brigance Screens		12.9 (4.37)!
Devereux Early Childhood Assessment (DECA)		12.4 (2.57)
Early Learning Accomplishment Profile (E-LAP)		5.5 (2.10)!
Other screening tools		12.2 (2.36)

Source: Spring 2018 Baby FACES Staff (Teacher) Child Report.

Note: Statistics are weighted to represent children who were sampled from Early Head Start classrooms (identified by the center-based sampling flag [t_hv_flag = 1]), including those children receiving center-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of teacher child reports with valid data on the item out of a total sample of 1,762 children who have been given a developmental screening since September, according to staff child reports.

[a]Teachers were asked which of a list of assessments they had used to screen the child's development and whether they used any other screening tools not listed.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit V.11. What is the quality of teacher-child interactions in Early Head Start classrooms, as measured by the CLASS-Infant and CLASS-Toddler?

CLASS measures	Sample size	Mean (SE)	Reported response range
What are the mean CLASS-Infant[a] scores?			
Responsive Caregiving	149	4.52 (0.08)	2.31–6.69
Relational Climate	149	5.39 (0.06)	3–7
Teacher Sensitivity	149	5.18 (0.09)	2.25–7.00
Facilitated Exploration	149	3.84 (0.13)	1.75–6.50
Early Language Support	149	3.64 (0.13)	1.50–7.00
What is the mean child/adult ratio during CLASS-Infant observation?	149	2.54 (0.07)	1–4
What is the mean group size during CLASS-Infant observation?	149	5.54 (0.14)	2.00–9.25
What are the mean CLASS-Toddler[b] scores?			
Emotional and Behavioral Support[c]	713	5.37 (0.03)	3.15–6.85
Positive Climate	713	5.46 (0.04)	2.50–7.00
Negative Climate	713	1.25 (0.03)	1.00–6.50
Teacher Sensitivity	713	5.18 (0.04)	2.50–7.00
Regard for Child Perspectives	713	4.85 (0.05)	2–7
Behavioral Guidance	713	4.63 (0.06)	1.50–6.75
Engaged Support for Learning	713	2.96 (0.05)	1.08–6.25
Facilitation of Learning and Development	713	3.27 (0.07)	1–7
Quality of Feedback	713	2.54 (0.06)	1.00–6.75
Language Modeling	713	3.07 (0.06)	1.00–6.50
What is the mean child-adult ratio during CLASS-Toddler observation?	713	2.88 (0.05)	0.50–8.00
What is the mean group size during CLASS-Toddler observation?	713	6.26 (0.08)	1–12

Source: Spring 2018 Baby FACES Classroom Observation.

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

The sample size column presents unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs or scores, out of a total sample of 149 classrooms for CLASS-Infant and 715 classrooms for CLASS-Toddler.

See Exhibit A.4 in Appendix A for reliability estimates of the CLASS-Infant and CLASS-Toddler measures.

[a]Used in classrooms where a majority of the children are between the ages of 0 and 15 months.

[b]Used in classrooms where a majority of the children are between the ages of 16 and 36 months.

[c]Negative Climate is reverse coded when calculating the domain score.

CLASS = Classroom Assessment Scoring System; SE = standard error.

Exhibit V.12. Are Early Head Start classrooms in the low, mid, or high range of quality on the CLASS-Infant and CLASS-Toddler?

Quality measures	Sample size	Percentage (SE)
How are the CLASS-Infant scores distributed?		
Responsive Caregiving		
Low	149	2.7 (1.18)!
Mid	149	94.1 (1.74)
High	149	3.2 (1.39)!
How are the CLASS-Toddler scores distributed?		
Emotional and Behavioral Support		
Low	713	0.0 (0.00)
Mid	713	84.8 (1.84)
High	713	15.2 (1.84)
Engaged Support for Learning		
Low	713	54.7 (2.88)
Mid	713	44.5 (2.89)
High	713	0.9 (0.51)!

Source: Spring 2018 Baby FACES Classroom Observation.

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

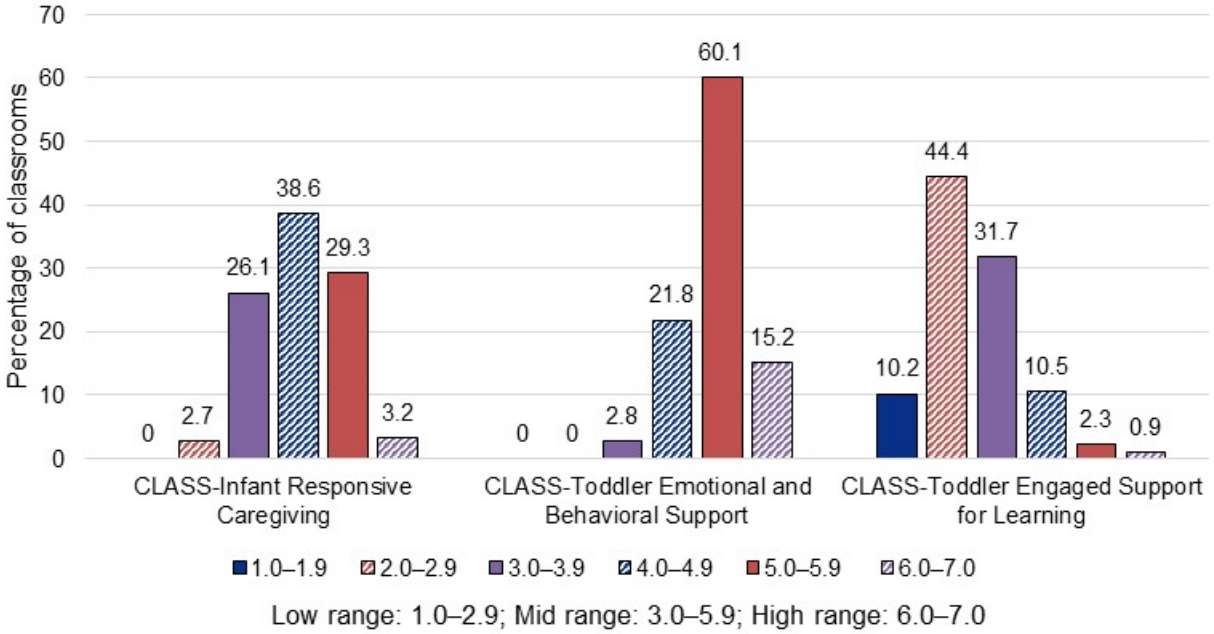
The sample size column presents unweighted sample sizes to identify the number of classrooms with valid data on each of the scores, out of a total sample of 149 classrooms for CLASS-Infant and 715 classrooms for CLASS-Toddler.

[a]Quality ranges are based on developer cut points on the CLASS-Infant and CLASS-Toddler scores: low (1–2.9), mid (3–5.9), high (6–7).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

CLASS = Classroom Assessment Scoring System; SE = standard error.

Exhibit V.13. How are the CLASS domain scores distributed at the classroom level?



Source: Spring 2018 Baby FACES Classroom Observation.

Note: Statistics are weighted to represent all Early Head Start classrooms. The unweighted sample sizes are 149 for CLASS-Infant and 713 for CLASS-Toddler.

CLASS = Classroom Assessment Scoring System.

Exhibit V.14. What is the quality of teacher-child interactions in Early Head Start classrooms, as measured by the Q-CCIIT, across all classrooms and in infant and toddler classrooms?

Measures	Sample size	Mean (SE)	Reported response range
What are the mean Q-CCIIT scores across all classrooms?			
Support for Social-Emotional Development	862	4.23 (0.05)	1.74–6.92
Support for Cognitive Development	862	3.33 (0.05)	1.14–6.26
Support for Language and Literacy Development	862	3.77 (0.05)	1.42–6.38
Areas of Concern[a]	855	0.03 (0.03)!	-0.33–3.25
What is the mean child/adult ratio during Q-CCIIT observation across all classrooms?	862	2.79 (0.04)	0.59–7.00
What is the mean group size during Q-CCIIT observation across all classrooms?	862	6.08 (0.08)	1.00–12.50
What are the mean Q-CCIIT scores in infant classrooms?			
Support for Social-Emotional Development	149	4.16 (0.10)	1.94–6.72
Support for Cognitive Development	149	3.01 (0.08)	1.14–5.76
Support for Language and Literacy Development	149	3.40 (0.08)	1.43–6.18
Areas of Concern[a]	147	-0.02 (0.04)!	-0.33–2.25
What is the mean child/adult ratio during Q-CCIIT observation in infant classrooms?	149	2.47 (0.07)	0.83–4.00
What is the mean group size during Q-CCIIT observation in infant classrooms?	149	5.31 (0.14)	1.67–9.33
What are the mean Q-CCIIT scores in toddler classrooms?			
Support for Social-Emotional Development	713	4.25 (0.05)	1.74–6.92
Support for Cognitive Development	713	3.40 (0.05)	1.25–6.26
Support for Language and Literacy Development	713	3.85 (0.05)	1.42–6.38
Areas of Concern[a]	708	0.04 (0.03)!	-0.33–3.25
What is the mean child/adult ratio during Q-CCIIT observation in toddler classrooms?	713	2.86 (0.04)	0.59–7.00
What is the mean group size during Q-CCIIT observation in toddler classrooms?	713	6.26 (0.09)	1.00–12.50

Source: Spring 2018 Baby FACES Classroom Observation.

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

The sample size column presents unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs or scores, out of a total sample of 864 classrooms (149 infant classrooms and 715 toddler classrooms).

Infant classrooms are those in which a majority of the children are between the ages of 0 and 15 months; toddler classrooms are those in which a majority of the children are between the ages of 16 and 36 months.

See Exhibit A.4 in Appendix A for reliability estimates of the Q-CCIIT measures.

EXHIBIT V.14 *(continued)*

[a]The "Areas of Concern" score is a *z*-score because the items are on different scales.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Q-CCIIT = Quality of Caregiver-Child Interactions with Infants and Toddlers; SE = standard error.

Exhibit V.15. Are Early Head Start classrooms in the low, mid, or high range of quality on the Q-CCIIT?

Quality measures	Sample size	Percentage (SE)
How are the Q-CCIIT scores distributed across all classrooms?		
Support for Social-Emotional Development		
Low	862	7.6 (1.27)
Mid	862	73.1 (1.63)
High	862	19.3 (1.58)
Support for Cognitive Development		
Low	862	36.0 (2.67)
Mid	862	60.0 (2.50)
High	862	4.1 (1.05)
Support for Language and Literacy Development		
Low	862	15.0 (1.80)
Mid	862	78.4 (1.83)
High	862	6.7 (1.14)
How are the Q-CCIIT scores distributed in infant classrooms?		
Support for Social-Emotional Development		
Low	149	8.8 (3.58)!
Mid	149	74.7 (4.22)
High	149	16.5 (2.95)
Support for Cognitive Development		
Low	149	46.4 (5.87)
Mid	149	52.5 (5.83)
High	149	1.1 (0.67)!
Support for Language and Literacy Development		
Low	149	23.0 (4.32)
Mid	149	76.1 (4.32)
High	149	0.9 (0.56)!
How are the Q-CCIIT scores distributed in toddler classrooms?		
Support for Social-Emotional Development		
Low	713	7.4 (1.24)
Mid	713	72.7 (1.83)
High	713	19.9 (1.80)
Support for Cognitive Development		
Low	713	33.7 (2.83)
Mid	713	61.6 (2.64)
High	713	4.7 (1.23)
Support for Language and Literacy Development		
Low	713	13.2 (1.88)
Mid	713	78.9 (1.98)
High	713	7.9 (1.34)

Source: Spring 2018 Baby FACES Classroom Observation.

EXHIBIT V.15. *(continued)*

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

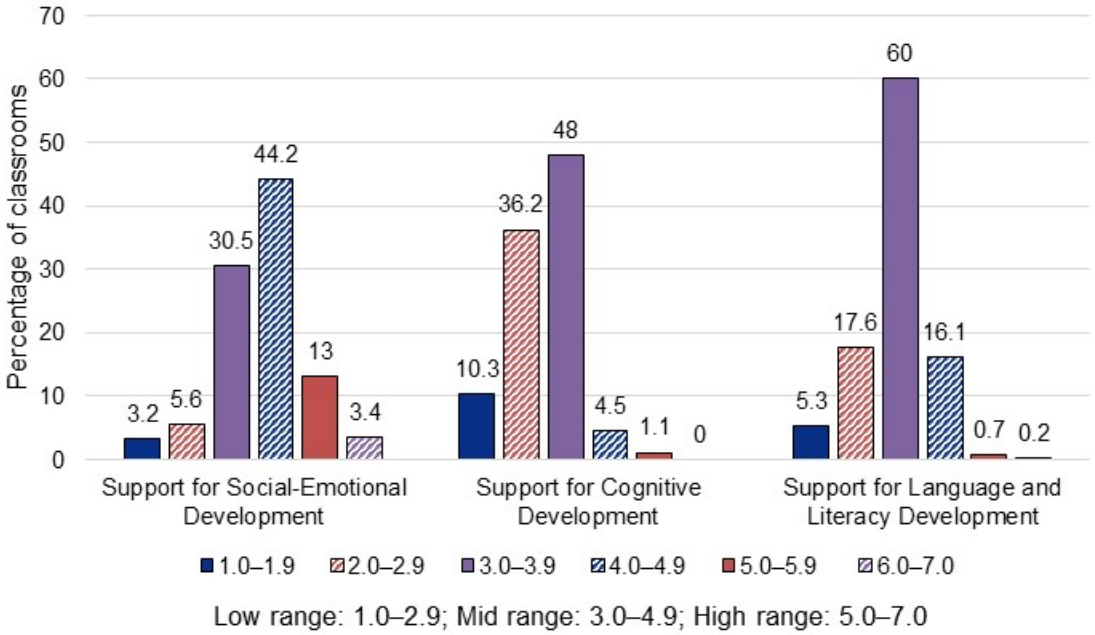
The sample size column presents unweighted sample sizes to identify the number of classrooms with valid data on each of the scores, out of a total sample of 864 classrooms (149 infant classrooms and 715 toddler classrooms).

[a]Quality ranges are based on developer suggested cut points on the Q-CCIIT scores: low (1–2.9), mid (3–4.9), high (5–7).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

Q-CCIIT = Quality of Caregiver-Child Interactions with Infants and Toddlers; SE = standard error.

Exhibit V.16a. How are the Q-CCIIT scores distributed in infant classrooms?

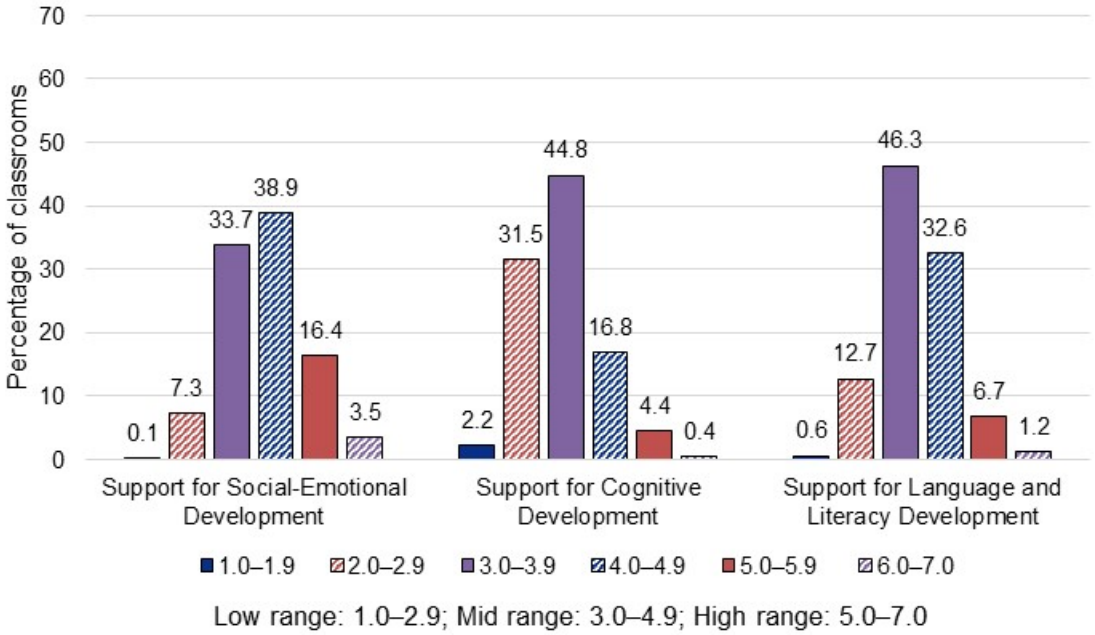


Source: Spring 2018 Baby FACES Classroom Observation.

Note: Statistics are weighted to represent all Early Head Start infant classrooms. The unweighted sample size is 149.

Q-CCIIT = Quality of Caregiver-Child Interactions with Infants and Toddlers.

Exhibit V.16b. How are the Q-CCIIT scores distributed in toddler classrooms?



Source: Spring 2018 Baby FACES Classroom Observation.

Note: Statistics are weighted to represent all Early Head Start toddler classrooms. The unweighted sample size is 713.

Q-CCIIT = Quality of Caregiver-Child Interactions with Infants and Toddlers.

Exhibit V.17. What is the quality of the teacher-child relationship in Early Head Start classrooms, as measured by teacher reports, across all classrooms and in infant and toddler classrooms?

Measures	Sample size	Mean (SE)	Reported response range[a]
What are the mean teacher-child relationship scores (as measured by the STRS) across all classrooms?			
Closeness	2,128	4.18 (0.03)	1.86–5.00
Conflict	2,126	1.69 (0.03)	1.00–5.00
What are the mean teacher-child relationship scores (as measured by the STRS) in infant classrooms?			
Closeness	371	4.00 (0.05)	2.63–5.00
Conflict	372	1.44 (0.04)	1.00–4.43
What are the mean teacher-child relationship scores (as measured by the STRS) in toddler classrooms?			
Closeness	1,747	4.21 (0.03)	1.86–5.00
Conflict	1,744	1.75 (0.03)	1.00–5.00

Source: Spring 2018 Baby FACES Staff (Teacher) Child Report.

Note: Statistics are weighted to represent Early Head Start children.

The sample size column presents unweighted sample sizes to identify the number of responses to the teacher child report with valid data on each of the constructs or scores, out of a total sample of 2,139 responses to the teacher child report (374 responses from infant teachers and 1,755 responses from toddler teachers).

Infant teachers are those in classrooms where a majority of the children are between the ages of 0 and 15 months; toddler teachers are those in classrooms where a majority of the children are between the ages of 16 and 36 months.

[a]The possible response range is 1–5 for Closeness and Conflict.

STRS = Student-Teacher Relationship Scale (teacher-reported measure of relationship); SE = standard error.

Exhibit V.18. What is the quality of the parent-teacher relationship in Early Head Start?

Measures	Sample size	Mean (SE)	Reported response range	Possible response range
Parent-reported				
What are the mean parent-teacher relationship scores reported by parents (as measured by the CRQ)?				
Support	1,732	13.5 (0.10)	0–15	0–15
Endorsement	1,754	14.3 (0.05)	1–15	0–15
Undermining	1,752	0.3 (0.04)	0–12	0–12
Agreement	1,705	7.8 (0.06)	0–9	0–9
Teacher-reported				
What are the mean parent-teacher relationship scores reported by teachers (as measured by the CRQ)?				
Support	2,110	11.5 (0.15)	0–15	0–15
Endorsement	2,110	13.2 (0.10)	0–15	0–15
Undermining	2,111	0.5 (0.05)	0–12	0–12
Agreement	2,108	10.0 (0.08)	0–12	0–12
What is the mean parent-teacher relationship score as measured by the NCEDL Quality of Parent-Teacher Relationship?	2,118	3.6 (0.02)	1.4–4.0	1–4

Source: Spring 2018 Baby FACES Parent Survey and Staff (Teacher) Child Report.

Note: Statistics are weighted to represent Early Head Start teachers and parents who were sampled from Early Head Start classrooms (identified by the center-based sampling flag [t_hv_flag = 1]), including those parents receiving center-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of responses to the parent survey and teacher child report with valid data on each measure, out of total samples of 1,788 responses to the parent survey from parents who were sampled from Early Head Start classrooms and 2,139 teacher child report responses.

See Exhibit A.5 in Appendix A for reliability estimates of the parent-teacher relationship measures.

CRQ = Cocaring Relationship Questionnaire; NCEDL = National Center for Early Development & Learning; SE = standard error.

Exhibit V.19. How are Early Head Start children and families assigned to classrooms? (percentages, unless otherwise indicated)

Assignment factors	Factor considered		Most important factor		2nd most important factor	
	Sample size	Percentage/ mean (SE)	Sample size	Percentage (SE)	Sample size	Percentage (SE)
Which factors do centers consider when assigning children to classrooms?						
Child age, health, or development	433	88.8 (2.08)	350	50.0 (3.96)	339	20.4 (2.84)
Family circumstances or specific needs	433	74.0 (2.52)		26.4 (2.94)		17.9 (2.72)
Language or cultural background	432	51.6 (2.99)		8.4 (2.01)		6.6 (1.59)
Parent choice or preference	428	50.6 (3.17)		4.5 (1.49)!		10.7 (1.87)
Family's existing relationship with teacher	429	47.9 (2.89)		3.6 (1.05)		9.0 (1.87)
Results of screening or assessment	430	42.2 (2.95)		3.0 (1.25)!		10.4 (1.89)
Other	428	6.3 (1.20)		2.0 (0.88)!		1.1 (0.73)!
Not applicable[a]	n.a.	n.a.		2.1 (0.96)!		23.9 (3.04)
On average, how many of the above factors do centers consider when assigning children to classrooms?[b]	413	3.7 (0.11)	n.a.	n.a.	n.a.	n.a.

Source: Spring 2018 Baby FACES Center Director Survey.

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

The sample size columns present unweighted sample sizes to identify the number of center director surveys with valid data on each item out of a total sample of 446 responses to the center director survey.

[a]If the director indicated that none of the factors were considered, then the most important factor and the second most important factor were marked as not applicable. If the director indicated that only one factor was considered, the second most important factor was marked as not applicable.

[b]The reported range is 0–7.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

n.a. = not applicable; SE = standard error.

Exhibit V.20. To what extent are Early Head Start centers using age-based classrooms?

Continuity practices	Sample size	Percentage (SE)
What percentage of centers use age-based classrooms (vs. mixed-age classrooms)?	443	48.9 (3.43)
As children age into new classrooms, do centers usually keep them with the same group of children and teachers?[a]	225	
Children are with same children and same teachers in the new classroom		40.5 (5.29)
Children are with same children but different teachers in the new classroom		29.2 (4.32)
Children are with different children and different teachers in the new classroom		30.3 (4.14)

Source: Spring 2018 Baby FACES Center Director Survey.

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

The sample size column presents unweighted sample sizes to identify the number of center director surveys with valid data on each item out of a total sample of 446 responses to the center director survey, unless otherwise indicated.

[a]Among centers that that have age-based classrooms (*n* = 231).

SE = standard error.

Exhibit V.21. What roles and responsibilities do primary teachers have in Early Head Start classrooms?

Use of primary teachers	Sample size	Percentage (SE)
What percentage of centers assign children to a "primary teacher"?[a]	444	84.7 (2.32)
How many children do centers typically assign to each primary teacher?[b]	375	
Three children to each primary teacher		6.4 (1.76)
Four children to each primary teacher		90.6 (2.05)
Five or more children to each primary teacher		3.0 (1.25)!
Which tasks do primary teachers perform in the classroom?[c]		
Available to talk with parents on a daily basis during pick-up or drop-off	373	97.9 (0.83)
Provides information on children's development (i.e., completes developmental checklist, makes recommendations to parents about their child, points out achievement of developmental milestones to parents)	373	96.4 (1.27)
Takes the lead on documenting daily activities for child	373	96.8 (0.91)
Assigned to a small group of children	373	93.7 (1.60)
Interacts with children in care group via book reading, play time, etc.	373	92.5 (1.51)
Soothes children in care group to sleep	373	90.4 (2.12)
Sits with children in primary care group during snacks/meals	373	89.2 (2.23)
Changes diaper for care group at least 75% of the time	373	84.8 (2.58)

Source: Spring 2018 Baby FACES Center Director Survey.

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

The sample size column presents unweighted sample sizes to identify the number of center director surveys with valid data on each item out of a total sample of 446 responses to the center director survey, unless otherwise indicated.

[a]A primary teacher is defined as one teacher who has primary responsibility for the care of a small group of children within a larger group setting.

[b]Among centers that assign each child to a primary teacher (*n* = 378).

[c]Among centers that assign each child to a primary teacher, did not know, or refused to answer the question (*n* = 380).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit V.22. How are centers supporting continuity of care in Early Head Start classrooms? (percentages, unless otherwise indicated)

Continuity of Care scale	Sample size	Percentage/ mean (SE)
How frequently do centers typically transition children to new teachers?	432	
Children move to a different teacher every 6 months or less (0 points)		1.6 (0.72)!
Children and teachers are together between 6 and 9 months (1 point)		7.6 (1.67)
Children and teachers are together for over 9 months (2 points)		90.8 (1.84)
When do centers typically transition children to new teachers?[a]	437	
Child moves to a different caregiver every program year (0 points)		15.5 (2.47)
Child stays with same teacher until a certain age or milestone (1 point)		28.0 (3.06)
Child stays with same teacher throughout enrollment (2 points)		56.5 (3.62)
What is the mean child-to-teacher ratio in EHS classrooms?[b]	439	
1 teacher to 6 children or more (0 points)		6.2 (1.46)
1 teacher to 5 children (1 point)		2.4 (0.68)
1 teacher to 4 children or fewer (2 points)		91.5 (1.64)
To what extent do centers use "primary teachers" in their classrooms?[c]	439	
No clear primary teacher caregiving system exists[d] (0 points)		18.6 (2.43)
Primary teachers are responsible for some of the care of the focal children (between 4 and 6 of the tasks listed in Exhibit V.21) (1 point)		3.9 (1.05)
Primary teachers are responsible for a majority of the care of the focal children (more than 6 of the tasks listed in Exhibit V.21) (2 points)		77.6 (2.54)
How many teachers do children typically interact with throughout the day?	442	
Child typically interacts with more than 4 teachers each day (0 points)		4.5 (1.23)
Child typically interacts with 3 or 4 teachers each day (1 point)		46.2 (3.43)
Child typically interacts with 1 or 2 teachers each day (2 points)		49.3 (3.53)
On average, what is a center's total continuity of care points?[e]	443	8.2 (0.09)
On average, how many of the above continuity practices do centers implement?[f]	443	4.5 (0.04)
What percentage of centers have continuity of care classrooms?[g]	443	95.3 (1.14)

Source: Spring 2018 Baby FACES Center Director Survey.

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

EXHIBIT V.22 *(continued)*

The sample size column presents unweighted sample sizes to identify the number of center director surveys with valid data on each item out of a total sample of 446 responses to the center director survey, unless otherwise indicated.

[a]Centers could select more than one point at which children are typically transitioned. For the purposes of constructing the Continuity of Care scale, centers were assigned to the highest continuity of care practice that they selected (that is, the practice associated with the highest number of points).

[b]Child-to-teacher ratio was constructed from the number of children and teachers (including assistant teachers) in each classroom, as reported on the teacher survey (n = 443 centers). Specifically, the ratio reflects the average classroom child-to-teacher ratio for each center. Ratios are rounded to the nearest whole number.

[c]A primary teacher is defined as one teacher who has primary responsibility for the care of a small group of children within a larger group setting. The primary teacher takes the lead in establishing relationships with the child and the family as well as seeing to the child's learning and care. Specifically, the Continuity of Care scale rates the extent to which a primary teacher caregiving system exists based on center director reports of whether the center assigns children to primary teachers and the number of tasks the primary teachers perform in the classroom. Tasks included in the count are presented in Exhibit V.21.

[d]Centers where no clear primary teacher caregiving system exists include both centers that do not use primary teachers and centers where primary teachers perform fewer than four of the tasks that are listed in Exhibit V.21.

[e]The continuity scale ranges from 0 to 10, with centers receiving up to 2 points for each of the scale's 5 subscales; higher scores indicate stronger use of continuity practices. The reported range is 3.8–10.0.

[f]The number of continuity practices implemented equals the number of subscales on which the center received at least 1 point. The reported range is 2–5.

[g]Centers have continuity of care classrooms if they receive 6 or more points out of 10 possible points.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

EHS = Early Head Start; SE = standard error.

Exhibit V.23. What are the background characteristics of Early Head Start children receiving center-based services? (percentages, unless otherwise indicated)

Child characteristics	Sample size	Percentage/ mean (SE)
What is the age distribution of EHS children receiving center-based services (at survey)?	1,788	
12 months or younger		8.4 (0.83)
13–24 months		26.4 (1.35)
25–36 months		44.4 (1.61)
Older than 36 months		20.8 (1.87)
What is the race/ethnicity of EHS children receiving center-based services?	1,768	
Hispanic/Latino		34.3 (2.92)
African American, non-Hispanic		37.4 (3.15)
White, non-Hispanic		17.6 (2.30)
Other, non-Hispanic[a]		10.7 (1.17)
What percentage of EHS children receiving center-based services are dual language learners?[b]	1,782	39.7 (2.79)
On average, program directors are concerned about attendance for what percentage of their center-based families?[c]	108	13.8 (2.08)
What percentage of program directors are concerned about attendance for…	108	
Less than 5 percent of their center-based families?		22.2 (4.88)
5–9 percent of their center-based families?		27.6 (5.71)
10–19 percent of their center-based families?		27.0 (4.63)
20 percent or more of their center-based families?		23.2 (4.85)

Source: Spring 2018 Baby FACES Parent and Program Director Surveys.

Note: Statistics are weighted to represent Early Head Start programs that offer center-based services and children who were sampled from Early Head Start classrooms (identified by the center-based sampling flag [t_hv_flag = 1]), including those children receiving center-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of parent surveys and program director surveys with valid data on each item, out of a sample of 1,788 responses to the parent survey from parents who were sampled from Early Head Start classrooms and 116 programs that offered a center-based service option.

[a]Includes non-Hispanic American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, and multiracial.

[b]Dual language learners are defined as children who live in households where English is not the only language spoken or only non-English languages are spoken.

[c]The reported response range is 0–85.

EHS = Early Head Start; SE = standard error.

Exhibit V.24. What are the family and household characteristics of Early Head Start children receiving center-based services? (percentages, unless otherwise indicated)

Primary caregiver and household characteristics	Sample size	Percentage/ mean (SE) or median
On average, how old are primary caregivers receiving center-based services (at survey, in years)?[a]	1,788	30.8 (0.27)
What is the highest level of education for primary caregivers receiving center-based services?[b]	1,787	
Less than high school		17.9 (1.65)
High school diploma or equivalent		29.6 (1.41)
Vocational/technical school or some college, but no degree		29.4 (1.57)
Associate's degree		8.9 (1.06)
Bachelor's degree or higher		14.0 (1.37)
What is the employment status for primary caregivers receiving center-based services?	1,786	
Working full time (35 hours a week or more)		48.6 (1.60)
Working part time (less than 35 hours a week)		20.6 (1.25)
Unemployed		29.7 (1.52)
Other[c]		1.1 (0.33)
What percentage of EHS children receiving center-based services live with…	1,784	
Two birth parents?		35.2 (1.67)
One birth parent?		58.7 (1.63)
No birth parents?		6.2 (0.81)
What is the median total household income for families receiving center-based services, over the past 12 months?[d]	1,588	$22346
What is household income as a percentage of the poverty level for families receiving center-based services?[e]	1,588	
0–50 percent of the poverty level		22.7 (1.74)
51–100 percent of the poverty level		38.5 (1.41)
101–130 percent of the poverty level		15.5 (1.19)
131 percent of the poverty level or higher		23.3 (1.51)

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent families who were sampled from Early Head Start classrooms (identified by the center-based sampling flag [t_hv_flag = 1]), including those families receiving center-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each item out of a total sample of 1,788 responses to the parent survey from parents who were sampled from Early Head Start classrooms.

[a]The reported response range is 16–74 years.

[b]The percentages do not add up to 100 because some respondents answered "don't know."

[c]Includes those who are retired, disabled, or unable to work, and those who reported working but did not report the hours per week worked.

[d]The mean is $28,196 (SE = 862), and the reported response range is $1,000–$260,000.

EXHIBIT V.24 *(continued)*

[e]Poverty level is adjusted for household size according to 2019 HHS poverty guidelines. See Exhibit I.5 for information about the income data.

EHS = Early Head Start; SE = standard error.

Exhibit V.25. What do Early Head Start primary caregivers receiving center-based services report about the quality of their relationship with their child, their own well-being, and their home environment? (percentages, unless otherwise indicated)

Measures	Sample size	Percentage/ mean (SE)	Reported response range	Possible response range
Primary caregiver-child relationship for children receiving center-based services (parent child report)				
Mean Child Parent Relationship Scale (CPRS score)				
Closeness	1,949	31.3 (0.13)	7–35	7–35
Conflict	1,960	14.5 (0.19)	8–40	8–40
Mean Parent-Child Interaction (HFPI score)	1,976	45.8 (0.12)	18–50	10–50
Percentage with area of concern[a]	1,976	12.3 (0.93)	n.a.	n.a.
Depressive symptoms for primary caregivers receiving center-based services				
Mean CESD-R total score	1,755	4.4 (0.20)	0–57	0–60
Percentage with no clinical significance[b]	1,755	92.7 (0.85)	n.a.	n.a.
Percentage with subthreshold depressive symptoms[b]		5.6 (0.77)	n.a.	n.a.
Percentage with potentially clinically significant[b]		1.6 (0.31)	n.a.	n.a.
Parenting stress (PSI-4-SF scores) for primary caregivers receiving center-based services (parent child report)				
Mean Total Stress T-score	1,935	41.9 (0.22)	32–90	32–92
Percentage with total stress scores of clinical significance[c]	1,935	5.3 (0.67)	n.a.	n.a.
Social Support (HFPI score) for primary caregivers receiving center-based services (parent child report)	1,973	21.0 (0.14)	5–25	5–25
Percentage with area of concern[a]	1,973	20.4 (1.10)	n.a.	n.a.
Family environment for families receiving center-based services				
Mean CHAOS total score	1,766	9.8 (0.17)	0–34	0–45
Demographic risk factors[d]				
No high school credential	1,781	18.2 (1.60)	n.a.	n.a.
Not employed, in school, or in training	1,786	20.5 (1.21)	n.a.	n.a.
Receives public assistance[e]	1,746	73.4 (1.51)	n.a.	n.a.
Single parent	1,782	58.1 (1.82)	n.a.	n.a.
Teenage mother at first birth	1,735	43.2 (1.87)	n.a.	n.a.

EXHIBIT V.25 (*continued*)

Measures	Sample size	Percentage/ mean (SE)	Reported response range	Possible response range
Demographic risk index	1,782			
Low risk (2 or less)		63.5 (1.82)	n.a.	n.a.
Medium risk (more than 2, less than 4)		25.1 (1.49)	n.a.	n.a.
High risk (4 or more)		11.3 (1.11)	n.a.	n.a.
Psychological risk index[f]	1,572			
No risk factors		87.0 (1.20)	n.a.	n.a.
One risk factor		12.7 (1.18)	n.a.	n.a.
Two or more risk factors		0.3 (0.18)!	n.a.	n.a.

Source: Spring 2018 Baby FACES Parent Survey and Parent Child Report.

Note: Statistics are weighted to represent families who were sampled from Early Head Start classrooms (identified by the center-based sampling flag [t_hv_flag = 1]), including those families receiving center-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each measure, out of a total sample of 1,788 parent survey responses and 1,992 responses to the parent child report from parents who were sampled from Early Head Start classrooms. Items that depend on the parent child report only are indicated above.

[a]The developer defined cutoff scores indicating areas of concern.

[b]The developer defined cutoff scores indicating levels of depressive symptoms. Potentially clinically significant includes those whose responses were in the range of a possible, probable, or met the criteria for a major depressive episode, according to the CESD-R scoring guidelines.

[c]The developer defined cutoff scores suggesting clinically significant levels of stress.

[d]The person of reference for each of the five composite factors follows the specifications used in prior rounds of Baby FACES and depends on whether the birth mother lives with the study child. In all cases, teen mother status is a measure of whether the birth mother was a teenager when she gave birth to her first child, regardless of whether their first child was the child in the study. When the primary caregiver is not the birth mother (*n* = 231), information about the birth mother is based on the primary caregiver's best assessment of the birth mother's characteristics. Two factors—not having a high school credential and not being employed or in school or training—are based on the birth mother's characteristics only if she lives in the home; otherwise, they are based on the primary caregiver's characteristics (*n* = 151). Two other factors—being a single parent and receiving household public assistance—are based on the primary caregiver's characteristics, regardless of where the birth mother lives. Single parent is defined as the primary caregiver indicating that he or she does not live with a spouse or partner.

[e]Public assistance is defined as the primary caregiver reporting that he or she or someone in the household received Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP or "food stamps"), or Social Security Income/Social Security retirement, disability, or survivors benefits in the past 12 months.

[f]Family psychological risk index is a measure of cumulative family risk of poor parental mental health and unfavorable family functioning. The number of risks is based on the following measures: (1) depressive symptoms with clinical significance; (2) parenting stress, which indicates a total stress score above 90 percentile; and (3) substance use problems, which include parent reports of substance abuse in the past year.

EXHIBIT V.25 (*continued*)

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

CESD-R = Center for Epidemiologic Studies Depression Scale-Revised; CHAOS = Confusion, Hubbub, and Order Scale; HFPI = Healthy Families Parenting Inventory; n.a. = not applicable; PSI-4-SF = Parenting Stress Index, Fourth Edition Short Form; SE = standard error.

Exhibit V.26. What are the social-emotional and language skills of Early Head Start infants and toddlers who were receiving center-based services? What is their health status? (percentages, unless otherwise indicated)

Child skills and health	Sample size	Percentage/ mean (SE)	Reported range
Social-emotional skills			
As reported by parents, what percentage of toddlers receiving center-based services have BITSEA scores that indicate a possible problem or deficit/delay, by domain and overall?[a]			
Problem domain (possible problem)	1,359	29.3 (1.72)	n.a.
Competence domain (possible deficit/delay)	1,356	12.2 (1.04)	n.a.
Screening positive overall	1,366	35.7 (1.75)	n.a.
As reported by teachers, what percentage of toddlers receiving center-based services have BITSEA scores that indicate a possible problem or deficit/delay, by domain and overall?[a]			
Problem domain (possible problem)	1,381	18.6 (1.65)	n.a.
Competence domain (possible deficit/delay)	1,380	32.8 (1.78)	n.a.
Screening positive overall	1,385	40.7 (2.00)	n.a.
Language skills			
What is the mean English CDI IRT T-score for children receiving center-based services, as reported by teachers?[b]	2,023	50.8 (0.43)	21.5–75.0
What is the mean English CDI IRT T-score for children receiving center-based services, as reported by parents?[b]	1,617	50.7 (0.41)	20.7–70.7
What is the mean Spanish CDI IRT T-score for children receiving center-based services, as reported by parents?[b]	254	51.0 (0.92)	20.9–75.8
General health			
On average, what is the overall health for children receiving center-based services, as reported by parents?	1,981	1.6 (0.03)	1–5
Excellent or very good		87.8 (0.89)	n.a.
Good		10.2 (0.81)	n.a.
Fair or poor		2.0 (0.37)	n.a.

Source: Spring 2018 Baby FACES Parent Child Report and Staff (Teacher) Child Report.

Note: Statistics are weighted to represent children who were sampled from Early Head Start classrooms (identified by the center-based sampling flag [t_hv_flag = 1]), including those children receiving center-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of children who were sampled from Early Head Start classrooms with valid data on each of the scores. The sample sizes for raw scores are out of a total sample of 1,861 responses to the parent child report and 2,038 responses to the staff child report for children 8 months or older. The sample sizes for the cutoff scores are lower than those for the raw scores because some children are out of the age range (12–36 months) for the norms. The sample sizes for cutoff scores are out of a total sample of 1,381 responses to the parent child report and 1,427 responses to the staff child report for children 12–36 months.

See Exhibit A.2 in Appendix A for reliability estimate of the BITSEA and CDI.

[a]The developer defined cutoff scores indicating a possible problem (scores at the 75th percentile or higher in the national standardization sample in the Problem domain) or possible deficit/delay (scores at

EXHIBIT V.26 (*continued*)

the 15th percentile or lower in the national standardization sample in the Competence domain). Scoring in the cutoff range in at least one domain indicates "screening positive."

[b]We conducted IRT analyses for the CDI to create a single score across the multiple age forms (the infant, toddler, and age 3 forms). We converted the scores into T-scores based on the Baby FACES sample. T-scores have a mean of 50 and standard deviation of 10.

BITSEA = Brief Infant-Toddler Social and Emotional Assessment; CDI = MacArthur-Bates Communicative Development Inventories; IRT = Item Response Theory; n.a. = not applicable; SE = standard error.

Exhibit V.27. Do children participating in center-based Early Head Start receive developmental screenings and/or referrals?

Developmental screening and referrals	Sample size	Percentage (SE)
What percentage of children have been given a developmental screening since September?[a]	2,087	84.8 (1.68)
What percentage of children have scores on the developmental screening tool that caused concern about their development[b]	1,700	22.6 (1.55)
Have children been referred for a developmental concern since September?[a, c]	382	
Yes		64.1 (3.17)
No		26.3 (2.81)
Do not know		9.7 (1.89)
What was the reason for the referral?[d]	246	
Speech problem		75.0 (3.29)
Developmental or cognitive delay		32.5 (3.42)
Emotional problem		10.9 (2.30)
Problems with the use of arms or legs		11.9 (2.65)
Hearing problem		5.6 (1.89)!
Behavior problem		11.0 (2.05)
Vision problem		1.4 (0.68)!
Attention problem		5.9 (1.42)
Something else		7.1 (2.25)!
Child referred for multiple reasons	246	39.5 (4.11)

Source: Spring 2018 Baby FACES Staff (Teacher) Child Report.

Note: Statistics are weighted to represent children who were sampled from Early Head Start classrooms (identified by the center-based sampling flag [t_hv_flag = 1]), including those children receiving center-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of teacher child reports with valid data on each item out of a total sample of 2,139 responses to the teacher child report, unless otherwise indicated. Teachers were asked whether children have received developmental screenings and/or referrals since September.

[a]Data collection took place between February and July of 2018, and teachers reported on families' experiences over the past 6–11 months. These data do not account for any experiences families may have had in the program before September.

[b]Among children who have been given a developmental screening (*n* =1,762)

[c]Among children whose scores on the developmental screening tool caused concern about their development (*n* = 390). Depending on age, children are eligible for services through Part C or Part B of the Individuals with Disabilities Education Act (IDEA). This question asked if the children had been referred to Part C or Part B of IDEA for a developmental concern.

[d]Among children who were referred for a developmental concern (*n* = 253).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

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SECTION VI:

WHAT SERVICES ARE PROVIDED BY EARLY HEAD START HOME VISITING, AND WHAT IS THE QUALITY OF THOSE SERVICES?

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Exhibit VI.1. How frequently do Early Head Start families receiving home-based services receive home visits?

Frequency of home visit, among families that receive home visits	Sample size	Percentage (SE)
Two or more times a week	501	2.7 (1.03)!
About once a week		94.5 (1.20)
Two or three times a month		1.2 (0.47)!
About once a month		0.4 (0.27)!
A few times a year (more than twice)		0.4 (0.28)!
Once or twice a year		0.8 (0.34)!

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent Early Head Start families who were sampled from home visitors' caseloads (identified by the home-based sampling flag [t_hv_flag = 2]), including those families receiving home-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each item, out of a total sample of 513 responses to the parent survey from parents who were sampled from home visitors' caseloads.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VI.2. How often are Early Head Start families participating in home visits and communicating with home visitors?

Home visitor contact with families	Sample size	Percentage (SE)
With what percentage of families did the home visitor report having contact in the past 4 weeks?	510	98.4 (0.81)
How many visits did families receive from the home visitor in the past 4 weeks?[a]	502	
None		1.0 (0.59)!
One		3.5 (1.22)!
Two		14.9 (1.93)
Three		25.6 (2.76)
Four		44.2 (3.28)
More than four		10.8 (2.57)
How many visits did the home visitor schedule with families in the past 4 weeks?	510	
None		1.3 (0.67)!
One		1.2 (0.58)!
Two		4.7 (1.41)!
Three		11.2 (2.23)
Four		74.0 (2.77)
More than four		7.6 (1.74)
For what percentage of families did all scheduled visits in the past 4 weeks take place?[b]	480	46.6 (3.17)
For what percentage of families did a scheduled visit in the past 4 weeks not take place, and for what reason?[b]		
Home visitor needed to cancel/reschedule	480	15.6 (2.24)
Family cancelled/was not home/did not show up	480	42.8 (3.15)
Other than in-person home visits, what modes of communication did the families receive from the home visitor in the past 4 weeks?[c]		
Texting	512	87.6 (2.31)
Talking/leaving messages on phone	512	74.6 (3.58)
Connecting via social networking sites	508	12.0 (2.95)
Writing notes/letters	508	7.3 (2.03)
Other modes[d]	512	7.8 (2.42)!
How frequently did families receive communication in these other modes from the home visitor during a typical week?	507	
None		2.0 (0.79)!
One		26.8 (3.24)
Two		47.0 (3.06)
Three		14.7 (2.08)
Four		5.0 (1.25)
More than four		4.5 (1.04)

Source: Spring 2018 Baby FACES Staff (Home Visitor) Child Report

Note: About half of the home visitors sampled for Baby FACES 2018 were asked to fill out reports for up to three of the children they were serving. These reports also included questions about the children's families. In this exhibit, each response corresponds to one family served by an Early Head Start home visitor.

Statistics are weighted to represent Early Head Start families who were sampled from Early Head Start home visitors' caseloads (identified by the home-based sampling flag [t_hv_flag =

EXHIBIT VI.2 (*continued*)

2]), including those families receiving home-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of home visitor child reports with valid data on each item out of a total sample of 516 responses to the home visitor child report, unless otherwise indicated.

[a]Among families with which home visitors reported having contact in the past four weeks (*n* = 502).

[b]Among families with which home visitors reported scheduling at least one visit during the past four weeks (*n* = 499).

[c]Home visitors were asked about several modes of communication with families other than in-person visits, and whether any other modes were used. Some responses on other modes were classified into existing categories when appropriate; the rest were grouped into new categories that are captured under "Other modes."

[d]Other responses included sending emails, informal in-person communication at the center or elsewhere, and any other modes of communication.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VI.3. What are the content and other characteristics of home visits with Early Head Start families? (percentages, unless otherwise indicated)

Home visit content	Sample size	Percentage/ mean (SE)
What topics/activities did the home visitor address during home visits with families in the past 4 weeks?	489	
Parent		
Education		59.6 (3.37)
Social support		30.6 (2.83)
Mental health or stress		25.5 (2.81)
Job training and employment		28.2 (3.24)
Housing		26.8 (3.13)
Economic management/financial self-sufficiency		23.8 (3.14)
Family planning		19.3 (2.99)
Finding alternate caregivers/child care		19.2 (3.12)
Prenatal health behaviors/prenatal care		6.0 (1.55)
Domestic violence or anger management		7.8 (2.03)
Maternal physical health (outside of pregnancy)		6.9 (1.54)
Tobacco, alcohol, or other drug use[a]		4.9 (1.24)
Parenting behavior/child outcomes		
Child development		83.7 (2.93)
Parent-child interaction		65.8 (3.33)
Child health		58.7 (3.91)
Developmentally appropriate care/routines		51.0 (4.06)
Child/home safety		43.7 (3.53)
Discipline/behavior management		38.6 (3.87)
Breastfeeding/feeding nutrition		18.9 (2.70)
Co-parenting		15.1 (2.59)
Lead exposure in home		6.9 (1.59)
Family		
Health insurance/Medicaid/SCHIP		22.6 (2.76)
Public/governmental assistance		17.5 (2.32)
In what areas did families receive referrals or agency contact information from the home visitor in the past 4 weeks?	476	
Did not provide referrals or agency contact information		58.4 (3.31)
Child care		10.9 (1.82)
Public assistance		10.4 (1.49)
Housing		8.2 (1.63)
Pediatric primary care		6.8 (1.42)
Adult education services		7.5 (1.74)
Early intervention services		7.7 (1.41)
Job training and employment		7.0 (1.59)
Mental health treatment		5.5 (1.53)
Family planning and maternal reproductive and health care[b]		3.3 (0.99)!
Resources for addressing tobacco, alcohol, or drug use[c]		1.7 (0.87)!
Help addressing domestic violence[d]		1.7 (0.76)!

EXHIBIT VI.3 (*continued*)

Home visit content	Sample size	Percentage/ mean (SE)
Who participated in the most recent home visit with families in the past 4 weeks?	494	
Mother		93.7 (1.43)
Child		38.0 (3.97)
Father/parent's current partner		23.4 (3.00)
Other adult family member		14.4 (1.94)
Other children in home		29.1 (2.93)
Other professional (nurse, early interventionist, child welfare worker, supervisor, etc.)		3.7 (0.88)
On average, on a scale of 1 to 5, how well aligned was the planned home visit content with what actually happened during the most recent home visit with families in the past 4 weeks?[e]	492	4.2 (0.05)
Why were the home visit and plan not very well aligned?[f]	230	
Parent/child not engaged in activity[g]		40.0 (4.19)
Parent interested in other topic		28.4 (4.86)
Sick parent or child[h]		28.0 (5.29)
Family crisis		16.3 (3.68)
Presence of other people limited parent's responses[i]		15.2 (2.46)
Other reasons[j]		14.4 (3.74)
Did families follow through from the previous visit at the most recent visit in the past 4 weeks?	491	
No follow-through assigned		10.6 (1.84)
Family could not remember previous activities/discussion/referrals		3.5 (1.73)!
Family remembered but did not follow through		12.7 (1.80)
Family followed through incompletely		15.2 (2.31)
Family followed through completely		58.1 (3.33)

Source: Spring 2018 Baby FACES Staff (Home Visitor) Child Report.

Note: About half of the home visitors sampled for Baby FACES 2018 were asked to fill out reports for up to three of the children they were serving. These reports also included questions about the children's families. In this exhibit, each response corresponds to one family served by an Early Head Start home visitor.

Statistics are weighted to represent Early Head Start families who were sampled from home visitors' caseloads (identified by the home-based sampling flag [t_hv_flag = 2]), including those families receiving home-based services only and those receiving home-based services combined with center-based services.

The sample size column presents unweighted sample sizes to identify the number of home visitor child reports with valid data on each item. The total sample is 516 responses to the home visitor child report, but in this exhibit all responses are among families that received at least one visit from the home visitors during the past four weeks (*n* = 497), unless otherwise indicated.

[a]Includes families for which home visitors reported addressing at least one of the following topics: tobacco use, alcohol use, or other drug use.

[b]Includes families for which home visitors reported referrals in at least one of the following areas: family planning and reproductive health care, prenatal care, or maternal preventive care.

[c]Includes families for which home visitors reported referrals in at least one of the following areas: resources to help quit or reduce smoking or vaping, alcohol abuse treatment, or drug abuse treatment.

[d]Includes families for which home visitors reported referrals in at least one of the following areas: domestic violence counseling/anger management or domestic violence shelter.

[e]Home visitors were asked about alignment between planned and actual home visit content for families on a scale of 1–5, where 1 = not well aligned and 5 = very well aligned.

EXHIBIT VI.3 (*continued*)

[f]Among families for which home visitors did not say the home visit content and home visit plan were very well aligned (those who did not select option 5 on the scale of 1–5) (*n* = 256). Home visitors were asked about several reasons why the home visit and plan were not very well aligned and whether there were any other reasons. Some responses about other reasons were classified into existing categories when appropriate; the rest were grouped into new categories that are captured under "Other reasons." For a large majority of the families whose home visitor did not respond to this question (22 of 26), the home visitor had answered 4 on the scale of 1–5. This implies that for many of these families, the non-responding home visitors felt there was no misalignment between the home visit content and home visit plan to explain.

[g]Includes families for which home visitors reported that the child was interested in another activity.

[h]Includes families for which home visitors reported that the child was asleep during the visit.

[i]Includes families for which home visitors reported that the presence of other children or adults distracted the child.

[j]Other responses included space constraints, enrollment or other paperwork issues, and any other reasons.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VI.4. How do parents who do not speak English well communicate with Early Head Start home visitors?

Language and communication with families	Sample size	Percentage (SE)
Which languages does the family's home visitor use when speaking to the parent?	121	
All non-English		70.5 (4.85)
Mix of non-English and English[a]		26.4 (4.59)
All English		3.1 (2.08)!
For what percentage of parents does the family's home visitor use the parent's preferred language?	121	98.1 (1.39)
For what percentage of parents does someone translate so they can talk with the family's home visitor?[b]	16	39.9 (15.80)!

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent Early Head Start families who were sampled from home visitors' caseloads (identified by the home-based sampling flag [t_hv_flag = 2]), including those families receiving home-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each item. The total sample is 513 responses from those receiving services from an Early Head Start home visitor participating in Baby FACES 2018, but in this exhibit all responses are among parents who reported that they do not speak English well (*n* = 123). The questions in this exhibit were only asked of this group of parents.

[a]Includes parents reporting that the family's home visitor uses more non-English than English, English and non-English equally, or more English than non-English.

[b]Among parents who do not speak English well and are spoken to in English at least as much as in a non-English language (*n* = 16).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VI.5. How are Early Head Start programs using home visit curricula? (percentages, unless otherwise indicated)

Use of curriculum	Sample size	Percentage/ mean (SE)
What percentage of programs have home visitors use a specific curriculum with their families?	98	100.0 (0.00)
What percentage of programs adapted their home visitor curriculum?[a]	98	18.1 (4.57)
Why did programs adapt their home visit curriculum?[b]		
Accommodating developmental needs of their population	20	55.9 (14.46)
Accommodating culture or language of their population	20	56.5 (14.46)
Logistical issues	20	41.1 (14.04)!
Better align with abilities or preferences of home visitors	20	57.5 (12.64)
On average, how many of the above reasons do programs cite for adapting their home visitor curriculum?[b,c]	20	2.1 (0.31)

Source: Spring 2018 Baby FACES Program Director Survey.

Note: Statistics are weighted to represent Early Head Start programs that provide home-based services.

The sample size column presents unweighted sample sizes to identify the number of program director surveys with valid data on each item out of a sample of 100 programs that offered a home-based service option, unless otherwise indicated.

[a]Among programs that use a home visit curriculum, did not know, or refused to answer the question (*n* = 100).

[b]Among programs that adapted their home visit curriculum (*n* = 20). Adaptations were defined as significant, global changes that would be program -wide, as opposed to accommodations made for individual children or situations.

[c]The reported range is 0–4.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VI.6. How are Early Head Start home visitors using curricula?

Curriculum use	Sample size	Percentage (SE)	Sample size	Percentage (SE)
What percentage of home visitors use a specific curriculum?	586			
Uses specific curriculum		65.8 (3.55)		
Uses combination of curricula		32.6 (3.51)		
Does not use curriculum		1.5 (0.64)!		
What curricula do home visitors use and what is the main curriculum used?[a]	586	**Curriculum is used**	552	**Is main curriculum[b]**
Creative Curriculum		48.6 (4.22)		26.5 (4.31)
Parents as Teachers		34.8 (5.14)		30.9 (5.21)
Partners for a Healthy Baby		34.7 (4.56)		22.4 (4.23)
Growing Great Kids (GGK)		7.6 (2.45)!		6.0 (2.36)!
Conscious Discipline/Baby Doll Circle Time		5.5 (3.62)!		[d]
Games to Play with Babies		5.3 (1.24)		[d]
Other curricula[c]		43.1 (4.81)		14.0 (2.9)
None		1.5 (0.64)!		n.a.
How frequently do home visitors use curricula to prepare home visit plans?[b]	571			
Weekly		89.8 (2.16)		
About 2–3 times a month		5.8 (1.58)		
About once a month		2.9 (0.78)		
Less than monthly or not used at all		1.5 (0.62)!		
To what extent are home visitors able to use parental input when planning home visits?	577			
A lot		89.2 (1.70)		
A little or not at all		10.8 (1.70)		

Source: Spring 2018 Baby FACES Staff (Home Visitor) Survey.

Note: Statistics are weighted to represent all Early Head Start home visitors.

The sample size columns present unweighted sample sizes to identify the number of home visitor surveys with valid data on each item out of a total sample of 586 responses to the home visitor survey, unless otherwise indicated.

[a]Curricula listed are those reported being used by at least 5 percent of home visitors (before weighting). Home visitors were asked to name the curricula they used. Interviewers had a prepared list of curricula to help categorize responses but did not read the list to home visitors. Responses outside the prepared list were categorized into additional options during analysis.

[b]Among home visitors using at least one curriculum (n = 574).

[c]The "Other curricula" category lists home visitors who reported using any curriculum reported by less than 5 percent of home visitors (before weighting). Exhibit B.1 in Appendix B expands results for this question to include curricula reported by less than 5 percent of home visitors.

[d]Estimate removed due to small cell size.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

n.a. = not applicable; SE = standard error.

Exhibit VI.7. How are Early Head Start home visitors using assessments?

Assessment use	Sample size	Percentage (SE)
What percentage of home visitors have used child assessments during the current program year?	568	98.2 (0.56)
What child assessments have home visitors used?[a]	567	
Ages and Stages Questionnaire (ASQ) (including ASQ: Social-Emotional)		76.6 (3.22)
Creative Curriculum Tools / Teaching Strategies Gold		43.0 (4.09)
Brigance Screens		9.5 (2.65)
Devereux Early Childhood Assessment (DECA)		9.2 (2.91)!
Desired Results Developmental Profiles (DRDP)		9.2 (3.05)!
Agency-created assessment		8.9 (1.98)
Early Learning Accomplishment Profile (E-LAP)		5.2 (2.69)!
Other child assessments[b]		32.1 (4.04)
None		1.8 (0.56)!
What percentage of home visitors have used parent/family assessments during the current program year?	583	91.9 (1.56)
What parent/family assessments have home visitors used?[a]	579	
Family Partnership Agreement		47.0 (3.78)
Agency-created assessment		28.8 (3.29)
Family Needs Scale		14.0 (2.85)
Edinburgh Postnatal Depression Scale (EPDS)		5.1 (1.30)
Other parent/family assessments[c]		44.7 (3.62)
None		8.1 (1.56)
How useful are child assessment data for planning and individualizing home visits?[d]	551	
Very useful		76.4 (2.17)
Useful		19.5 (2.02)
A little useful, not useful, or not used		4.1 (0.95)
How useful are family assessment data for planning and individualizing home visits?[e]	531	
Very useful		58.3 (2.62)
Useful		34.9 (2.77)
A little useful, not useful, or not used		6.7 (1.31)

EXHIBIT VI.7 *(continued)*

Assessment use	Sample size	Percentage (SE)
What challenges do home visitors experience in using child assessment data?[d]		
Do not have enough time to collect data	548	37.1 (3.55)
Do not have necessary technology	548	20.2 (2.29)
Do not know how to use data to individualize or improve strategies	551	12.6 (1.79)
Do not know how to accurately collect data	549	13.9 (1.39)
Do not understand what data mean	548	8.5 (1.49)
What challenges do home visitors experience in using family assessment data?[e]		
Do not have enough time to collect data	525	33.3 (3.40)
Do not have necessary technology	530	17.5 (1.69)
Do not know how to use data to individualize or improve strategies	530	14.9 (1.68)
Do not know how to accurately collect data	528	14.7 (1.64)
Do not understand what data mean	529	9.9 (1.58)

Source: Spring 2018 Baby FACES Staff (Home Visitor) Survey.

Note: Statistics are weighted to represent all Early Head Start home visitors.

The sample size columns present unweighted sample sizes to identify the number of home visitor surveys with valid data on each item out of a total sample of 586 responses to the home visitor survey responses, unless otherwise indicated.

[a]Child and parent/family assessments listed are those reported being used by at least 5 percent of home visitors (before weighting). Home visitors were asked to name the child assessments and the parent or family assessments they used. Interviewers had a prepared list of assessments to help categorize responses but did not read the list to home visitors. Responses outside the prepared list were categorized into additional options during analysis. Sometimes screeners were named in response to questions about assessments.

[b]The "Other child assessments" category includes any child assessments reported by less than 5 percent of home visitors (before weighting). Exhibit B.2 in Appendix B expands results for this question to include child assessments reported by less than 5 percent of home visitors.

[c]The "Other parent/family assessments" category includes any parent/family assessments reported by less than 5 percent of home visitors (before weighting). Exhibit B.2 in Appendix B expands results for this question to include parent/family assessments reported by less than 5 percent of home visitors.

[d]Among home visitors using at least one child assessment (n = 553).

[e]Among home visitors using at least one parent/family assessment (n = 535).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VI.8. What tools do Early Head Start home visitors use to screen children's development?

Tools used to screen children	Sample size	Percentage (SE)
What are the tools used to screen children[a]?	449	
Ages and Stages Questionnaire (ASQ) (including Ages and Stages Questionnaire: Social-Emotional)		87.2 (2.99)
Creative Curriculum Tools / Teaching Strategies Gold		27.1 (4.34)
Brigance Screens		10.9 (3.29)!
Devereux Early Childhood Assessment (DECA)		10.6 (3.44)!
Early Learning Accomplishment Profile (E-LAP)		6.4 (3.40)!
Other screening tools		17.0 (3.71)

Source: Spring 2018 Baby FACES Staff (Home Visitor) Child Report.

Note: Statistics are weighted to represent Early Head Start children who were sampled from home visitors' caseloads (identified by the home-based sampling flag [t_hv_flag = 2]), including those children receiving home-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of home visitor child reports with valid data out of a total sample of 454 children who have been given a developmental screening since September, according to staff child reports.

[a]Home visitors were asked which of a list of assessments they had used to screen the child's development and whether they used any other screening tools not listed.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VI.9. How are Early Head Start children and families assigned to home visitors? (percentages, unless otherwise indicated)

Assignment factors	Factor considered		Most important factor		2nd most important factor	
	Sample size	Percentage/ mean (SE)	Sample size	Percentage (SE)	Sample size	Percentage (SE)
Which factors do programs consider when assigning children to home visitors?[a]						
Language or cultural background	99	89.0 (4.28)	91	43.2 (6.10)	84	17.2 (4.60)
Family's existing relationship with home visitor	99	92.2 (2.58)		25.8 (5.72)		36.4 (6.46)
Family circumstances or specific needs	100	83.2 (4.63)		10.2 (3.66)!		25.3 (5.78)
Parent choice or preference	99	79.1 (4.80)		14.0 (4.27)!		11.2 (4.11)!
Child age, health, or development	98	50.5 (6.02)		[c]		[c]
Results of screening or assessment	99	36.0 (5.73)		[c]		[c]
Location/geography[b]	99	23.3 (5.70)		[c]		[c]
On average, how many of the above factors do programs consider when assigning families to home visitors?[d]	97	4.6 (0.18)	n.a.	n.a.	n.a.	n.a.

Source: Spring 2018 Baby FACES Program Director Survey.

Note: Statistics are weighted to represent Early Head Start programs that provide home-based services.

The sample size columns present unweighted sample sizes to identify the number of program director surveys with valid data on each item out of a sample of 100 programs that offered a home-based service option, unless otherwise indicated.

[a]"Other" and "not applicable" categories were removed due to small cell sizes and unstable estimates.

[b]This category was created from directors' responses to the other category. Other programs may also consider this factor but did not identify it on the survey.

[c]Estimate removed due to small cell size.

[d]The reported range is 1–7.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

n.a. = not applicable; SE = standard error.

Exhibit VI.10. How are Early Head Start programs supporting continuity in home visiting?

Continuity practices	Sample size	Percentage (SE)
How do programs support continuity between home visitors and families?[a]		
Program keeps the home visitor and family together throughout the child's enrollment in the home-based option	100	99.5 (0.45)
Program keeps the home visitor and family together during pregnancy and after the child is born (for women who received home visits while pregnant)	98	85.0 (3.87)
Program keeps the home visitor and family together throughout the program year	100	83.4 (3.94)
Program keeps the home visitor and family together until the child reaches a certain age or milestone	100	68.9 (5.25)

Source: Spring 2018 Baby FACES Program Director Survey.

Note: Statistics are weighted to represent Early Head Start programs that provide home-based services.

The sample size column presents unweighted sample sizes to identify the number of program director surveys with valid data on each item out of a sample of 100 programs that offered a home-based service option, unless otherwise indicated.

[a]Directors could select all applicable approaches.

SE = standard error.

Exhibit VI.11. What is the quality of the parent-home visitor relationship in Early Head Start?

Measures	Sample size	Mean (SE)	Reported response range	Possible response range
Parent-reported				
What are the mean WAI scores reported by parents?				
Tasking	503	18.3 (0.12)	5–20	4–20
Bonding	504	19.3 (0.09)	5.3–20.0	4–20
Goal Setting	502	17.9 (0.16)	5.3–20.0	4–20
Total score	501	55.4 (0.31)	21.7–60.0	12–60
What is the mean score of Parent Satisfaction with Home Visits?	504	4.7 (0.02)	1–5	1–5
What is the mean CRQ score reported by parents?				
Support	502	14.2 (0.12)	2–15	0–15
Home visitor-reported				
What are the mean WAI scores reported by home visitors?				
Tasking	511	17.2 (0.15)	8–20	4–20
Bonding	511	18.0 (0.14)	11–20	4–20
Goal Setting	511	15.4 (0.16)	5.0–18.7	4–20
Total score	511	50.6 (0.40)	24.0–58.7	12–60
What is the mean score of the NCEDL Quality of Parent-Home Visitor Relationship?	512	3.7 (0.03)	1.9–4.0	1–4

Source: Spring 2018 Baby FACES Parent Survey and Staff (Home Visitor) Child Report.

Note: Statistics are weighted to represent Early Head Start families who were sampled from home visitors' caseloads (identified by the home-based sampling flag [t_hv_flag = 2]), including those families receiving home-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of parent surveys or home visitor child reports with valid data on each measure, out of total samples of 513 responses to the parent survey from parents who were sampled from home visitors' caseloads and 516 responses to the home visitor child report.

See Exhibit A.6 in Appendix A for reliability estimates of the parent-home visitor relationship measures.

CRQ = Cocaring Relationship Questionnaire; NCEDL = National Center for Early Development & Learning; SE = standard error; WAI = Working Alliance Inventory.

Exhibit VI.12. What are the background characteristics of Early Head Start children receiving home-based services? (percentages, unless otherwise indicated)

Child characteristics	Sample size	Percentage/ mean (SE)
What is the age distribution of EHS children receiving home-based services (at survey)?	513	
12 months or younger		15.2 (1.93)
13–24 months		30.7 (2.51)
25–36 months		37.5 (2.80)
Older than 36 months		16.6 (2.14)
What is the race/ethnicity of EHS children receiving home-based services?	504	
Hispanic/Latino		48.4 (4.26)
African American, non-Hispanic		11.0 (2.48)
White, non-Hispanic		33.3 (3.94)
Other, non-Hispanic[a]		7.4 (1.62)
What percentage of EHS children receiving home-based services are dual language learners?[b]	513	59.3 (4.14)
On average, program directors are concerned about attendance for what percentage of their home-based families?[c]	93	14.3 (1.17)
What percentage of program directors are concerned about attendance for…	93	
Less than 10 percent of their home-based families?		28.4 (5.18)
10–19 percent of their home-based families?		25.2 (5.13)
20–24 percent of their home-based families?		28.0 (5.77)
25 percent or more of their home-based families?		18.4 (4.98)

Source: Spring 2018 Baby FACES Parent and Program Director Surveys.

Note: Statistics are weighted to represent Early Head Start families who were sampled from home visitors' caseloads (identified by the home-based sampling flag [t_hv_flag = 2]), including those families receiving home-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of parent surveys and program director surveys with valid data on each item out of a total sample of 513 responses to the parent survey from parents who were sampled from Early Head Start home visitors' caseloads and 100 programs that offered a home-based service option.

[a]Includes non-Hispanic American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, and multiracial.

[b]Dual language learners are defined as children who live in households where English is not the only language spoken or only non-English languages are spoken.

[c]The reported response range is 0–50.

EHS = Early Head Start; SE = standard error.

Exhibit VI.13. What are the family and household characteristics of Early Head Start children receiving home-based services? (percentages, unless otherwise indicated)

Primary caregiver and household characteristics	Sample size	Percentage/ mean (SE) or median
On average, how old are primary caregivers receiving home-based services (at survey, in years)?[a]	512	31.3 (0.40)
What is the highest level of education for primary caregivers receiving home-based services?[b]	512	
Less than high school		28.2 (2.79)
High school diploma or equivalent		35.2 (2.20)
Vocational/technical school or some college, but no degree		21.5 (2.21)
Associate's degree		5.5 (1.29)
Bachelor's degree or higher		9.3 (1.67)
What is the employment status for primary caregivers receiving home-based services?	513	
Working full time (35 hours a week or more)		21.3 (2.47)
Working part time (less than 35 hours a week)		18.7 (2.47)
Unemployed		59.2 (2.83)
Other[c]		0.8 (0.35)!
What combination of languages are spoken in EHS households receiving home-based services?	511	
English only		40.8 (4.14)
Spanish only		6.0 (1.17)
Multiple languages		53.2 (3.89)
What percentage of EHS children receiving home-based services live with…	511	
Two birth parents?		65.1 (2.79)
One birth parent?		31.0 (2.51)
No birth parents?		4.0 (0.96)
What is the median total household income for families receiving home-based services, over the last 12 months?[d]	445	$23,482
What is household income as a percentage of the poverty level for families receiving home-based services?[e]	445	
0–50 percent of the poverty level		23.1 (2.44)
51–100 percent of the poverty level		43.9 (3.19)
101–130 percent of the poverty level		15.6 (2.10)
131 percent of the poverty level or higher		17.3 (2.26)

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent Early Head Start families who were sampled from home visitors' caseloads (identified by the home-based sampling flag [t_hv_flag = 2]), including those families receiving home-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each item out of a total sample of 513 responses to the parent survey from parents who were sampled from Early Head Start home visitors' caseloads.

EXHIBIT VI.13 *(continued)*

[a]The reported response range is 15–66 years.

[b]The percentages do not add up to 100 because some respondents answered "don't know."

[c]Includes those who are retired, disabled, or unable to work, and those who reported working but did not report the hours per week worked.

[d]The mean is $28,310 (SE = 2,085), and the reported response range is $26–$516,000. Incomes in the top 1 percent exceeded one million dollars and were recoded to missing after determining these values likely represented data entry errors.

[e]Poverty level is adjusted for household size according to 2019 HHS poverty guidelines. See Exhibit I.5 for information about the income data.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

EHS = Early Head Start; SE = standard error.

Exhibit VI.14. What do Early Head Start primary caregivers receiving home-based services report about the quality of their relationship with their child, their own well-being, and their home environment? (percentages, unless otherwise indicated)

Measures	Sample size	Percentage/ mean (SE)	Reported response range	Possible response range
Primary caregiver-child relationship for children receiving home-based services (parent child report)				
Mean Child Parent Relationship Scale (CPRS score)				
Closeness	481	30.2 (0.24)	11–35	7–35
Conflict	479	15.2 (0.33)	8–40	8–40
Mean Parent-Child Interaction (HFPI score)	481	45.2 (0.35)	21–50	10–50
Percentage with area of concern[a]	481	16.1 (2.36)	n.a.	n.a.
Depressive symptoms for primary caregivers receiving home-based services				
Mean CESD-R total score	502	5.4 (0.46)	0–52	0–60
Percentage with no clinical significance[b]	502	87.4 (2.02)	n.a.	n.a.
Percentage with subthreshold depressive symptoms[b]		7.6 (1.43)	n.a.	n.a.
Percentage with potentially clinically significant[b]		5.0 (1.24)	n.a.	n.a.
Parenting stress (PSI-4-SF scores) for primary caregivers receiving home-based services (parent child report)				
Mean Total Stress T-score	472	42.8 (0.50)	32–77	32–92
Percentage with total stress scores of clinical significance[c]	472	4.3 (1.19)	n.a.	n.a.
Social Support (HFPI score) for primary caregivers receiving home-based services (parent child report)	481	20.9 (0.31)	5–25	5–25
Percentage with area of concern[a]	481	21.9 (2.81)	n.a.	n.a.
Family environment for families receiving home-based services				
CHAOS total score	503	12.1 (0.40)	0–41	0–45
Demographic risk factors[d]				
No high school credential	507	27.4 (2.75)	n.a.	n.a.
Not employed, in school, or in training	511	52.6 (2.75)	n.a.	n.a.
Receives public assistance[e]	498	69.7 (3.31)	n.a.	n.a.
Single parent	512	30.4 (2.40)	n.a.	n.a.
Teenage mother at first birth	498	38.0 (2.74)	n.a.	n.a.

EXHIBIT VI.14 *(continued)*

Measures	Sample size	Percentage/ mean (SE)	Reported response range	Possible response range
Demographic risk index	510			
Low risk (2 or fewer)		61.7 (3.41)	n.a.	n.a.
Medium risk (more than 2, fewer than 4)		25.5 (2.68)	n.a.	n.a.
High risk (4 or more)		12.8 (1.73)	n.a.	n.a.
Psychological risk index[f]	405			
No risk factors		83.4 (3.16)	n.a.	n.a.
One risk factor		15.4 (2.99)	n.a.	n.a.
Two or more risk factors		1.2 (0.76)!	n.a.	n.a.

Source: Spring 2018 Baby FACES Parent Survey and Parent Child Report.

Note: Statistics are weighted to represent Early Head Start families who were sampled from home visitors' caseloads (identified by the home-based sampling flag [t_hv_flag = 2]), including those families receiving home-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data on each of the measures out of a total sample of 513 responses to the parent survey and 483 responses to the parent child report from parents who were sampled from home visitors' caseloads. Items that depend on the parent child report only are indicated above.

[a]The developer defined cutoff scores indicating areas of concern.

[b]The developer defined cutoff scores indicating levels of depressive symptoms. Potentially clinically significant includes those whose responses were in the range of a possible, probable, or met the criteria for a major depressive episode, according to the CESD-R scoring guidelines.

[c]The developer define cutoff scores suggesting clinically significant levels of stress.

[d]The person of reference for each of the five composite factors follows the specifications used in prior rounds of Baby FACES and depends on whether the birth mother lives with the study child. In all cases, teen mother status is a measure of whether the birth mother was a teenager when she gave birth to her first child, regardless of whether her first child was the child in the study. When the primary caregiver is not the birth mother (*n* = 43), information about the birth mother is based on the primary caregiver's best assessment of the birth mother's characteristics. Two factors—not having a high school credential and not being employed or in school or training—are based on the birth mother's characteristics only if she lives in the home; otherwise, they are based on the primary caregiver's characteristics (*n* = 27). Two other factors—being a single parent and receiving household public assistance—are based on the primary caregiver's characteristics, regardless of where the birth mother lives. Single parent is defined as the primary caregiver indicating that he or she does not live with a spouse or partner.

[e]Public assistance is defined as the primary caregiver reporting that he or she or someone in the household received Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP or "food stamps"), or Social Security Income/Social Security retirement, disability, or survivors benefits in the past 12 months.

EXHIBIT VI.14 *(continued)*

[f]Family psychological risk index is a measure of cumulative family risk of poor parental mental health and unfavorable family functioning. The number of risks is based on the following measures: (1) depressive symptoms with clinical significance; (2) parenting stress, which indicates a total stress score above 90 percentile; and (3) substance use problems, which include parent reports of substance abuse in the past year.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

CESD-R = Center for Epidemiologic Studies Depression Scale-Revised; CHAOS = Confusion, Hubbub, and Order Scale; HFPI = Healthy Families Parenting Inventory; n.a. = not applicable; PSI-4-SF = Parenting Stress Index, Fourth Edition Short Form; SE = standard error.

Exhibit VI.15. What are the social-emotional and language skills of Early Head Start infants and toddlers who were receiving home-based services? What is their health status? (percentages, unless otherwise indicated)

Child skills and health	Sample size	Percentage/ mean (SE)	Reported range
Social-emotional skills			
As reported by parents, what percentage of toddlers receiving home-based services have BITSEA scores that indicate a possible problem or deficit/delay, by domain and overall?[a]			
Problem domain (possible problem)	326	36.1 (3.39)	n.a.
Competence domain (possible deficit/delay)	325	13.9 (2.31)	n.a.
Screening positive overall	328	42.8 (3.83)	n.a.
As reported by home visitors, what percentage of toddlers receiving home-based have BITSEA scores that indicate a possible problem or deficit/delay, by domain and overall?[a]			
Problem domain (possible problem)	354	11.4 (2.18)	n.a.
Competence domain (possible deficit/delay)	354	38.0 (3.57)	n.a.
Screening positive overall	355	42.2 (3.61)	n.a.
Language skills			
What is the mean English CDI IRT T-score for children receiving home-based services, as reported by home visitors?[b]	465	47.6 (0.67)	21.5–75.3
What is the mean English CDI IRT T-score for children receiving home-based services, as reported by parents?[b]	305	47.8 (0.67)	20.7–70.7
What is the mean Spanish CDI IRT T-score for children receiving home-based services, as reported by parents?[b]	121	46.9 (1.24)	20.9–71.5
General health			
On average, what is the overall health for children receiving home-based services, as reported by parents?	478	1.6 (0.04)	1–5
Excellent or very good		88.4 (1.83)	n.a.
Good		10.3 (1.59)	n.a.
Fair or poor		1.3 (0.59)!	n.a.

Source: Spring 2018 Baby FACES Parent Child Report and Staff (Home Visitor) Child Report.

Note: Statistics are weighted to represent Early Head Start families who were sampled from home visitors' caseloads (identified by the home-based sampling flag [t_hv_flag = 2]), including those families receiving home-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of children who were sampled from home visitors' caseloads with valid data on each of the scores. The sample sizes for raw scores are out of a total sample of 434 responses to the parent child report and 471 responses to the staff child report for children 8 months or older. The sample sizes for the cutoff scores are lower than those for the raw scores because some children are out of the age range (12–36 months) for the norms. The sample sizes for cutoff scores are out of a total sample of 334 responses to the parent child report and 360 responses to the staff child report for children 12–36 months. The sample size for general health is out of a total sample of 483 responses to the parent child report.

See Exhibit A.2 in Appendix A for reliability estimate of the BITSEA and CDI.

EXHIBIT VI.15 *(continued)*

[a]The developer defined cutoff scores indicating a possible problem (scores at the 75th percentile or higher in the national standardization sample in the Problem domain) or possible deficit/delay (scores at the 15th percentile or lower in the national standardization sample in the Competence domain). Scoring in the cutoff range in at least one domain indicates "screening positive."

[b]We conducted IRT analyses for the CDI to create a single score across the multiple age forms (the infant, toddler, and age 3 forms). We converted the scores into T-scores based on the Baby FACES sample. T-scores have a mean of 50 and a standard deviation of 10.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

BITSEA = Brief Infant-Toddler Social and Emotional Assessment; CDI = MacArthur-Bates Communicative Development Inventories; IRT = Item Response Theory; n.a. = not applicable; SE = standard error.

Exhibit VI.16. Do children participating in home-based Early Head Start receive developmental screenings and/or referrals?

Developmental screening and referrals	Sample size	Percentage (SE)
What percentage of children have been given a developmental screening since September?[a]	512	90.5 (2.08)
What percentage of children have scores on the developmental screening tool that caused concern about their development?[b]	447	30.7 (3.15)
Have children been referred for a developmental concern since September?[a, c]	123	
Yes		72.0 (5.30)
No		17.0 (3.60)
Do not know		11.0 (3.64)!
What was the reason for the referral?[d]	85	
Speech problem		71.4 (9.82)
Developmental or cognitive delay		40.8 (8.66)
Emotional problem		14.8 (6.25)!
Problems with the use of arms or legs		13.4 (3.68)
Hearing problem		13.5 (3.74)
Behavior problem		5.9 (2.54)!
Vision problem		12.7 (5.66)!
Attention problem		3.9 (2.02)!
Something else		8.1 (3.08)!
Child referred for multiple reasons	85	40.2 (6.89)

Source: Spring 2018 Baby FACES Staff (Home Visitor) Child Report.

Note: Statistics are weighted to represent Early Head Start families who were sampled from home visitors' caseloads (identified by the home-based sampling flag [t_hv_flag = 2]), including those families receiving home-based services only and those receiving a combination of center- and home-based services.

The sample size column presents unweighted sample sizes to identify the number of home visitor child reports with valid data on each item out of a total sample of 516 responses to the home visitor child report, unless otherwise indicated. Home visitors were asked whether children have received developmental screenings and/or referrals since September.

[a]Data collection took place between February and July of 2018, and home visitors reported on families' experiences over the past 6–11 months. These data do not account for any experiences families may have had in the program before September.

[b]Among children who have been given a developmental screening (*n* = 454).

[c]Among children whose scores on the developmental screening tool caused concern about their development (*n* = 127). Depending on age, children are eligible for services through Part C or Part B of the Individuals with Disabilities Education Act (IDEA). This question asked if the children had been referred to Part C or Part B of IDEA for a developmental concern.

[d]Among children who were referred for a developmental concern (*n* = 85).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

SECTION VII:

HOW ARE PARENTS ENGAGED AND FAMILIES SUPPORTED IN EARLY HEAD START?

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Exhibit VII.1. Are Early Head Start families engaged in the program?

Engagement over the last program year	Center-based		Home-based	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)
How frequently did children attend class?	2,103		n.a.	n.a.
Most or all of the time		88.2 (0.87)		
A fair amount of time		9.5 (0.81)		
Not a lot of time		2.3 (0.44)		
How many scheduled appointments did parents keep?	2,090		515	
Most		76.5 (1.29)		67.4 (3.35)
Some		16.3 (1.32)		28.4 (3.08)
Few (missed or cancelled most)		4.0 (0.58)		4.3 (1.39)!
Not applicable (parent had no scheduled appointments)		3.2 (0.63)		n.a.
Which program activities were parents engaged in?				
Served on parent council or other governing bodies	2,137		516	
Yes		9.3 (0.95)		6.3 (1.86)
No		65.9 (2.30)		87.6 (2.21)
Not sure		24.8 (1.99)		6.1 (1.39)
Volunteered in classroom	2,137		n.a.	n.a.
Yes		39.6 (2.43)		
No		54.0 (2.29)		
Not sure		6.4 (1.02)		
Volunteered at the program, but not in a classroom	2,137		n.a.	n.a.
Yes		12.0 (1.47)		
No		75.1 (2.04)		
Not sure		12.9 (1.56)		
Helped at special events or activities	2,137		516	
Yes		38.8 (2.25)		19.7 (2.72)
No		50.6 (2.22)		75.9 (2.77)
Not sure		10.6 (1.27)		4.3 (1.04)
Attended special events or activities	2,137		516	
Yes		56.7 (2.29)		45.8 (3.54)
No		34.0 (1.77)		51.6 (3.43)
Not sure		9.3 (1.29)		2.6 (0.72)
Attended parent education or group activities	2,137		516	
Yes		36.3 (2.42)		25.5 (3.13)
No		40.9 (2.30)		69.4 (3.20)
Not sure		22.9 (1.69)		5.1 (1.10)
How many program activities did parents attend?	2,090		515	
Many		39.2 (1.77)		26.8 (3.36)
Some		22.5 (1.40)		24.9 (2.21)
Few		20.7 (1.23)		26.6 (2.56)
None		17.6 (1.40)		21.7 (2.89)

EXHIBIT VII.1 *(continued)*

Engagement over the last program year	Center-based		Home-based	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)
What were parent's attitudes and receptivity to the program?	2,100		514	
Very engaged, asked questions, was willing to try new things		66.5 (1.71)		68.8 (2.85)
Somewhat engaged, asked a few questions, was hesitant to try new things		26.8 (1.44)		28.4 (2.73)
Not engaged, didn't ask many questions, little interest in new things		6.7 (0.71)		2.8 (1.12)!
How many group socialization activities did parents attend?	n.a.	n.a.	513	
All or nearly all				17.3 (2.45)
Some				25.5 (2.53)
At least one				21.0 (2.39)
None				36.2 (3.45)

Source: Spring 2018 Baby FACES Staff (Teacher and Home Visitor) Child Report.

Note: Statistics are weighted to represent all Early Head Start families.

The sample size columns present unweighted sample sizes to identify the number of teacher and home visitor child reports with valid data on each item, out of a total sample of 2,139 responses to the teacher child report and 516 responses to the home visitor child report.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

n.a. = not applicable; SE = standard error.

Exhibit VII.2. Which activities do Early Head Start families engage in?

Activities someone in family engaged in during the program year	Sample size	Percentage (SE)		
		Not at all	Once or twice	Three or more times
Recommended this program to other families	2,271	15.3 (1.03)	35.2 (1.44)	49.5 (1.62)
Attended group activities for parents and their children	2,259	46.4 (1.70)	27.7 (1.21)	25.9 (1.58)
Attended Early Head Start special events or activities (such as a holiday party)	2,269	45.5 (2.08)	31.1 (1.44)	23.4 (1.63)
Encouraged other enrolled families to participate in program activities	2,265	48.8 (1.69)	28.8 (1.33)	22.3 (1.46)
Volunteered in an Early Head Start classroom	2,268	65.6 (1.85)	15.0 (1.02)	19.4 (1.49)
Attended parent workshops on raising children	2,258	68.9 (1.76)	21.7 (1.44)	9.4 (0.87)
Volunteered at the program, but not in a classroom	2,267	82.5 (1.50)	9.3 (0.97)	8.2 (0.93)
Attended workshops on job skills	2,260	79.6 (1.58)	12.9 (1.17)	7.4 (0.79)
Participated on the policy council or some other committee	2,261	84.9 (1.19)	9.0 (0.90)	6.1 (0.70)
Attended events just for men/fathers	2,262	80.7 (1.43)	14.3 (1.05)	5.0 (0.63)
Acted as an interpreter for families who do not speak English well	2,266	91.7 (0.78)	5.8 (0.69)	2.5 (0.35)
Helped to lead a parent workshop	2,266	91.6 (0.88)	6.4 (0.84)	2.0 (0.34)

Source: Spring 2018 Baby FACES Parent Survey.

Note: Statistics are weighted to represent all Early Head Start families.

The sample size column presents unweighted sample sizes to identify the number of parent surveys with valid data out of a total sample of 2,301 responses to the parent survey.

SE = standard error.

Exhibit VII.3. What percentage of Early Head Start programs invite parents to serve on committees?

Program committees that parents can serve on[a]	Sample size	Percentage (SE)
Policy council committee	132	100.0 (0.00)
Health advisory committee	131	95.6 (2.07)
Center advisory committee	104	89.0 (3.75)
Partnership advisory committee	65	32.8 (6.75)
School readiness/transition/education committee[b]	119	24.8 (4.85)
Family engagement committee[b]	119	12.9 (4.03)!
Program administration, planning, and finance committee[b]	119	7.2 (2.51)!
Eligibility/recruitment/ERSEA committee[b]	119	5.8 (2.62)!
Governing board[b]	119	5.5 (2.42)!
Some other advisory committee	119	13.6 (3.93)

Source: Spring 2018 Baby FACES Program Director Survey.

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

The sample size column presents unweighted sample sizes to identify the number of program director surveys with valid data on each item out of a total sample of 134 responses to the program director survey, unless otherwise indicated.

[a]Sample sizes vary and represent programs that indicate they have these committees (policy council, *n* = 133; health advisory, *n* = 132; center advisory, *n* =105; partnership advisory, *n* = 66; other advisory committees, *n* = 120).

[b]These categories were created from directors' responses to the "other" category and are among programs that reported some other advisory committee. Other programs may also have these committees but did not identify them on the survey.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

ERSEA = Eligibility, Recruitment, Selection, Enrollment, and Attendance; SE = standard error.

Exhibit VII.4. How do Early Head Start programs and centers support parent partnerships? (percentages, unless otherwise indicated)

Practices to support parent partnerships	Sample size	Percentage/ mean (SE)
On average, what percentage of the program's families have an IFPA/FPA?[a]	120	89.3 (2.66)
What percentage of programs use IFPA/FPAs with …	120	
100 percent of their families?		64.0 (5.37)
75–99 percent of their families?		23.2 (4.64)
Less than 75 percent of families?		12.8 (4.06)!
How frequently do programs review IFPA/FPAs?	129	
More than three times a year		40.6 (5.13)
Three times a year		33.4 (5.09)
Twice a year		23.2 (4.51)
Once a year		2.4 (1.16)!
Which staff do programs use to establish IFPA/FPAs with …		
Center-based families?[b]		
Family service worker or family advocate	112	84.7 (4.84)
Teacher	112	14.8 (3.48)
Other	112	15.4 (4.10)
Home-based families?[c]		
Home visitor	97	89.5 (3.75)
Family service worker or family advocate	97	11.6 (3.06)
Other	97	10.5 (3.76)!
FCC families?[d]		
Family service worker or family advocate	19	74.3 (9.10)
Other	19	24.0 (9.94)!
What percentage of centers use family needs assessments?	441	93.6 (1.67)
Which family needs assessments do centers use?[e]	396	
Family Partnership Agreement		72.4 (3.08)
Agency-Created Assessment		51.0 (3.52)
Family Needs Scale		26.8 (2.59)
Parents as Primary Caregivers Parent Survey		14.2 (2.31)
Family Support Scale (FSS)		9.5 (1.82)
Infant-Toddler and Family Instrument		8.7 (1.68)
Home Observation for Measurement of the Environment (HOME)		7.4 (1.60)
Parent attitudes and practices scales: Partners in Parenting Education (PIPE) and Adult-Adolescent Parenting Inventory (AAPI)		6.7 (1.45)
Child Abuse Potential (CAP) Inventory		5.5 (1.33)
Stress measures: Parenting Stress Index (PSI) and Kempe Family Stress Inventory (KFSI)		4.5 (1.31)
Depression scales: Beck Depression Inventory (BDI) and CES-D Depression Scale		2.6 (1.02)!
Another parenting or family assessment[f]		27.3 (3.39)
On average, how many of the above family needs assessments do centers use?[e,g]	396	2.4 (0.11)

Source: Spring 2018 Baby FACES Program Director Survey and Center Director Survey.

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

EXHIBIT VII.4 *(continued)*

The sample size column presents unweighted sample sizes to identify the number of program director and center director surveys with valid data on each item out of a total sample of 134 responses to the program director survey and 446 responses to the center director survey, unless otherwise indicated.

[a]The reported response range is 10–100.

[b]Among programs that offer a center-based service option (*n* = 116). “Other” includes home visitors.

[c]Among programs that offer a home-based service option (*n* = 100). “Other" includes teachers.

[d]Among programs that offer an FCC service option (*n* = 19). “Other” includes teachers and home visitors.

[e]Among centers that use family needs assessments (*n* = 417).

[f]Directors were not asked to specify the other parenting or family assessments that they used. “Another parenting or family assessment” includes the Knowledge of Infant Development Inventory (KIDI) category.

[g]The reported range is 1–16.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

CES-D = Center for Epidemiologic Studies Depression Scale; FCC = family child care; IFPA/FPAs = Individual Family Partnership Agreements; SE = standard error.

Exhibit VII.5. Are families referred to other services by Early Head Start?

Referrals to services	Sample size	Percentage (SE)
What percentage of families have been referred to the following services by Early Head Start since September?[a]	2,464	
Health care provider		9.8 (1.27)
Disabilities services provider		7.8 (0.86)
Mental health care provider		5.5 (0.90)
Child care partner or other child care provider		3.3 (0.59)
Prenatal care provider		1.4 (0.46)!
Other community service provider (such as job training, housing assistance provider)		9.9 (1.17)
No referrals made		73.1 (1.89)

Source: Spring 2018 Baby FACES Staff (Teacher and Home Visitor) Child Report.

Note: Statistics are weighted to represent all Early Head Start families.

The sample size column presents unweighted sample sizes to identify the number of teacher and home visitor child reports with valid data on each item out of a total sample of 2,139 responses to the teacher child report and 516 responses to the home visitor child report.

[a]Data collection took place between February and July of 2018, and teachers or home visitors reported on families' experiences over the past 6–11 months. These data do not account for any experiences families may have had in the program before September.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VII.6. What support services did families receive from Early Head Start?

Support from EHS	Sample size	Percentage (SE)
What percentage of primary caregivers received help from EHS to attend school, enroll in a class or workshop, or find a job?	2,284	31.0 (1.38)
What percentage of primary caregivers received help from EHS when looking for a place to live?	2,252	3.5 (0.61)
What percentage of families received help from EHS to find a regular health care provider for children?[a]	2,220	12.3 (0.87)
What percentage of primary caregivers received help from EHS to find health insurance for children?[b]	2,223	13.2 (1.06)

Source: Spring 2018 Baby FACES Parent Child Report and Parent Survey.

Note: Statistics are weighted to represent all Early Head Start families.

The sample size column presents unweighted sample sizes to identify the number of families with valid data on each item, out of a total sample of 2,475 responses to the parent child report and 2,301 responses to the parent survey, unless otherwise indicated. Information on receiving help to find a regular health care provider was collected from the parent child report; the remaining items were collected from the parent survey.

[a]Among those who have a regular health care provider (*n* = 2,329).

[b]Among children who have health insurance (*n* = 2,228).

EHS = Early Head Start; SE = standard error.

SECTION VIII:

WHAT ARE THE CHARACTERISTICS, QUALITIES, AND FUNCTIONS OF EARLY HEAD START PROGRAMS?

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Exhibit VIII.1. What service options are offered by Early Head Start programs? (percentages, unless otherwise indicated)

Program characteristics	Sample size	Percentage/ mean (SE)
What service options are offered by EHS programs?	134	
Center-based only		22.2 (3.38)
Home-based only		16.5 (2.60)
Multiple service options:		61.3 (3.80)
Center-based, home-based		50.7 (3.77)
Other combination[a]		10.6 (2.79)
What percentage of programs with multiple service options have families enrolled in multiple service options?[b]	76	41.4 (6.70)
On average, how many families are enrolled in multiple service options at the program, if any?[c]	28	24.2 (6.45)

Source: Spring 2018 Baby FACES Program Director Survey.

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

The sample size column presents unweighted sample sizes to identify the number of program director surveys with valid data on each item out of a total sample of 134 responses to the program director survey, unless otherwise indicated.

[a]Includes the following combinations: (1) center-based, home-based, and FCC; (2) center-based and FCC; and (3) home-based and FCC.

[b]Among Early Head Start programs that offer multiple service options (*n* = 89).

[c]Among Early Head Start programs that report having families enrolled in multiple service options (*n* = 28). The reported response range is 1–92.

EHS = Early Head Start; SE = standard error.

Exhibit VIII.2. How do Early Head Start programs partner with child care providers? (percentages, unless otherwise indicated)

Partnership characteristics	Sample size	Percentage/ mean (SE)
What percentage of EHS programs are also Head Start and EHS-CCP grantees?	134	
EHS and Head Start grantee only		56.8 (5.02)
EHS, Head Start, and EHS-CCP grantee		20.7 (3.83)
EHS grantee only (not a Head Start or EHS-CCP grantee)		14.6 (4.00)
EHS and EHS-CCP grantee only		7.8 (2.34)
Which types of slots do programs fund with EHS-CCP grants?[a]	47	
Partnership slots only or EHS expansion slots only[b]		59.3 (8.83)
Both partnership and expansion slots		40.7 (8.83)
What percentage of programs have a formal written partnership with a center-based or FCC-based provider?[c]	118	44.1 (5.34)
On average, how many child care partners do programs have?		
Number of center partners, if any[d]	59	6.3 (1.25)
Number of FCC partners, if any[e]	18	8.8 (2.29)
Which quality improvement processes are programs using with their child care partners?[f]		
Completing checklists to monitor compliance with the Head Start Program Performance Standards	61	97.1 (1.80)
Observing teachers or FCC providers in the classroom or home to assess their practice	61	96.3 (2.00)
Meeting with someone in an administrative role	61	90.9 (4.41)
Reviewing program data to see how the center or home is doing with respect to specific goals or objectives	61	86.8 (7.93)
Reviewing teachers or FCC providers' teaching plans	61	82.9 (7.90)
On average, how many of the above quality improvement processes do programs use with their child care partners?[f,g]	61	4.5 (0.17)

Source: Spring 2018 Baby FACES Program Director Survey.

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

The sample size column presents unweighted sample sizes to identify the number of program director surveys with valid data on each item, out of a total sample of 134 responses to the program director survey, unless otherwise indicated.

[a]Among Early Head Start programs with an EHS-CCP grant (*n* = 52).

[b]Early Head Start programs use partnership slots to provide Early Head Start services for children in partner child care centers or FCCs, rather than create new slots at their own program. The majority of programs in this category fund partnership slots only.

[c]Among Early Head Start programs that offer a center-based or FCC service option (*n* = 118).

[d]Among Early Head Start programs that offer a center-based service option and reported center-based partners (*n* = 59). The reported response range is 1–36.

[e]Among Early Head Start programs that offer an FCC service option and reported FCC partners (*n* = 18). The reported response range is 1–31.

[f]Among Early Head Start programs that reported center or FCC partners (*n* = 63).

[g]The reported range is 1–5.

EHS = Early Head Start; EHS-CCP = Early Head Start-Child Care Partnership; FCC = family child care; SE = standard error.

Exhibit VIII.3. Are Early Head Start centers licensed, and do they serve infants and toddlers receiving child care subsidies? (percentages, unless otherwise indicated)

Center characteristics	Sample size	Percentage/ mean (SE)
What percentage of EHS centers are licensed to operate as a child care center?[a]	438	98.5 (0.79)
On average, what percentage of the center's infants and toddlers are funded by EHS?[b]	439	86.3 (1.79)
What percentage of centers have more than half of their infants and toddlers funded by EHS?	426	85.3 (2.19)
What percentage of centers serve infants and toddlers who receive child care subsidies?	425	59.3 (3.96)
On average, what percentage of the center's infants and toddlers receive subsidies?[c,d]	250	55.9 (3.48)
What percentage of centers have more than half of their infants and toddlers receiving subsidies?[c]	250	44.4 (4.64)

Source: Spring 2018 Baby FACES Center Director Survey.

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

The sample size column presents unweighted sample sizes to identify the number of center director surveys with valid data on each item out of a total sample of 446 responses to the center director survey, unless otherwise indicated.

[a]Includes a small number of centers that are licensed but also exempt.

[b]The reported response range is 5–100. The sample size for this question includes center directors who estimated a percentage (*n* = 380) and center directors who said they could not estimate a percentage (*n* = 59).

[c]Among centers that serve infants and toddlers with child care subsidies (*n* = 257).

[d]The reported range is 1–100. The sample size for this question includes center directors who estimated a percentage (*n* = 188) and center directors who said they could not estimate a percentage (*n* = 62).

EHS = Early Head Start; SE = standard error.

Exhibit VIII.4. How do Early Head Start programs establish goals and objectives? (percentages, unless otherwise indicated)

Development of goals and objectives	Sample size	Percentage/ mean (SE)
What percentage of programs have written goals and objectives?	133	99.6 (0.39)
What percentage of programs have written goals and objectives in the following areas?[a]		
Parent or family well-being	130	93.4 (2.56)
Infant and toddler learning, growth, or development	130	91.7 (2.95)
Teacher-child responsive relationships	133	90.7 (2.80)
Parent-child responsive relationships	133	84.8 (3.87)
Strong relationships between staff and parents/families	130	79.6 (4.27)
Other[b]	130	14.8 (3.39)
What percentage of programs involve the following stakeholders in developing goals and objectives?[a]		
Manager or supervisors	132	95.9 (1.96)
Director	132	95.1 (2.47)
Policy council	132	89.5 (3.24)
Frontline staff	132	78.2 (4.72)
Parents	132	77.4 (4.72)
Board of directors	132	66.9 (5.03)
Community partners	132	54.8 (5.22)
Advisory committees	132	53.2 (5.30)
Other	132	4.6 (1.80)!
On average, how many times per year do programs update their goals and objectives?[a,c]	131	1.6 (0.13)
How frequently do programs update their goals and objectives?[a]	131	
Four or more times a year		10.1 (3.04)!
Three times a year		11.5 (2.90)
Twice a year		16.0 (3.93)
Once a year		52.2 (5.34)
Less than once a year		10.2 (4.01)!

Source: Spring 2018 Baby FACES Program Director Survey.

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

The sample size column presents unweighted sample sizes to identify the number of program director surveys with valid data on each item, out of a total sample of 134 responses to the program director survey, unless otherwise indicated.

[a]Among programs that reported having a set of written goals and objectives, did not know, or refused to answer the question (*n* = 133).

[b]The most frequent categories of additional goals named in the "other" responses were as follows: community and partnerships; health, nutrition, and safety; staff development; family engagement; and data, technology, and continuous quality improvement.

[c]The reported response range is 0–12.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VIII.5. How do Early Head Start programs evaluate their progress toward goals?

Evaluation of goals	For parent-child responsive relationships[a]		For teacher-child responsive relationships[b]	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)
What percentage of programs have written plans to achieve goals?	111	77.4 (4.79)	117	81.1 (4.93)
What percentage of programs have measures to evaluate progress toward their goals?	112	92.6 (3.14)	117	98.8 (1.18)
What measures do programs use to evaluate their progress toward goals?				
Observation tool	112	51.8 (5.73)	117	93.8 (2.55)
Parent survey or interview	112	71.7 (5.51)	117	43.0 (5.45)
Other measure	112	8.7 (2.96)!	117	3.5 (2.06)!

Source: Spring 2018 Baby FACES Program Director Survey.

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

The sample size columns present unweighted sample sizes to identify the number of program director surveys with valid data on each item, out of a total sample of 134 responses to the program director survey, unless otherwise indicated.

[a]Among programs that have goals for parent-child responsive relationships (*n* = 114).

[b]Among programs that have goals for teacher-child responsive relationships (*n* = 121).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VIII.6. How frequently are Early Head Start programs sharing information about their progress toward goals with stakeholders?

Stakeholders[a]	Sample size	Percentage (SE)		
		At least monthly	A few times a year	Once a year
Teachers[b]	111	10.2 (2.92)	55.8 (5.63)	24.0 (4.93)
Home visitors[c]	98	11.3 (3.63)!	61.0 (5.79)	24.2 (5.02)
Family partnership workers	127	12.4 (3.00)	51.5 (5.29)	27.5 (4.97)
Program managers	130	40.0 (5.14)	47.6 (5.37)	9.2 (3.08)!
Policy council	130	21.8 (4.18)	64.5 (4.95)	12.4 (3.15)
Governing body	130	14.9 (3.57)	65.0 (4.93)	15.9 (3.47)
Other community stakeholders	130	2.2 (1.45)!	31.9 (5.11)	48.4 (5.24)

Source: Spring 2018 Baby FACES Program Director Survey.

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

The sample size column presents unweighted sample sizes to identify the number of program director surveys with valid data on each item, out of a total sample of 134 responses to the program director survey, unless otherwise indicated.

[a]Among programs that reported having a set of written goals and objectives, did not know, or refused to answer the question (*n* = 133). Percentages for each stakeholder do not sum to 100 because programs reported not sharing goals with these stakeholders.

[b]Among programs that offer a center-based service option and reported having a set of written goals and objectives, did not know, or refused to answer the question (*n* = 115).

[c]Among programs that offer a home-based service option and reported having a set of written goals and objectives, did not know, or refused to answer the question (*n* = 99).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VIII.7. How many Early Head Start programs have unfilled staff positions? (means, unless otherwise indicated)

Unfilled positions	Sample size	Percentage/ mean (SE)	Reported response range
What percentage of programs have unfilled full-time staff positions?	129	58.9 (4.88)	n.a.
On average, how many full-time staff positions are unfilled at programs, if any?[a]	77	4.0 (0.39)	1–22
What percentage of programs have the following positions unfilled?[a]			
Teacher or caregiver[b]	76	81.7 (4.85)	n.a.
Home visitor[c]	54	49.1 (7.84)	n.a.
Manager or supervisor	80	31.6 (6.80)	n.a.
Family advocate/family service worker[d]	78	11.3 (4.20)!	n.a.
Other[e]	80	9.5 (3.58)!	n.a.
On average, how many of the following positions are unfilled, if any?[f]			
Teacher or caregiver	60	3.5 (0.38)	1–18
Home visitor	28	1.4 (0.19)	1–7
Manager or supervisor	23	1.4 (0.19)	1–5
Family advocate/family service worker[d]	10	1.7 (0.19)	1–5
Other[e]	10	2.1 (0.79)!	1–15

Source: Spring 2018 Baby FACES Program Director Survey.

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

The sample size column presents unweighted sample sizes to identify the number of program director surveys with valid data on each item out of a total sample of 134 responses to the program director survey, unless otherwise indicated.

[a]Among programs that indicated they had unfilled full-time staff positions, did not know, or refused to answer the question (*n* = 86*)*.

[b]Among programs that offer a center-based service option and indicated they had unfilled full-time staff positions, did not know, or refused to answer the question (*n* = 83).

[c]Among programs that offer a home-based service option and indicated they had unfilled full-time staff positions, did not know, or refused to answer the question (*n* = 59).

[d]This category was created from directors' responses to the "other" category. Other programs may also have these unfilled positions but did not identify them on the survey.

[e]Includes directors.

[f]Among programs that indicated the specific full-time staff position was unfilled; sample size varies (teachers or caregivers, *n* = 67; home visitor, *n* = 33 ; manager or supervisor, *n* = 29; family advocate/family service workers, *n* = 17; other, *n* = 18).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

n.a. = not applicable; SE = standard error.

Exhibit VIII.8. What challenges do Early Head Start programs face in hiring and retaining teachers? (means, unless otherwise indicated)

Teacher hiring and retention	Center director report			Program director report		
	Sample size	Percentage/ mean (SE)	Reported response range	Sample size	Percentage/ mean (SE)	Reported response range
Teacher turnover rate: What percentage of teachers left the center since the start of the program year?[a]	427	22.1 (2.17)	0–200	n.a.	n.a.	n.a.
What percentage of centers/programs had new teachers as of the start of the program year?[b]	442	68.9 (2.88)	n.a.	108	90.1 (3.27)	n.a.
On average, how many teachers were new as of the start of the program year, if any?[b,c]	320	2.6 (0.21)	1–36	99	7.0 (0.74)	1–70
What percentage of centers/programs had a teacher leave since the start of the program year?[b]	444	55.8 (3.33)	n.a.	106	83.1 (4.14)	n.a.
On average, how many teachers left since the start of the program year, if any?[b,d]	263	2.1 (0.12)	1–18	90	4.4 (0.45)	1–60
On average, how many years does a teacher stay at a center/program?	414	4.5 (0.25)	0–26	107	4.1 (0.33)	0.5–15.0
How difficult is it for centers/programs to hire highly qualified infant and toddler teachers?	436			110		
Very difficult		34.6 (2.84)	n.a.		47.7 (5.82)	n.a.
Somewhat difficult		46.8 (2.84)	n.a.		44.6 (5.73)	n.a.
Not too difficult		11.8 (1.61)	n.a.		5.8 (2.51)!	n.a.
Not at all difficult		6.9 (1.65)	n.a.		1.9 (1.16)!	n.a.
How difficult is it for centers/programs to retain highly qualified infant and toddler teachers?	440			111		
Very difficult		14.4 (2.25)	n.a.		22.1 (4.89)	n.a.
Somewhat difficult		32.6 (2.73)	n.a.		55.9 (5.73)	n.a.
Not too difficult		39.6 (2.82)	n.a.		17.6 (4.08)	n.a.
Not at all difficult		13.4 (2.06)	n.a.		4.4 (2.02)!	n.a.

Source: Spring 2018 Baby FACES Center Director Survey.

Note: Statistics are weighted to represent all Early Head Start centers and programs that offer center-based services.

The sample size columns present unweighted sample sizes to identify the number of center director and program director surveys with valid data on each item, out of a total sample of 446 responses to the center director survey and 116 responses to the program director survey for programs that offered a center-based service option, unless otherwise indicated.

EXHIBIT VIII.8 *(continued)*

[a]Defined as the percentage of departing infant and toddler teachers who left the center (excluding floaters and rovers) as a share of total infant and toddler teachers (including lead teachers, assistant teachers, and classroom aides) working at the center.

[b]Excludes floaters or rovers. (A floater or rover is a person who is not regularly assigned to a particular room and fills in at different positions as necessary to help meet teacher/child ratios when teachers take a break or otherwise need to leave the room.)

[c]Among centers and programs that reported hiring a teacher (n = 320 and n = 99, respectively).

[d]Among centers and programs that reported a teacher departing (n = 263 and n = 90, respectively).

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

n.a. = not applicable; SE = standard error.

Exhibit VIII.9. What challenges do Early Head Start programs face in hiring and retaining home visitors? (means, unless otherwise indicated)

Home visitor hiring and retention[a]	Sample size	Percentage/ mean (SE)
What percentage of programs had new home visitors as of the start of the program year?	94	66.4 (5.82)
On average, how many home visitors were new as of the start of the program year, if any?[a]	65	2.1 (0.18)
What percentage of programs had a home visitor leave since the start of the program year?	94	52.7 (6.18)
On average, how many home visitors left since the start of the program year, if any?[b]	59	2.2 (0.22)
On average, how many years do home visitors stay at a program?[c]	93	4.6 (0.39)
How difficult is it for programs to hire highly qualified home visitors?	97	
Very difficult		25.6 (5.30)
Somewhat difficult		49.4 (6.03)
Not too difficult		13.8 (3.54)
Not at all difficult		11.2 (3.62)!
How difficult is it for programs to retain highly qualified home visitors?	98	
Very difficult		13.0 (4.13)!
Somewhat difficult		37.5 (6.04)
Not too difficult		36.6 (5.59)
Not at all difficult		12.9 (3.76)

Source: Spring 2018 Baby FACES Program Director Survey.

Note: Statistics are weighted to represent Early Head Start programs that offer home-based services. The sample size column presents unweighted sample sizes to identify the number of program director surveys with valid data on each item, out of a total sample of 100 programs that offered a home-based service option, unless otherwise indicated.

[a]Among programs that reported hiring a home visitor (*n* = 65). The reported response range is 1–12.

[b]Among programs that reported a home visitor departing (*n* = 59). The reported response range is 1–12.

[c]The reported response range is 1–20.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VIII.10a. How are Early Head Start programs using child assessment data to support program management and improvement? (percentages, unless otherwise indicated)

Use of child assessment data	Sample size	Percentage/ mean (SE)
What percentage of programs use child assessment data to guide program management and improvement?	131	100.0 (0.00)
How useful do programs find child assessment data for program management and improvement?[a]	131	
Very useful		80.1 (4.26)
Useful		19.1 (4.24)
A little useful or not useful		0.8 (0.59)!
What challenges do programs face in using child assessment data?		
Not having enough time to collect the data or information	131	58.3 (5.12)
Staff not being knowledgeable about how to collect valid, reliable data	130	46.9 (5.40)
Difficulty finding a good tool or measure to collect the data	129	41.7 (5.43)
Not knowing how to analyze the data	131	32.2 (5.02)
Not having the technology to collect, manage, and work with data	131	28.4 (4.94)
Not knowing how to use the data for program improvement	130	21.4 (4.67)
Not knowing what specific purposes the data can be used for	131	19.2 (4.13)
On average, how many of the above challenges do programs face?[b]	130	2.5 (0.20)

Source: Spring 2018 Baby FACES Program Director Survey.

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

The sample size columns present unweighted sample sizes to identify the number of program director surveys with valid data on each item out of a total sample of 134 responses to the program director survey, unless otherwise indicated.

[a]Among programs that use child assessment data to guide program management and program improvement, did not know, or refused to answer the question (*n* = 134).

[b]The reported range is 0–7.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VIII.10b. How are Early Head Start programs using family needs assessment data to support program management and improvement? (percentages, unless otherwise indicated)

Use of family needs assessment data	Sample size	Percentage/ mean (SE)
What percentage of programs use family needs assessment data to guide program management and improvement?	131	98.3 (1.06)
How useful do programs find family needs assessment data for program management and improvement?[a]	128	
Very useful		61.5 (5.36)
Useful		34.7 (5.32)
A little useful or not useful		3.8 (1.67)!
What challenges do programs face in using family needs assessment data?		
Difficulty finding a good tool or measure to collect the data	130	55.7 (5.16)
Staff not being knowledgeable about how to collect valid, reliable data	131	53.9 (5.23)
Not having enough time to collect the data or information	131	52.3 (5.19)
Not knowing how to analyze the data	130	34.4 (5.22)
Not having the technology to collect, manage, and work with data	131	34.3 (5.11)
Not knowing what specific purposes the data can be used for	130	33.0 (5.27)
Not knowing how to use the data for program improvement	129	24.2 (4.84)
On average, how many of the above challenges do programs face?[b]	131	2.9 (0.24)

Source: Spring 2018 Baby FACES Program Director Survey.

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

The sample size columns present unweighted sample sizes to identify the number of program director surveys with valid data on each item out of a total sample of 134 responses to the program director survey, unless otherwise indicated.

[a]Among programs that use family assessment data to guide program management and program improvement, did not know, or refused to answer the question (*n* =131).

[b]The reported range is 0–7.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VIII.10c. How are Early Head Start programs using classroom observation data to support program management and improvement? (percentages, unless otherwise indicated)

Use of classroom observation data	Sample size	Percentage/ mean (SE)
What percentage of programs use classroom observation data to guide program management and improvement?	111	95.5 (3.27)
How useful do programs find classroom observation data for program management and improvement?[a]	109	
Very useful		85.2 (3.94)
Useful		13.5 (3.77)
A little useful or not useful		1.4 (1.35)!
What challenges do programs face in using classroom observation data?		
Not having enough time to collect the data or information	107	52.0 (5.94)
Staff not being knowledgeable about how to collect valid, reliable data	106	27.7 (5.58)
Difficulty finding a good tool or measure to collect the data	106	26.8 (5.74)
Not knowing how to analyze the data	107	19.1 (4.53)
Not having the technology to collect, manage, and work with data	107	17.2 (4.83)
Not knowing how to use the data for program improvement	107	15.1 (4.08)
Not knowing what specific purposes the data can be used for	107	9.8 (3.32)!
On average, how many of the above challenges do programs face?[b]	107	1.7 (0.20)

Source: Spring 2018 Baby FACES Program Director Survey.

Note: Statistics are weighted to represent Early Head Start programs that offer center-based services.

The sample size column presents unweighted sample sizes to identify the number of program director surveys with valid data on each item out of a total sample of 116 programs that offered a center-based service option, unless otherwise indicated.

[a]Among programs that use classroom observation data to guide program management and program improvement, did not know, or refused to answer the question (*n* = 114).

[b]The reported range is 0–7.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VIII.10d. How are Early Head Start programs using home visitor observation data to support program management and improvement? (percentages, unless otherwise indicated)

Use of home visitor observation data	Sample size	Percentage/ mean (SE)
What percentage of programs use home visitor observation data to guide program management and improvement?	97	97.0 (1.40)
How useful do programs find home visitor observation data for program management and improvement?[a]	92	
Very useful		64.1 (6.17)
Useful		29.8 (6.10)
A little useful or not useful		6.1 (2.74)!
What challenges do programs face in using home visitor observation data?		
Not having enough time to collect the data or information	94	64.1 (5.65)
Difficulty finding a good tool or measure to collect the data	94	35.6 (5.61)
Staff not being knowledgeable about how to collect valid, reliable data	94	35.4 (5.75)
Not having the technology to collect, manage, and work with data	94	30.4 (5.67)
Not knowing how to analyze the data	93	19.2 (4.62)
Not knowing how to use the data for program improvement	93	15.9 (4.58)
Not knowing what specific purposes the data can be used for	93	12.9 (4.29)!
On average, how many of the above challenges do programs face?[b]	93	2.1 (0.25)

Source: Spring 2018 Baby FACES Program Director Survey.

Note: Statistics are weighted to represent Early Head Start programs that offer home-based services.

The sample size column presents unweighted sample sizes to identify the number of program director surveys with valid data on each item out of a total sample of 100 programs that offered a home-based service option, unless otherwise indicated.

[a]Among programs that use home visitor observation data to guide program management and program improvement, did not know, or refused to answer the question (*n* = 95).

[b]The reported range is 0–7.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit VIII.11. What do organizational climate and leadership look like in Early Head Start programs?

Characteristics	Sample size	Mean (SE)	Reported response range
Organizational functioning (teacher TCU SOF scores)[a]			
Cohesion	858	41.2 (0.36)	10–50
Communication	858	37.7 (0.34)	10–50
Stress	858	25.0 (0.45)	10–50
Satisfaction	859	43.9 (0.25)	18–50
Organizational functioning (home visitor TCU SOF scores)[a]			
Cohesion	584	41.1 (0.42)	10–50
Communication	585	35.5 (0.57)	10–50
Stress	584	29.2 (0.62)	10–50
Satisfaction	583	44.2 (0.35)	10–50
Leadership (program director OCDQ-RE scores)			
Leaders' Supportive Behavior	134	27.0 (0.47)	13.7–35.3
Leadership (center director OCDQ-RE scores)			
Leaders' Supportive Behavior	441	28.8 (0.37)	9.5–36.0

Source: Spring 2018 Baby FACES Staff (Teacher or Home Visitor) Survey.

Note: Statistics are weighted to represent all Early Head Start staff, centers, and programs.

The sample size column presents unweighted sample sizes to identify the number of teacher and home visitor surveys with valid data on each item out of a total sample of 859 responses to the teacher survey and 586 responses to the home visitor survey, as well as the number of programs and centers with valid data on each item out of a total sample of 134 programs and 446 centers.

See Exhibit A.7 in Appendix A for reliability estimates of the organizational climate and leadership measures.

[a]Higher scores for the Cohesion, Communication, and Satisfaction subscales indicate a more positive organizational climate. Higher scores for the Stress subscale indicate a more negative organizational climate.

OCDQ-RE = Organizational Climate Description Questionnaire-Rutgers Elementary; SE = standard error; TCU SOF = Survey of Organizational Functioning, published by Texas Christian University's Institute of Behavioral Research.

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APPENDIX A:

RELIABILITY ESTIMATES OF THE MEASURES

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Exhibit A.1. Reliability of parent well-being, home environment, and parent-child relationship measures

Measures	Number of items	Sample size	Possible response range	Cronbach's alpha
Parent-child relationship				
Child-Parent Relationship Scale (CPRS score)				
Closeness	7	2,356	7–35	0.69
Conflict	8	2,353	8–40	0.80
HFPI Parent-Child Interaction (HFPI score)	10	2,337	10–50	0.83
Depressive symptoms (parent survey)				
CESD-R total score	20	2,150	0–60	0.91
Parenting stress (PSI-4-SF scores)				
Parental Distress	12	2,369	34–85	0.91
Parent-Child Dysfunctional Interaction	12	2,348	36–92	0.87
Difficult Child	12	2,354	32–87	0.89
Total Stress	36	2,197	32–92	0.95
Social Support (HFPI score)	5	2,430	5–25	0.91
Family environment (parent survey)				
CHAOS total score	15	2,151	0–45	0.77
Family Conflict subscale (Family Environment Scale)[a]	4	1,461	1–4	0.57[b]
Family economic pressure (parent survey)	6	2,244	0–24	0.84

Source: Spring 2018 Baby FACES Parent Survey and Parent Child Report.

Note: Statistics are unweighted.

The sample size column presents unweighted sample sizes to identify the number of parents with valid data on each of the measures out of a total sample of 2,301 parent survey responses and 2,475 responses to the parent child report. Items from the parent survey are indicated above.

Reliability estimates are based on responses with complete data on that measure.

[a]Among families with at least two adults age 18s and older, living in the household (or who did not respond to the adults in the household question) (*n* = 1,495).

[b]The limited variance in responses attenuates the reliability estimate.

CESD-R = Center for Epidemiologic Studies Depression Scale-Revised; CHAOS = Confusion, Hubbub, and Order Scale; CPRS = Child-Parent Relationship Scale; HFPI = Healthy Families Parenting Inventory; PSI-4-SF = Parenting Stress Index, Fourth Edition Short Form.

Exhibit A.2. Reliability of child social-emotional and language measures

Measures	Number of items	Sample size	Possible response range	Cronbach's alpha
Parent-reported BITSEA raw score				
Problem domain	31	1,897	0–62	0.83
Competence domain	11	2,120	0–22	0.72
Staff-reported BITSEA raw score				
Problem domain	31	2,145	0–62	0.85
Competence domain	11	2,304	0–22	0.79
Parent-reported English CDI				
Infant form (8–16 months)				
Vocabulary Comprehension	89	222	0–89	0.99
Vocabulary Production	89	222	0–89	0.98
First Communicative Gestures	12	298	0–12	0.81
Toddler form (17–30 months)				
Vocabulary Comprehension	100	561	0–100	0.98
Vocabulary Production	100	561	0–100	0.99
CDI-III (31 months or older)				
Vocabulary Comprehension	100	486	0–100	0.99
Vocabulary Production	100	486	0–100	0.99
Parent-reported English CDI IRT score[a]	256	1,966	n.a.	0.99
Parent-reported Spanish CDI				
Infant form (8–16 months)				
Vocabulary Comprehension	104	28	0–104	0.99
Vocabulary Production	104	28	0–104	0.50
First Communicative Gestures	13	51	0–13	0.79
Toddler form (17–30 months)				
Vocabulary Comprehension	100	77	0–100	0.98
Vocabulary Production	100	77	0–100	0.99
Extended toddler form (31 months or older)				
Vocabulary Comprehension	100	84	0–100	0.98
Vocabulary Production	100	84	0–100	0.99
Parent-reported Spanish CDI IRT score[a]	209	375	n.a.	0.99
Staff-reported English CDI				
Infant form (8–16 months)				
Vocabulary Comprehension	89	315	0–89	0.98
Vocabulary Production	89	315	0–89	0.98
First Communicative Gestures	12	394	0–12	0.84
Toddler form (17–30 months)				
Vocabulary Comprehension	100	751	0–100	0.98
Vocabulary Production	100	751	0–100	0.99
CDI-III (31 months or older)				
Vocabulary Comprehension	100	690	0–100	0.98
Vocabulary Production	100	690	0–100	0.99
Sentence complexity	12	759	0–12	0.92
Using language	12	797	0–12	0.80
Staff-reported English CDI IRT score[a]	258	2,490	n.a.	0.99

Source: Spring 2018 Baby FACES Parent Child Report and Staff (Teacher or Home Visitor) Child Report.

Note: Statistics are unweighted.

EXHIBIT A.2 *(continued)*

The sample size column presents unweighted sample sizes to identify the number of children with valid data on each of the scores. For the English CDI, the sample sizes for the IRT scores are out of a total sample of 1,943 responses to the English parent child report and 2,509 responses to the staff child report; the sample sizes for the English CDI raw scores are out of a total sample of 326 responses to the English parent child report and 403 responses to the staff child report for the infant form, 836 English parent child report responses and 1,099 staff child report responses for the toddler form, and 766 responses to the English parent child report and 991 responses to the staff child report for the CDI-III (874 for sentence complexity and using language). For the Spanish CDI, the sample sizes for the IRT scores are out of a total sample of 379 responses to the Spanish parent child report; the sample sizes for the Spanish CDI raw scores are out of a total sample of 58 responses to the Spanish parent child report for the infant form, 170 responses to the Spanish parent child report for the toddler form, and 150 responses to the Spanish parent child report for the extended toddler form. For Combining Words in English, the sample sizes are out of a total sample of 1,602 responses to the English parent child report and 2,090 responses to the staff child report for children 17 months or older. For Combining Words in Spanish, the sample sizes are out of a total sample of 320 responses to the Spanish parent child report for children 17 months or older.

Reliability estimates are based on responses with complete data on that measure.

Parents completed the English or Spanish CDI based on their home language. Staff completed the English CDI for all children.

[a]Rasch person reliability estimate.

BITSEA = Brief Infant-Toddler Social and Emotional Assessment; CDI = MacArthur-Bates Communicative Development Inventories; n.a. = not applicable.

Exhibit A.3. Reliability of staff well-being and teacher beliefs measures

Measures	Number of items	Sample size	Possible response range	Cronbach's alpha
CESD-R total score	20	1,412	0–60	0.89
Teacher Beliefs about Infant and Toddler Care and Education[a]				
Importance of relationship and responsiveness	10	858	1–6	0.64
Role of the adult in child learning	10	858	1–6	0.72

Source: Spring 2018 Baby FACES Staff (Teacher or Home Visitor) Survey

Note: Statistics are unweighted.

The sample size column presents unweighted sample sizes to identify the number of teacher and home visitor surveys with valid data on each item, out of a total sample of 859 responses to the teacher survey and 586 responses to the home visitor survey.

Reliability estimates are based on responses with complete data on that measure.

[a]Among teacher survey responses (*n* = 859).

CESD-R = The Center for Epidemiologic Studies Depression Scale Revised.

Exhibit A.4. Reliability of classroom observation and teacher-reported teacher-child relationship measures

Measures	Number of items	Sample size	Possible response range	Cronbach's alpha
Classroom observation				
CLASS-Infant				
Responsive Caregiving	4	149	1–7	0.86
CLASS-Toddler				
Emotional and Behavioral Support	5	713	1–7	0.82
Engaged Support for Learning	3	713	1–7	0.85
Q-CCIIT				
Support for Social-Emotional Development[a]	8	436	1–7	0.92
Support for Cognitive Development[a]	8	615	1–7	0.87
Support for Language and Literacy Development	10	824	1–7	0.92
Areas of Concern	16	817	n.a.[b]	0.79
Teacher-reported				
STRS Teacher-Child Relationship				
Closeness	7	2,128	7–35	0.76
Conflict	8	2,115	8–40	0.82

Source: Spring 2018 Baby FACES Classroom Observation and Staff (Teacher) Child Report.

Note: Statistics are unweighted.

The sample size column presents unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs or scores, out of a total sample of 149 infant classrooms and 715 toddler classrooms, and 2,139 responses to the teacher child report.

Reliability estimates are based on responses with complete data on that measure.

[a]There are some items for "Support for Social-Emotional Development" and "Support for Cognitive Development" that have some "not applicable" responses, which are treated as missing. Those responses were not included when calculating reliability estimates.

[b]The "Areas of Concern" score is a *z*-score because the items are on different scales.

CLASS = Classroom Assessment Scoring System; n.a. = not applicable; STRS = Student-Teacher Relationship Scale; Q-CCIIT = Quality of Caregiver-Child Interactions with Infants and Toddlers.

Exhibit A.5. Reliability of parent-teacher relationship measures

Measures	Number of items	Sample size	Possible response range	Cronbach's alpha
Parent-reported				
CRQ				
Support	5	1,642	0–15	0.79
Endorsement	5	1,728	0–15	0.76
Undermining	4	1,711	0–12	0.67
Agreement	3	1,705	0–9	0.60
Teacher-reported				
CRQ				
Support	5	2,053	0–15	0.88
Endorsement	5	2,046	0–15	0.82
Undermining	4	2,076	0–12	0.58
Agreement	4	2,046	0–12	0.68
NCEDL Quality of Parent-Teacher Relationship	7	2,091	1–4	0.90

Source: Spring 2018 Baby FACES Parent Survey and Staff (Teacher) Child Report.

Note: Statistics are unweighted.

The sample size column presents unweighted sample sizes to identify the number of parent surveys or teacher child reports with valid data on each measure, out of total samples of 1,788 responses to the parent survey from parents of children who were sampled from classrooms and 2,139 responses to the teacher child report.

Reliability estimates are based on responses with complete data on that measure.

CRQ = Cocaring Relationship Questionnaire; NCEDL = National Center for Early Development & Learning.

Exhibit A.6. Reliability of parent-home visitor relationship measures

Measures	Number of items	Sample size	Possible response range	Cronbach's alpha
Parent-reported				
WAI				
Tasking	4	496	4–20	0.67
Bonding	4	500	4–20	0.75
Goal Setting	4	492	4–20	0.39
Total score	12	485	12–60	0.81
Parent Satisfaction with the Home Visits	14	504	1–5	0.88
CRQ				
Support	5	485	0–15	0.74
Home visitor-reported				
WAI				
Tasking	4	508	4–20	0.90
Bonding	4	505	4–20	0.84
Goal Setting	4	505	4–20	0.44
Total score	12	497	12–60	0.90
NCEDL Quality of Parent-Home Visitor Relationship	7	508	1–4	0.87

Source: Spring 2018 Baby FACES Parent Survey and Staff (Home Visitor) Child Report.

Note: Statistics are unweighted.

The sample size column presents unweighted sample sizes to identify the number of parent surveys or home visitor child reports with valid data on each of the measures, out of total samples of 513 responses to the parent survey from parents who were sampled from home visitors' caseloads and 516 responses to the home visitor child report.

Reliability estimates are based on responses with complete data on that measure.

CRQ = Cocaring Relationship Questionnaire; NCEDL = National Center for Early Development & Learning; WAI = Working Alliance Inventory.

Exhibit A.7. Reliability of organizational climate and leadership measures

Measures	Number of items	Sample size	Possible response range	Cronbach's alpha
Organizational functioning (teacher TCU SOF scores)				
Cohesion	6	852	10–50	0.90
Communication	5	849	10–50	0.83
Stress	4	852	10–50	0.84
Satisfaction	5	855	10–50	0.83
Organizational functioning (home visitor TCU SOF scores)				
Cohesion	6	574	10–50	0.88
Communication	5	579	10–50	0.84
Stress	4	573	10–50	0.84
Satisfaction	5	581	10–50	0.82
Leadership (program OCDQ–RE scores)				
Leaders' Supportive Behavior	9	134	9–36	0.96
Leadership (center OCDQ–RE scores)				
Leaders' Supportive Behavior	9	438	9–36	0.94

Source: Spring 2018 Baby FACES Staff (Teacher or Home Visitor) Survey.

Note: Statistics are unweighted.

The sample size column presents unweighted sample sizes to identify the number of teacher and home visitor surveys with valid data on each item out of a total sample of 859 responses to the teacher survey and 586 responses to the home visitor survey, as well as the number of programs and centers with valid data on each item out of a total sample of 134 programs and 446 centers.

Reliability estimates are based on responses with complete data on that measure.

OCDQ-RE = Organizational Climate Description Questionnaire-Rutgers Elementary; TCU SOF = Survey of Organizational Functioning, published by Texas Christian University's Institute of Behavioral Research.

APPENDIX B:

COMPLETE LISTS OF CURRICULA AND ASSESSMENTS USED BY TEACHERS AND HOME VISITORS

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Exhibit B.1. Curricula used by Early Head Start teachers and home visitors

Characteristics	Teachers		Home visitors	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)
What curricula do teachers and home visitors use?[a]	855	**Curriculum is used**	586	**Curriculum is used**
Creative Curriculum		79.0 (3.28)		48.6 (4.22)
HighScope		9.5 (2.58)		2.6 (1.27)!
Frog Street		8.4 (2.69)!		0.4 (0.35)!
Agency-created curriculum		5.9 (0.92)		4.9 (1.18)
Games to Play with Toddlers		5.0 (0.86)		4.7 (1.18)
Learning Activities for Infants		4.4 (0.86)		3.1 (0.88)
Program for Infant/Toddler Care (PITC)		3.5 (0.84)		n.a.
Games to Play with Babies		3.5 (0.77)		5.3 (1.24)
Talking to Your Baby		3.2 (0.72)		2.0 (0.64)!
Playtime Learning Games for Young Children		3.0 (0.74)		n.a.
Assessment, Evaluation, and Programming System (AEPS)		2.5 (0.64)		n.a.
Ones and Twos		2.4 (0.63)		0.6 (0.32)!
Parents as Teachers		2.3 (0.64)		34.8 (5.14)
Reggio Emilia		2.2 (0.75)!		n.a.
Parents as Primary Caregivers		1.7 (0.49)		n.a.
Conscious Discipline/Baby Doll Circle Time		1.7 (0.76)!		5.5 (3.62)!
Beautiful Beginnings		1.6 (0.73)!		3.2 (1.78)!
The Anti-Bias Curriculum		1.3 (0.51)!		n.a.
Early Learning Accomplishment Profile (E-LAP)		1.1 (0.55)!		0.8 (0.37)!
Kindermusik/ABC and Me		1.1 (0.98)!		0.6 (0.45)!
Montessori		1.0 (0.85)!		0.4 (0.36)!
Home Instruction for Parents of Preschool Youngsters (HIPPY)		0.8 (0.37)!		n.a.
Growing Great Kids (GGK)		0.7 (0.73)!		7.6 (2.45)!
Hawaii Early Learning Profile (HELP)		0.4 (0.22)!		2.8 (1.37)!
Partners for a Healthy Baby		0.3 (0.33)!		34.7 (4.56)
Early Head Start Program for Infant/Toddler Caregivers		0.3 (0.28)!		4.2 (0.97)
Baby Talk		0.2 (0.20)!		2.9 (1.58)!
Learning Games		0.1 (0.07)!		1.8 (0.89)!
Promoting Maternal Mental Health		n.a.		0.7 (0.49)!
Partners in Parenting Education (PIPE)		n.a.		1.6 (1.09)!
Healthy Families America (HFA)		n.a.		1.2 (0.46)!
Partners in Learning		n.a.		0.9 (0.41)!

EXHIBIT B.1 *(continued)*

Characteristics	Teachers		Home visitors	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)
The Portage Project: Growing B-3		n.a.		0.3 (0.23)!
Other curricula[c]		8.8 (1.48)		15.0 (2.31)
None		3.4 (0.89)		1.5 (0.64)!

Source: Spring 2018 Baby FACES Staff (Teacher or Home Visitor) Survey

Note: Statistics are weighted to represent all Early Head Start staff.

The sample size columns present unweighted sample sizes to identify the number of teacher and home visitor surveys with valid data on each item out of a total sample of 859 responses to the teacher survey and 586 responses to the home visitor survey.

[a]Curricula listed are those reported being used by more than five teachers and home visitors. Teachers and home visitors were asked to name the curricula they used. Interviewers had a prepared list of curricula to help categorize responses but did not read the list to teachers and home visitors. Responses outside the prepared list were categorized into additional options during analysis.

[b]Includes any curriculum reported by five or fewer teachers and home visitors.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

n.a. = not applicable SE = standard error.

Exhibit B.2. Child assessments used by Early Head Start teachers and home visitors

Characteristics	Teachers		Home visitors	
	Sample size	Percentage (SE)	Sample size	Percentage (SE)
What child assessments do teachers and home visitors use?[a]	848		567	
Ages and Stages Questionnaire (ASQ) (including ASQ: Social-Emotional)		63.3 (3.32)		76.6 (3.22)
Creative Curriculum Tools / Teaching Strategies Gold		50.9 (2.86)		43.0 (4.09)
Devereux Early Childhood Assessment (DECA)		12.1 (2.38)		9.2 (2.91)!
Brigance Screens		8.3 (2.51)!		9.5 (2.65)
Desired Results Developmental Profiles (DRDP)		6.8 (2.10)!		9.2 (3.05)!
Infant-Toddler Developmental Assessment (IDA)		5.9 (0.98)		4.4 (1.42)!
Early Learning Accomplishment Profile (E-LAP)		5.5 (1.79)!		5.2 (2.69)!
HighScope Child Observation Record (COR)		4.4 (1.41)!		3.3 (1.38)!
Agency-created assessment		3.9 (0.83)		8.9 (1.98)
Infant-Toddler Social and Emotional Assessment (ITSEA) / Brief Infant-Toddler Social and Emotional Assessment (BITSEA)		3.2 (0.70)		2.0 (0.65)!
Denver Developmental Screening Test		2.6 (1.16)!		1.9 (1.00)!
Battelle Developmental Inventory		1.1 (0.91)!		0.0 (0.00)
The Ounce Scale		0.8 (0.79)!		2.1 (1.65)!
Temperament and Atypical Behavior Scale (TABS)		0.8 (0.36)!		0.4 (0.33)!
Preschool Language Scale (PLS)		0.8 (0.41)!		0.0 (0.00)
Woodcock-Johnson		0.5 (0.31)!		0.2 (0.16)!
Achenbach Child Behavior Checklist (CBCL)		0.4 (0.31)!		0.1 (0.07)!
Bayley Behavior Rating Scale (BRS)		0.3 (0.21)!		0.0 (0.00)
Developmental Profile 3		0.2 (0.20)!		1.0 (1.01)!
Bayley Mental Development Index (MDI)		0.2 (0.11)!		0.0 (0.00)
Galileo Assessment Scales		0.2 (0.18)!		0.0 (0.00)
MacArthur Communicative Development Inventories (CDI)		0.1 (0.10)!		0.0 (0.00)
Mullen Scales of Early Learning		0.1 (0.12)!		0.0 (0.00)
Hawaii Early Learning Profile (HELP)		0.0 (0.05)!		2.5 (1.34)!
Other child assessments[b]		7.4 (1.34)		14.5 (2.83)
None		3.3 (0.72)		1.8 (0.56)!

Source: Spring 2018 Baby FACES Staff (Teacher or Home Visitor) Survey.

Note: Statistics are weighted to represent all Early Head Start staff.

The sample size columns present unweighted sample sizes to identify the number of teacher and home visitor surveys with valid data on each item out of a total sample of 859 responses to the teacher survey and 586 responses to the home visitor survey.

EXHIBIT B.2 ***(continued)***

[a]Child assessments listed are those reported being used by more than five teachers and home visitors. Teachers and home visitors were asked to name the child assessments they used. Interviewers had a prepared list of assessments to help categorize responses but did not read the list to teachers and home visitors. Responses outside the prepared list were categorized into additional options during analysis. Sometimes screeners were named in response to questions about assessments.

[b]Includes any child assessments reported by five or fewer teachers and home visitors.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

Exhibit B.3. Parent/family assessments used by Early Head Start home visitors

Characteristics	Home visitors	
	Sample size	Percentage (SE)
What parent/family assessments do home visitors use?[a]	579	
Family Partnership Agreement		47.0 (3.78)
Agency-created assessment		28.8 (3.29)
Family Needs Scale		14.0 (2.85)
Edinburgh Postnatal Depression Scale (EPDS)		5.1 (1.30)
Home Observation for Measurement of the Environment (HOME)		4.5 (0.99)
Parents as Primary Caregivers Parent Survey		2.5 (0.62)
Center for Epidemiological Studies-Depression Scale (CES-D)		2.3 (0.88)!
Partners in Parenting Education (PIPE)		2.3 (0.87)!
Beck Depression Inventory (BDI)		2.2 (0.80)!
Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)		1.7 (0.96)!
Family Support Scale (FSS)		1.6 (0.50)!
Life Skills Progression (LSP)		1.3 (0.82)!
Infant-Toddler and Family Instrument (ITFI)		1.2 (0.42)!
Knowledge of Infant Development Inventory (KIDI)		1.0 (0.80)!
Family Map Inventories		1.0 (0.62)!
Child Abuse Potential Inventory (CAP)		0.9 (0.41)!
Parenting Stress Index (PSI)		0.6 (0.31)!
Adult-Adolescent Parenting Inventory (AAPI)		0.3 (0.18)!
Kempe Family Stress Inventory		0.0 (0.00)
Other parent/family assessments[b]		29.8 (3.61)
None		8.1 (1.56)

Source: Spring 2018 Baby FACES Staff (Home Visitor) Survey.

Note: Statistics are weighted to represent all Early Head Start home visitors.

The sample size columns present unweighted sample sizes to identify the number of home visitor surveys with valid data on each item, out of a total sample of 586 responses to the home visitor survey.

[a]Parent/family assessments listed are those reported being used by more than five home visitors. Home visitors were asked to name the parent or family assessments they used. Interviewers had a prepared list of assessments to help categorize responses but did not read the list to home visitors. Responses outside the prepared list were categorized into additional options during analysis. Sometimes screeners were named in response to questions about assessments.

[b]Includes any parent/family assessments reported by five or fewer home visitors.

! Interpret data with caution. Estimate is unstable because the standard error represents more than 30 percent of the estimate.

SE = standard error.

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