



**A Portrait of Head
Start Classrooms and
Programs in Spring
2020:
FACES 2019 Descriptive
Data Tables and Study
Design**

OPRE Report 2022-15
February 2022



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A Portrait of Head Start Classrooms and Programs in Spring 2020: FACES 2019 Descriptive Data Tables and Study Design

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OVERVIEW

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

Introduction

The Head Start Family and Child Experiences Survey (FACES) provides national information about Head Start programs and participants. Mathematica and its partners—Educational Testing Service and Juárez and Associates—conducted the study under contract to the Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Data from the study respond to current policy questions and support programs and practitioners working with Head Start families.

This report includes information on the FACES 2019 study design, and presents key findings from the study's spring 2020 data collection. According to the study design, FACES would have observed Head Start classrooms in spring 2020. Data collection in spring 2020 began at around the same time that COVID-19 was declared a pandemic by the World Health Organization and a public health emergency by the U.S. Centers for Disease Control (2020). In response, most Head Start programs closed their physical buildings and changed their operations to continue to meet the needs of the families who participate. Therefore, FACES cancelled in-person data collection, including classroom observations, in spring 2020.

Topics

1. Program characteristics
2. Center characteristics
3. Classroom and teacher characteristics
4. Program and center response to the COVID-19 pandemic

Purpose

The purpose of this report is to (1) provide information about the FACES 2019 study, including the background, design, methodology (including the impact of COVID-19 on data collection), assessments, and analytic methods; and (2) report detailed descriptive statistics (averages, response ranges, and percentages) and related standard errors (the estimate of the standard deviation of each statistic; see accompanying technical appendix for standard errors) in a series of tables.

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

Findings and highlights

For programs, the [Section A](#) tables show:

- Organizational characteristics of Head Start programs (such as enrollment, agency type, and sources of revenue)
- Program directors' education and experience
- Professional development and coaching offered in programs
- Substance use in program communities, and related staff supports
- Data use in programs
- Programs' financial management and funding
- Programs' involvement in licensing and quality rating and improvement systems (QRISs)

For centers, the [Section B](#) tables show:

- Organizational characteristics of Head Start centers (such as financial management, funding sources, and staffing and turnover)
- Center directors' education and experience
- Center curricula, instruction, and practices used to engage parents
- Center licensing and quality

For classrooms and teachers, the [Section C](#) tables show:

- Teachers' classroom practices
- Curricula and assessment tools used in the classrooms
- Mentoring and training teachers receive
- Teachers' background characteristics, depressive symptoms, beliefs about teaching, and job satisfaction

For programs' and centers' responses to the COVID-19 pandemic, the [Section D](#) tables show:

- Program and center closures and center reopenings
- Services, referrals, and supports provided to families
- Communication with staff, staffing changes, and staff supports
- Supports directors would like to have in place for future emergencies

- Plans for operating a supplemental summer program funded through the Coronavirus Aid, Relief, and Economic Security (CARES) Act

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

Methods

The FACES 2019 sample provides information at the national level about Head Start programs, centers, and classrooms, and the children and families who participate. We selected a sample of Head Start programs from the 2017–2018 Head Start Program Information Report (PIR).¹ The sample included two centers per program and two classrooms per center.

In total, 165 programs, 318 centers, and 590 classrooms participated in the study in spring 2020. The tables provide information from separate surveys of program directors, center directors, and teachers. We weighted the data from the program and center director surveys to represent all Head Start programs or centers, respectively. We weighted teacher data on different teacher characteristics so the data would represent all teachers in Head Start, and we weighted data that teachers provided to describe Head Start classrooms so that it would represent all Head Start classrooms. We also include information in this report on response rates to program director, center director, and teacher surveys.

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

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INTRODUCTION

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

The Head Start Family and Child Experiences Survey (FACES) provides national information about Head Start programs and participants. FACES began in 1997 as a study of Head Start performance. A series of nationally representative samples of Head Start children and their families, classrooms, and programs are used to describe the population Head Start serves; staff qualifications and credentials; Head Start classroom practices and quality; and the outcomes of children and families. Typically, it includes (1) assessments of children that measure their cognitive skills, social-emotional skills, and physical health and disability status; (2) observations of classroom quality; and (3) surveys of children's parents, teachers, and program and center directors. The study is designed to help policymakers address current policy questions and to support programs and practitioners working with Head Start families.

In 2017, the Office of Planning, Research, and Evaluation in the Administration for Children and Families, U.S. Department of Health and Human Services, contracted with Mathematica and its partners—Educational Testing Service and Juárez and Associates—to design and conduct FACES 2019. FACES 2019 uses a variety of data collection activities to capture key characteristics related to programs, classrooms, families, and children. The data collected in spring 2020 as a part of FACES 2019 include data collected from a larger sample of programs than in fall 2019, and they focus on the characteristics of the programs, centers, and classrooms.

The following tables present information on:

- Programs' characteristics ([Section A](#));
- Centers' characteristics ([Section B](#));
- Classroom and teacher characteristics ([Section C](#)); and
- Program and center responses to the COVID-19 pandemic ([Section D](#)).

Some tables also report information by subgroups, including program agency type, program size, and whether or not the program is in a metropolitan area. We do not statistically test for differences between any of these groups.

Head Start programs can operate in different types of agencies, and programs within those agencies may be subject to additional standards or regulations. These additional standards or regulations depend on the funding streams that programs draw on, which can shape both program services and the professional environment, such as support for professional development or staff mentoring (Connors and Friedman-Krauss 2017). Because recent theory

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

We also examine certain aspects of the professional environment by program size (meaning the number of children enrolled). Program size may influence certain aspects of program operations; for example, the types of financial management resources in programs could vary by size. The staff and classroom characteristics that we examine by program size are the same ones examined for agency type; however, we did not examine the characteristics of mentoring, the number and type of staff providing mentoring, or the professional development supports offered to teachers in centers by program size.

We examine substance use in the community and related program supports by metropolitan area (meaning a program is typically considered metropolitan if it is in a city with 50,000 or more inhabitants or the county that city is in). These analyses examine whether non-metropolitan areas experience greater rates of substance use than metropolitan areas (Villapiano et al. 2017), and whether there are more community and program resources to meet those needs.

In addition, in the accompanying technical appendix, there are standard error tables in Sections AA (program characteristics), BB (center characteristics), CC (classroom and teacher characteristics), and DD (program and center response to the COVID-19 pandemic). In the standard error tables, we show the estimate of the standard deviation of each reported mean (average) or percentage. The standard error tables can be used to determine the stability of the estimates. Readers can also use the standard errors with the means (averages) and percentages presented in the tables to see whether differences between those estimates are statistically significant and are unlikely to differ due to chance. See the population estimates section for more details.

Logic model

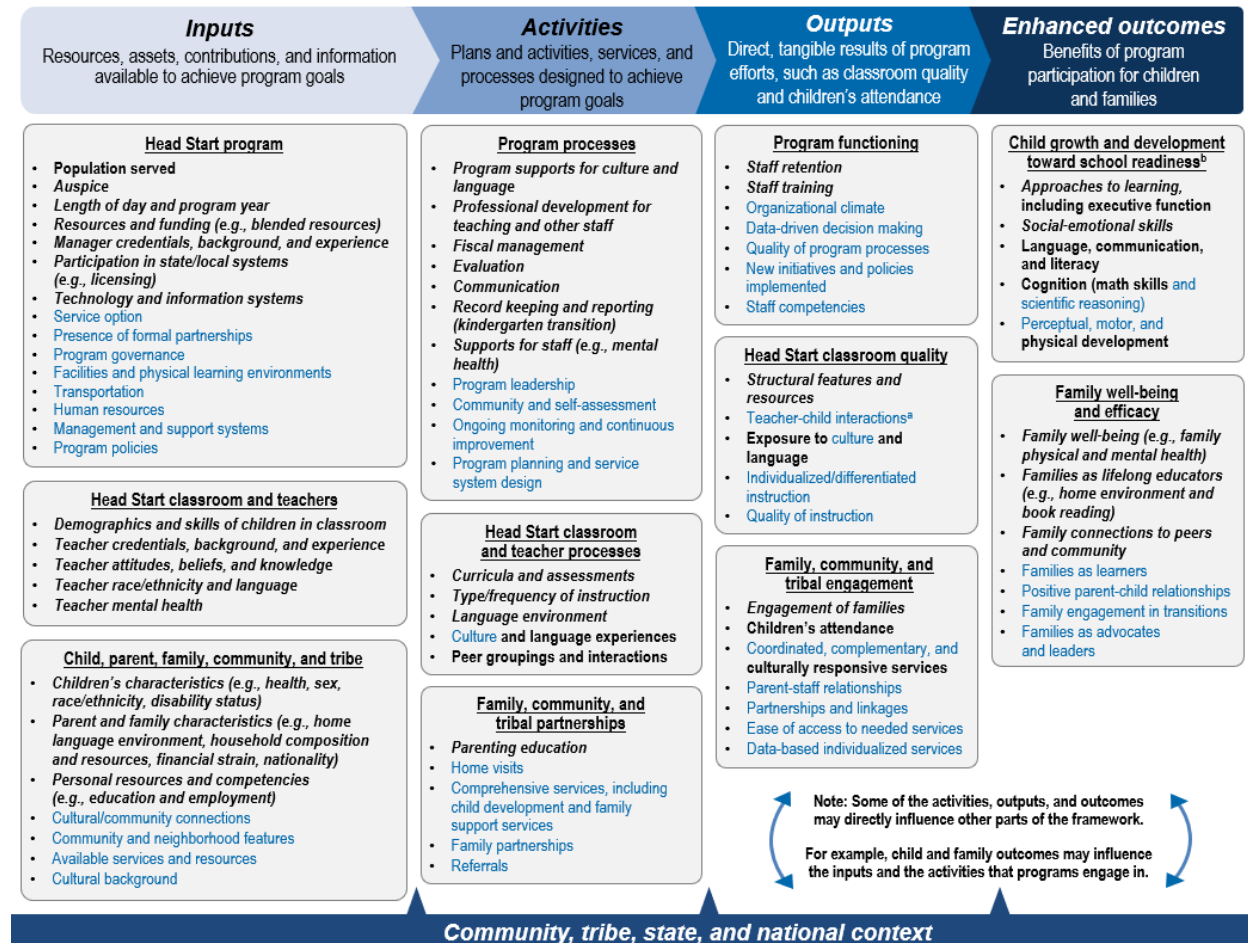
The Head Start logic model in Figure 1 shows the key parts of Head Start and the outcomes Head Start is designed to achieve. The logic model shows the expected pathways from inputs, or the resources that a program has, to the ultimate goal of achieving enhanced outcomes for children and families. The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

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

- A broader context influences all inputs, activities, outputs, and outcomes. For example, federal, state, or local policies influence the inputs available to Head Start programs and families.

In Figure 1, we show in black italics the data reported in the spring 2020 data tables.

Figure 1. Logic model for Head Start



Note: The logic model is a more comprehensive view of Head Start that goes beyond what the FACES studies can measure. The items shown in the bullets in bold black font were measured in FACES 2019. The items shown in the bullets in regular blue font were not measured. The items shown in the bullets in bold and italics are reported in the spring 2020 data tables, either in this report or in "Understanding Head Start Children and Families in Spring 2020: FACES 2019 Descriptive Data Tables and Study Design" (Doran et al. 2022).

The item shown in the bullet with a superscript (a) was planned for spring 2020 data collection but was not measured due to the COVID-19 pandemic and cancelling classroom observations. Some items shown in the section with a superscript (b) were measured in the Teacher Child Report and direct assessment in fall 2019 but only by the Teacher Child Report in spring 2020. See the Overview of Sample and Data Collection Methods During the COVID-19 Pandemic section for details.

OVERVIEW OF SAMPLE AND DATA COLLECTION METHODS DURING THE COVID-19 PANDEMIC

We selected a sample of Head Start programs from the 2017–2018 Head Start Program Information Report (PIR)²; the sample included two centers per program and two classrooms per center. In total, 165 programs, 318 centers, and 582 teachers in 590 classrooms participated in the study.³ Teachers may have more than one classroom in the sample, if they have different morning and afternoon classrooms and both classrooms were selected.

Data collection during the COVID-19 pandemic

Data collection in spring 2020 began at around the same time that COVID-19 was declared a pandemic by the World Health Organization and a public health emergency by the U.S. Centers for Disease Control (2020). The outbreak of COVID-19 has had a significant impact around the world. In the U.S., child care providers have lost income from decreased enrollment due to the COVID-19 pandemic, with estimates indicating up to half of all licensed child cares could close as a result (Malik et al. 2020). The FACES 2019 spring 2020 data collection took place at the start of this difficult time for the U.S. When interpreting the findings in these data tables, readers should keep in mind that data collection occurred during and after widespread shutdowns.

In response to the COVID-19 pandemic, most early care and education (ECE) settings, including Head Start programs, closed their physical buildings and changed their operations to continue to meet the needs of the families who participate (see tables in Section D). The COVID-19 pandemic also affected FACES spring 2020 data collection. In particular, FACES cancelled in-person data collection and therefore did not collect direct child assessments or classroom observations. In Table 1, we show the data collected in fall 2019 and spring 2020 and note which data collection components were not administered due to the COVID-19 pandemic.

Table 1. FACES 2019 data collection conducted in fall 2019 and spring 2020

Instrument	Fall 2019	Spring 2020
Direct assessment ^{a,b}	X	Not conducted due to the COVID-19 pandemic
Parent survey ^b	X	X
TCR ^b	X	X
Classroom observation ^b	n.a.	Not conducted due to the COVID-19 pandemic
Teacher survey	n.a.	X
Program director survey	n.a.	X
Center director survey	n.a.	X

^aThe FACES 2019 direct assessments measured children's cognitive skills (language, literacy, and math), height and weight, and executive function (self-regulation), as well as assessor ratings of children's behavior.

^bThis report does not include data from the parent survey or TCR, which were collected in a subset of 59 programs. Descriptive information about these data can be found in "Understanding Head Start Children and Families in Spring 2020: FACES 2019 Descriptive Data Tables and Study Design" (Doran et al. 2022).

TCR = Teacher Child Report

² The 2019–2020 PIR was not required of programs because of the COVID-19 pandemic, so we use the most recently available PIR.

³ One hundred sixty-five of 222 sampled eligible programs agreed to participate in FACES 2019. In those programs, 318 of 326 sampled eligible centers and all 590 sampled eligible classrooms participated in FACES 2019 in spring 2020.

FACES 2019 included questions about the COVID-19 pandemic on the spring 2020 program and center director surveys. These questions were designed to capture the COVID-19 pandemic’s impact on programs and centers in terms of how they adjusted their services and communications with both families and staff.

The pandemic delayed collection of the program and center director surveys.⁴ Program and center director surveys took place over a two-month period (June–July 2020), and teacher surveys took place over a four-month period (April–July 2020) during the COVID-19 pandemic.⁵ In Table 2, we show the number of program directors, center directors, and teachers who completed surveys in each month. Although all program and center directors completed their surveys in June and July, many teachers completed surveys in April and May, earlier in the COVID-19 pandemic period. Consequently, the timing of the surveys may have led program and center directors to respond based on a slightly different frame of reference—a bit further into the pandemic—than teachers. All data collected from program directors, center directors, and teachers come from surveys that included special instructions that directed respondents to consider a typical time period, not the COVID-19 pandemic period, when answering questions.⁶ However, it is possible that the pandemic could have influenced respondents’ feelings, interpretations, and thoughts about typical times, and therefore responses may not actually reflect a typical time period despite this instruction.

Table 2. Completed program director, center director, and teacher surveys, by month

Survey	April	May	June	July
Program director	0	0	106	20
Center director	0	0	158	33
Teacher	91	168	58	48

All participating program directors and center directors completed web-based surveys, although they had the option of requesting a paper version of the survey. Ninety-four percent of participating teachers completed web-based surveys, and 6 percent completed paper surveys.

Because of the COVID-19 pandemic, participation and response rates in the spring 2020 data collection were much lower than expected. If people who did not participate in data collection would have responded differently from people who did, this can create bias in study findings called nonresponse bias. This is of particular concern when response rates are low. Although bias cannot usually be measured directly, indications of the potential for bias in key outcomes can sometimes be found by looking at certain program-level and demographic characteristics available for both respondents and nonrespondents and thought to be correlated with key outcomes. We conducted a nonresponse bias analysis, which involved comparing these characteristics between respondents and nonrespondents and identifying any differences. We can then see whether the analysis weights (adjusted for nonresponse) appear to have lessened the risk for bias. This analysis showed that, for all program-, center-, and classroom-level outcomes, there were no differences between people who did and did not respond to the surveys when

⁴ Program and center director surveys were originally scheduled to begin in March. They were delayed in order to include additional questions about program and center responses to the COVID-19 pandemic.

⁵ Teacher survey data collection was delayed for five weeks, to allow the study team to add special instructions asking teachers to think about a typical time period when answering questions.

⁶ Information on these statements can be found in the FACES 2019 User’s Manual (Kopack Klein et al. 2021).

weights are used. Because of this, we feel comfortable making estimates from FACES 2019 data using appropriate weights.⁷

The cumulative weighted response rate, which takes into account nonresponse at the program level, was 50.1 percent for teacher surveys at the classroom level (50.3 percent at the teacher level), 48.4 percent for center director surveys, and 66.2 percent for program director surveys.⁸

⁷ More detailed information on the nonresponse bias analysis can be found in the FACES 2019 User's Manual (Kopack Klein et al. 2021).

⁸ The response rate for center directors includes 29 center directors who received a version of the COVID-19 module with seven incorrect questions. Data from those center directors is therefore not included in Section D tables that report data from the COVID-19 questions.

OVERVIEW OF COMPOSITE VARIABLES AND SCORES

In this section, we discuss how we measure the program, center, classroom, and teacher characteristics shown in the tables. We give details about composites, where we use more than one survey item to arrive at one construct. An example of a composite is the number of coaches or mentors in a program. This composite is constructed from four items, each of which asks program directors about the number of different types of coaches or mentors in their program. Together, these four items make up the composite that indicates the total number of coaches or mentors in a program.

Head Start programs and centers

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

Teacher turnover is constructed by dividing the number of lead teachers (that is, head or primary teachers in the classroom) who left and had to be replaced in the last 12 months (as reported by the center director) by the total number of lead teachers employed at the center. Teacher turnover is constructed as a percentage, with percentages higher than 100 meaning that some centers had to replace teachers more than once over the 12 months. For example, if a center director reported they employ 10 teachers, and that 11 left and had to be replaced (that is, they had to replace all teachers once and one of the replacements also had to be replaced), their teacher turnover percentage would be 110 percent.

Language environment of centers was reported by center directors, who told us the languages other than English spoken by children and families, and the languages other than English spoken by lead or assistant teachers.⁹ Within each center, we compare the languages other than English spoken by children/families with the languages spoken by teachers; we then use that information to calculate (1) the percentage of centers with Spanish-speaking families that also had Spanish-speaking lead or assistant teachers, and (2) the percentage of the total number of languages other than English spoken by children/families in a center that were also spoken by that center's lead or assistant teachers.

To measure *Head Start year length*, we take the difference between center directors' reports of the start and end dates of their Head Start year and round it to the nearest month.

Program director and center director highest level of education is constructed from a question in the program and center director surveys asking for the highest grade or year of school completed. We construct five categories: (1) high school diploma or equivalent, or less, (2) some college, (3) associate's degree, (4) bachelor's degree, or (5) graduate or professional degree.

Program director and center director years of experience is constructed using reports from the program director and center director surveys, respectively. Program and center directors reported their years of experience in Head Start programs generally and in their current program. We

⁹ Assistant teachers are defined as teachers who support lead teachers in the classroom.

construct two categorical variables for each: program and center directors' years of experience in any Head Start program, and program and center directors' years of experience in their current Head Start program. The years are grouped into the following categories: 3 years or less, 4 to 9 years, 10 to 19 years, and 20 or more years.

Any state-sponsored credential (center director) is constructed using center directors' report of whether they have the following state-sponsored credentials: Child Development Associate (CDA); teaching certificate or license for preschool; teaching certificate or license for grades other than preschool; or an early childhood program or school license, certificate, or credential in administration. For this construct, we include center directors that say "yes" to having at least one of the four credentials.

Largest sources of funding is constructed from program directors' reports on the sources of funding other than Head Start that programs receive: parent tuition or fees; tuition or fees paid by state government; local government; federal government other than Head Start; grants or community organizations; fundraising, gifts, bequests, or special events; state or local pre-K funds from the state or local government; child care subsidies; or another source of funding. For programs that report more than three sources of funding other than Head Start, we ask which three of the sources are the largest. For programs that report less than three sources of funding other than Head Start, we consider those to be their largest sources of funding other than Head Start. We also include the *total number of program revenue sources other than Head Start* which we calculate by summing the number of sources of revenue programs say they receive.

Coaches or mentors in the program is constructed using reports from the program director survey. Program directors reported the number of coaches or mentors in each of four categories: (1) employees and staff who are hired by the program to serve as mentors or coaches and devote most or all of their time to that role, (2) consultants or contractors hired by the program to serve as mentors or coaches, (3) other program employees and staff who serve as mentors or coaches, but spend less than half their time in that role, and (4) individuals from other organizations or agencies that provide free coaching or mentoring services to early childhood programs. Among programs that report providing coaching or mentoring for professional development, we sum these four types to get the total number of mentors in the program.

Data types linked electronically to child assessment information is a count of program directors' reports of each type of data and information that their program links electronically to child assessment information. The types are: child/family demographics; vision, hearing, developmental, social, emotional, and/or behavioral screenings; child attendance data; school readiness goals; family needs; service referrals for families; services received by families; parent/family attendance data; parent/family goals; Pre-K Classroom Assessment Scoring System results or other quality measures; staff/teacher performance evaluations; personnel records.

Length of program day and *program year* are based on 2018–2019 PIR data. For length of the program day, we use information on funded enrollment for preschool Head Start (the number of enrollment slots for 3- to 5-year-olds the program is funded to serve through ACF and nonfederal

sources).¹⁰ According to the definition in the PIR, full-day services are provided for more than six hours per day; part-day services are provided for six hours or less per day. We add up the number of funded enrollment slots available in the center-based and family child care (FCC) options, and then determine the percentage of those slots that are for full- and part-day services. We then categorize programs as providing full-day services for all children, part-day services for all children, or a combination of full- and part-day services.

Metropolitan status and *Census region* use 2018–2019 PIR data to categorize programs as metropolitan if their zip code is part of a metropolitan statistical area (MSA), based on Census data updated with annual population estimates. An MSA usually includes one city with 50,000 or more inhabitants and the county that city is in. Nearby counties can be included if they are within commuting distance. All other programs are considered non-metropolitan; all rural programs are in this category. Programs are categorized as being part of a particular Census region (Northeast, Midwest, South, or West) based on the state included in the PIR-reported address.

Agency type includes community action agencies (CAAs), school-based programs, and all other agency types. “All other” includes private or public nonprofits (non-CAA), private or public for profits, and government agencies (non-CAA).¹¹ These groups are based on the 2018-2019 PIR.

Program size includes four groups based on the total number of children served during the program year: small (enrollment of fewer than 300 children), medium (enrollment of at least 300 but fewer than 600 children), large (enrollment of at least 600 but fewer than 1,200 children), or very large (enrollment of at least 1,200 children). Overall program size reflects both the number of centers within a program and the number of children within each center. These groups are based on cumulative enrollment reported in the 2018-2019 PIR.

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

Findings on program and center responses to the COVID-19 pandemic can be found in [Section D](#).

¹⁰ Each year, programs report funded enrollment (the number of enrollment slots the program is funded to serve through ACF and nonfederal sources) by program option. Funded enrollment is based on the center-based and FCC options only; home-based and combination options are not included. Programs do not report full-/part-day information for home-based and combination options, so those enrollment slots are not included when calculating the number of funded enrollment slots and percentages that are full or part day. When programs use more than one option, they record in the PIR the program option they used for the greatest part of the year. For center-based programs, PIR respondents identify the number of funded enrollment slots that are part or full day. All FCCs are assumed to offer full-day services.

¹¹ Private or public nonprofits (non-CAA) make up 89 percent of this group; 7 percent are government agencies (non-CAA). The remaining 4 percent are private or public for profits.

Head Start classrooms and teachers

Composite variables describing the characteristics of Head Start teachers and classrooms come from the teacher survey.¹²

Primary curriculum is constructed from questions asking teachers which curricula they use and whether they had a primary curriculum guiding their classroom activities. Teachers could choose from a variety of widely available curricula, such as Creative Curriculum and HighScope, report a locally designed curriculum, or, if the curriculum they used fit none of these categories, respond “Other.” If teachers indicated that they used multiple curricula in the classroom, then we used their response to a follow-up question asking which curriculum was primary to indicate their primary curriculum. If teachers indicated that they used only one curriculum, we used that as their primary curriculum. Teachers could also report that they used multiple curricula equally.

Aligned curriculum and assessment tools is constructed for teachers who report they use a curriculum with an available assessment tool. This construct is available only for teachers who reported using Creative Curriculum, HighScope, Montessori, and Galileo curricula.

Teacher race/ethnicity is constructed from two questions asking teachers whether they belong to one or more race categories and whether or not they are Spanish, Hispanic, or Latino/a. If teachers indicated that their ethnicity was Spanish, Hispanic, or Latino/a, then we categorized them as (1) Hispanic/Latino/a. If the teachers indicated that they were not Spanish, Hispanic, or Latino/a, then we used the one or more race categories they selected to categorize them as follows: (2) White, non-Hispanic, (3) Black, non-Hispanic, (4) American Indian or Alaska Native, (5) Asian or Pacific Islander, (6) Multiracial/Biracial, non-Hispanic, and (7) Other Race, non-Hispanic.

Teacher’s age is constructed from a question in the teacher survey asking what year the teacher was born. We subtract the year given from 2020 and construct the following age categories: 18 to 20, 30 to 39, 40 to 49, 50 to 59, and 60 or older.

Teachers’ highest level of education is constructed from a question in the teacher survey asking for the highest grade or year of school completed. There are five categories: (1) high school diploma or equivalent, or less, (2) some college or vocational or technical school, (3) associate’s degree, (4) bachelor’s degree, or (5) graduate or professional degree. In prior reports, vocational or technical school was categorized as part of a high school diploma equivalent or less instead of as a part of some college. We made this change because some vocational and technical schools require a high school diploma or equivalent, and training for a profession through such specialized education may extend beyond the general knowledge required for a high school diploma or equivalent.

Any state-sponsored credential (teacher) is constructed using teachers’ report of whether they have the following state-sponsored credentials: Child Development Associate (CDA); teaching certificate or license for preschool; or teaching certificate or license for grades other than

¹² We collected the teacher surveys in spring 2020. FACES typically also includes information from classroom observations to describe Head Start classrooms, but we did not conduct classroom observations in spring 2020 because of the COVID-19 pandemic.

preschool. For this construct, we include teachers who say “yes” to having at least one of the three credentials.

Teachers’ depressive symptoms are from the short form of the Center for Epidemiological Studies Depression (CES–D) Scale (Ross et al. 1983). Teachers reported how often each item in a list of 12 statements applied to them in the past week using a 4-point scale: (1) rarely or never, (2) some or a little, (3) occasionally or moderately, and (4) most or all of the time. Responses of rarely or never are recoded as 0; some or a little are recoded as 1; occasionally or moderately are recoded as 2; and most or all of the time are recoded as 3. We sum the recoded numbers for a possible range of 0 to 36. Total depressive symptoms scores are categorized as no to few depressive symptoms (0 to 4), mild depressive symptoms (5 to 9), moderate depressive symptoms (10 to 14), and severe depressive symptoms (15 and above). The CES–D is a screening tool, not a diagnostic tool, but scores have been correlated with clinical diagnosis (Radloff 1977).

Teachers’ job satisfaction is constructed using three items from the teacher survey: how much teachers enjoy their present teaching job, how much teachers feel they are making a difference in the lives of the children they teach, and whether they would choose teaching again as a career. Ratings were made on a five-point scale ranging from “strongly disagree” to “strongly agree.” The satisfaction subscale score is a mean score based on three items and has a possible range of 1 to 5; higher scores indicate stronger satisfaction

Teachers’ beliefs about teaching are constructed using 15 items from the Teacher Beliefs Scale (Burts et al. 1990), consisting of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or a lack of such attitudes and knowledge. Teachers rated the degree to which they agreed with each statement on a five-point scale ranging from “strongly disagree” to “strongly agree.” We present scores for three subscales.¹³ The Developmentally Appropriate Practice subscale is a sum score based on 9 items and has a possible range of 1 to 10.¹⁴ The Child-Initiated Practice subscale is a mean (average) score based on 5 items, with a possible range of 1 to 5. The Didactic subscale is a mean score based on 6 items, with a possible range of 1 to 5.¹⁵ For all three subscales, higher scores indicate stronger agreement with the construct being measured.

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

¹³ See West et al. 2010 for detail on the principle components factor analysis used to develop these subscales for FACES 2006.

¹⁴ Scores on this composite start at a value of 1 and then increase by one point for certain responses to each item, to form a composite score ranging from 1 to 10.

¹⁵ The Didactic subscale is reverse coded, meaning higher scores represent less didactic teaching.

OVERVIEW OF ANALYTIC APPROACH FOR POPULATION AND SUBGROUP ESTIMATES

Below, we describe how we calculated the population estimates (estimates presented for **all** Head Start programs, centers, and teachers based on the FACES 2019 nationally representative sample) for program characteristics, center characteristics, classroom and teacher characteristics, and programs' and centers' responses to the COVID-19 pandemic. We also describe our decisions about how to analyze data from questions with open-ended, "other," and "don't know" response options, and how we conducted subgroup analyses.

The data reported in this document on programs and centers are weighted to represent all Head Start programs and centers, respectively, in the spring 2020. We weighted data on teachers' characteristics so the data would more accurately represent all teachers in Head Start, and weighted data that describe Head Start classrooms (as reported by teachers) so the data would more accurately represent all Head Start classrooms. We use weights because children across the entire sample can have different probabilities of being selected. Additionally, we use weights to adjust for changes in eligibility status and the effects of nonresponse. For this report, we applied analysis weights to include 126 program directors, 191 center directors, and 363 teachers in 365 classrooms, respectively, who completed a survey in the spring. Estimates and standard errors (for standard errors, see accompanying technical appendix) included in the data tables are based on weighted data.

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

¹⁶ The number of program directors, center directors, and teachers within and across tables can vary depending on item nonresponse, which happens when there are data from a program director, center director, or teacher survey but a specific item within that instrument is missing. This can happen if an item is not administered by design or if someone chooses not to respond to a particular item. Rates of item-level missing data are low in FACES 2019. Another type of FACES 2019 missing data is unit nonresponse, when the entire program director, center director, or teacher survey is missing. Rates of unit nonresponse are higher than in prior FACES studies. Our approach to addressing unit nonresponse is the use of analysis weights. For more information about how to handle nonresponse in FACES 2019 data, see the FACES 2019 User's Manual (Kopack Klein et al. 2021).

true values for the entire population of Head Start program directors, center directors, and teachers.

Many survey questions gave program and center directors the option of filling in “other” responses when none of the possible survey responses fit. We give examples of these responses in table footnotes, and we checked that responses were a reasonable answer to the question before we included them in the “other” category. Further, we do not report in these tables when respondents answered “don’t know.” Instead, we report the percentage of “yes” and “no” responses. Most survey questions do not include a “don’t know” response, and only a small percentage of program directors, center directors, and teachers selected the “don’t know” option when it was included. The FACES 2019 User’s Manual (Kopack Klein et al. 2021) includes a codebook with the percentage of “don’t know” responses for each applicable question.

Some tables are presented by agency type, agency size, or metropolitan area. We do not examine whether characteristics are statistically significantly different by subgroups. Instead, we present descriptive findings by these subgroups. The sample sizes of these subgroups may be small depending on the survey respondent, size of the subgroup, and what composites are used. Therefore, estimates for these groups may be less reliable than they are for the other groups with larger sample sizes. Because of the exploratory nature of these subgroup estimates, we lower the sample size at which we suppress estimates from 30 (FACES’ usual threshold to suppress estimates) to 10 cases.

KEY TERMS

Analysis weights. A value applied to each child, parent, or staff observation before results can be generalized to represent the broader population of Head Start children, programs, classrooms, or teachers.

Assistant teachers. Teachers who support lead teachers in the classroom.

Categorical variable. A variable that contains a fixed number of categories or distinct groups.

Community of learners. A professional learning community facilitated by an expert.

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

Confidence interval. A range of values that the true estimate is expected lie in.

Coronavirus Aid, Relief, and Economic Security (CARES) Act. An economic stimulus bill passed in March 2020 in response to the COVID-19 pandemic. It included funding for Head Start supplemental programs in 2020. Programs were required to deliver in-person services to receive this funding.

COVID-19, or coronavirus disease 19. An infectious disease that was declared a pandemic by the World Health Organization and a public health emergency by the U.S. in March 2020.

Cumulative enrollment. This number is based on the Head Start Program Information Report and reflects all children who have been enrolled in the program during the program year, and have attended at least one class or, for programs with home-based options, received at least one home visit.

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

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

Lead teacher. The head or primary teacher in the classroom.

Nonresponse bias analysis. An analysis examining (1) whether important outcomes seem like they might be biased because certain people did not respond, based on comparing those who responded to the survey with those who did not, and (2) whether weights applied by the researcher lessen the severity of this bias.

Quality Rating and Improvement System (QRIS). A state or local system designed to assess and improve the quality of early childhood education programs.

Standard deviation. The amount of variation or spread of a set of scores or values. For standard scores, they highlight how far away a child's performance is from the mean score of 100.

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

Subscale score. A score calculated from a set of items within a larger assessment that measures a particular aspect of the trait being measured (for example, developmentally appropriate attitudes as one part of a total teacher beliefs about teaching score).

Sum score. A score created by adding together the scores of all individual items.

ACRONYMS

CAA: Community action agency

CACFP: Child and Adult Care Food Program

CARES Act: Coronavirus Aid, Relief, and Economic Security Act

CDA: Child Development Associate

CDC: Centers for Disease Control and Prevention

CES–D: Center for Epidemiological Studies Depression Scale

COVID-19: Coronavirus disease 2019 (year of origin)

ECE: Early care and education

ECLKC: Early Childhood Learning and Knowledge Center

FACES: Head Start Family and Child Experiences Survey

FCC: Family child care

MSA: Metropolitan statistical area

IEP: Individualized Education Program

PIR: Program Information Report

QRIS: Quality Rating and Improvement System

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SECTION A
PROGRAM CHARACTERISTICS: SPRING 2020

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

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Table A.1. Agency type, location, program day, and enrollment of programs in the FACES Spring 2020 sample

	n	Percentage	
Agency type	126		
Community action agency (CAA)		43.7	
School system		12.8	
Private or public non-profit (non-CAA)		38.7	
Private or public for profit		1.2	
Government agency (non-CAA)		3.5	
Location^{a,b}	126		
Metropolitan		68.0	
Non-metropolitan		32.0	
Region^b	126		
Northeast		20.5	
Midwest		25.8	
South		34.5	
West		19.3	
Head Start program day^{c,d}	126		
Full-day for all children		45.9	
Part-day for all children		7.8	
Full-day and part-day available to children		46.3	
Length of Head Start program year^e	126		
Full-year		42.0	
Part-year		58.0	
Full-year and full-day program	126		
Full-year and full-day for all children		17.3	
Full-year and full-day for >=75 percent but not all children		5.5	
Full-year and full-day for >=50 to 75 percent of children		1.3	
Full-year and full-day for <50 percent of all children		14.3	
Total enrollment (categories)^f	126		
<300		50.3	
>= 300 and < 600		27.9	
>= 600 and < 1200		13.9	
>= 1200		7.9	
	n	Mean	Range
Total enrollment^{f,g}	126	486.1	55 - >2,600

Source: 2018–2019 Program Information Report, an annual report of grantee-level data, and linked Census data.

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

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

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

^bThese characteristics draw on Census data in addition to the Program Information Report. All other characteristics draw on the Program Information Report only.

^cFull-day reflects services provided for more than six hours per day. Part-day reflects services provided for six or fewer hours per day. The length of the program day likely varies across centers in a program and among classrooms within those centers.

^dFor center-based programs, Program Information Report respondents identify the number of funded enrollment slots that are part-day or full-day. We assume all family child care providers offer full-day services.

^eIn this analysis, we considered a program to be full-year if it provides services at least 11 months per year. Part-year programs range from nearly 8 to just under 11 months.

^fThe study based total enrollment on cumulative enrollment reported in the 2018–2019 Program Information Report. Cumulative enrollment includes all children who have been enrolled in the program

Table A.1 (*continued*)

and have attended at least one class or received at least one home visit (for programs with home-based options).

⁹To lessen the effect of a small number of respondents who reported extremely low and high numbers of total program enrollment, we limit total program enrollment at a maximum of 2,600 in our analysis.

PROGRAM FUNDING

Table A.2. Sources of program revenue other than Head Start and how they are used

	n	Percentage
Sources of revenue other than Head Start^a		
Tuitions and fees paid by parents	124	
Yes		29.7
No		70.3
State or local pre-K funds	124	
Yes		70.1
No		29.9
Child care subsidy programs	125	
Yes		39.3
No		60.7
Other state government funding	119	
Yes		16.4
No		83.6
Other local government funding	117	
Yes		11.7
No		88.3
Federal government other than Head Start	124	
Yes		80.1
No		19.9
Revenues from community organizations or other grants	121	
Yes		38.2
No		61.8
Revenues from fund raising activities, cash contributions, gifts, bequests, special events	122	
Yes		40.2
No		59.8
Among programs with sources of revenue other than Head Start, how they are used		
Enrollment of additional children	113	
Yes		21.5
No		78.5
Make care affordable for children from low-income families	110	
Yes		21.5
No		78.5
Other services/supports for enrolled children	112	
Yes		39.9
No		60.1
Improve or enhance the current services offered to children or families	108	
Yes		44.3
No		55.7
Services/interventions for parents	112	
Yes		34.9
No		65.1

Table A.2 (continued)

	n	Percentage
Professional development for program staff	111	
Yes		45.4
No		54.6
Materials for program	112	
Yes		48.8
No		51.2
Capital improvements	105	
Yes		35.0
No		65.0
Program receives non-Head Start funding that requires meeting performance standards or other guidelines	123	
Yes		51.7
No		48.3

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aMany Head Start programs serve non-Head Start children through other funding sources (including tuition). In addition, because many programs also serve Head Start families for longer than the Head Start day, they may require additional funds. This represents 94.4 percent of programs (Table A.3).

Table A.2a. Sources of program revenue other than Head Start and how they are used, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Sources of revenue other than Head Start^c						
Tuitions and fees paid by parents	56		17		51	
Yes		25.2		9.8		39.4
No		74.8		90.2		60.6
State or local pre-K funds	56		17		51	
Yes		77.8		72.1		62.1
No		22.2		27.9		37.9
Child care subsidy programs	57		17		51	
Yes		34.3		1.7		54.3
No		65.7		98.3		45.7
Other state government funding	55		16		48	
Yes		19.5		26.4		10.9
No		80.5		73.6		89.1
Other local government funding	52		17		48	
Yes		5.6		30.8		11.9
No		94.4		69.2		88.1
Federal government other than Head Start	56		17		51	
Yes		84.8		72.7		77.4
No		15.2		27.3		22.6
Revenues from community organizations or other grants	56		15		50	
Yes		39.1		25.2		40.3
No		60.9		74.8		59.7
Revenues from fund raising activities, cash contributions, gifts, bequests, special events	57		16		49	
Yes		36.5		13.8		50.4
No		63.5		86.2		49.6
Among programs with sources of revenue other than Head Start, how they are used						
Enrollment of additional children	54		14		45	
Yes		14.1		0.0		34.4
No		85.9		100.0		65.6
Make care affordable for children from low-income families	52		13		45	
Yes		14.1		0.0		34.4
No		85.9		100.0		65.6
Other services/supports for enrolled children	53		14		45	
Yes		34.4		38.1		46.3
No		65.6		61.9		53.7
Improve or enhance the current services offered to children or families	51		12		45	
Yes		38.2		25.1		54.8
No		61.8		74.9		45.2

Table A.2a (continued)

	Community action agency		School system		All other agency types^b	
	n	Percentage	n	Percentage	n	Percentage
Services/interventions for parents	53		14		45	
Yes		26.0		25.8		46.5
No		74.0		74.2		53.5
Professional development for program staff	52		14		45	
Yes		36.4		73.7		47.2
No		63.6		26.3		52.8
Materials for program	53		14		45	
Yes		35.7		58.6		59.9
No		64.3		41.4		40.1
Capital improvements	52		13		40	
Yes		21.5		73.9		40.1
No		78.5		26.1		59.9
Program receives non-Head Start funding that requires meeting performance standards or other guidelines	57		17		49	
Yes		47.7		67.1		51.6
No		52.3		32.9		48.4

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cMany Head Start programs serve non-Head Start children through other funding sources (including tuition). In addition, because many programs also serve Head Start families for longer than the Head Start day, they may require additional funds. This represents 94.4 percent of programs (Table A.3).

Table A.2b. Sources of program revenue other than Head Start and how they are used, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Sources of revenue other than Head Start^c								
Tuitions and fees paid by parents	30		34		29		31	
Yes		34.2		33.3		16.5		11.3
No		65.8		66.7		83.5		88.7
State or local pre-K funds	29		34		30		31	
Yes		70.9		66.9		69.2		77.3
No		29.1		33.1		30.8		22.7
Child care subsidy programs	30		34		30		31	
Yes		44.6		36.8		29.8		30.5
No		55.4		63.2		70.2		69.5
Other state government funding	30		34		26		29	
Yes		14.4		21.5		14.4		15.5
No		85.6		78.5		85.6		84.5
Other local government funding	28		33		27		29	
Yes		12.1		4.6		13.5		28.5
No		87.9		95.4		86.5		71.5
Federal government other than Head Start	30		34		30		30	
Yes		79.7		86.8		68.1		82.3
No		20.3		13.2		31.9		17.7
Revenues from community organizations or other grants	29		34		27		31	
Yes		41.1		36.3		21.2		53.6
No		58.9		63.7		78.8		46.4
Revenues from fund raising activities, cash contributions, gifts, bequests, special events	29		33		29		31	
Yes		57.1		23.9		19.9		22.8
No		42.9		76.1		80.1		77.2
Among programs with sources of revenue other than Head Start, how they are used								
Enrollment of additional children	28		31		25		29	
Yes		24.9		17.8		20.6		13.5
No		75.1		82.2		79.4		86.5
Make care affordable for children from low-income families	28		31		25		26	
Yes		24.9		17.8		20.6		13.5
No		75.1		82.2		79.4		86.5

Table A.2b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Other services/supports for enrolled children	29		31		25		27	
Yes		47.6		28.8		32.4		39.2
No		52.4		71.2		67.6		60.8
Improve or enhance the current services offered to children or families	27		29		25		27	
Yes		52.7		28.0		45.1		43.1
No		47.3		72.0		54.9		56.9
Services/interventions for parents	28		31		24		29	
Yes		39.3		32.3		25.7		30.9
No		60.7		67.7		74.3		69.1
Professional development for program staff	28		31		24		28	
Yes		51.4		36.6		25.3		68.0
No		48.6		63.4		74.7		32.0
Materials for program	28		31		24		29	
Yes		57.0		39.5		32.0		55.1
No		43.0		60.5		68.0		44.9
Capital improvements	26		30		23		26	
Yes		53.3		14.2		6.0		40.9
No		46.7		85.8		94.0		59.1
Program receives non-Head Start funding that requires meeting performance standards or other guidelines	29		34		30		30	
Yes		57.2		49.0		42.7		43.0
No		42.8		51.0		57.3		57.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^cMany Head Start programs serve non-Head Start children through other funding sources (including tuition). In addition, because many programs also serve Head Start families for longer than the Head Start day, they may require additional funds. This represents 94.4 percent of programs (Table A.3).

Table A.3. Number of sources of revenue and largest sources of program revenue other than Head Start

	n	Percentage
Number of other sources of revenue other than Head Start	118	
1		14.9
2		17.5
3		16.5
4		24.5
5		12.2
6		4.2
7		0.5
8		4.1
No sources of revenue other than Head Start		5.6
Among programs with sources of revenue other than Head Start, the three largest sources^{a,b}		
Tuitions and fees paid by parents	108	2.7
State or local pre-K funds	108	54.3
Child care subsidy programs	108	23.7
State government	107	5.3
Local government	105	2.6
Federal government other than Head Start	108	30.3
Community organizations or other grants	107	9.6
Fundraising activities, gifts, cash contributions	107	10.1
Other major source of funding	78	3.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aMany Head Start programs serve non-Head Start children through other funding sources (including tuition). In addition, because many programs also serve Head Start families for longer than the Head Start day, they may require additional funds.

^bPercentages do not add to 100 because directors could identify up to three sources of revenue.

Table A.3a. Number of sources of revenue and largest sources of program revenue other than Head Start, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Number of other sources of revenue other than Head Start	54		15		49	
1		7.4		17.3		21.8
2		28.5		14.5		7.4
3		18.4		25.9		12.6
4		25.4		29.6		22.5
5		15.1		0.0		12.1
6		0.0		0.0		9.1
7		0.7		0.0		0.5
8		1.3		0.0		7.7
No sources of revenue other than Head Start		3.2		12.7		6.4
Among programs with sources of revenue other than Head Start, the three largest sources^{c,d}						
Tuitions and fees paid by parents	51	0.8	12	0.0	45	5.1
State or local pre-K funds	51	59.4	12	58.1	45	48.4
Child care subsidy programs	51	22.4	12	2.3	45	29.4
State government	51	10.1	12	0.0	44	1.5
Local government	49	1.6	12	16.2	44	0.7
Federal government other than Head Start	51	33.7	12	26.4	45	27.7
Community organizations or other grants	50	12.8	12	0.0	45	8.4
Fundraising activities, gifts, cash contributions	51	4.6	12	0.0	44	17.8
Other major source of funding	37	0.0	8	0.0	33	7.1

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cMany Head Start programs serve non-Head Start children through other funding sources (including tuition). In addition, because many programs also serve Head Start families for longer than the Head Start day, they may require additional funds.

^dPercentages do not add to 100 because directors could identify up to three sources of revenue.

Table A.3b. Number of sources of revenue and largest sources of program revenue other than Head Start, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Number of other sources of revenue other than Head Start	28		34		26		30	
1		18.2		12.2		14.2		5.2
2		11.9		19.0		23.2		38.7
3		9.0		28.6		22.0		12.7
4		31.4		13.7		19.0		27.0
5		10.6		22.1		3.4		2.2
6		7.6		0.0		2.1		0.0
7		0.0		0.0		0.0		6.3
8		6.9		1.0		0.0		3.5
No sources of revenue other than Head Start		4.4		3.4		16.0		4.3
Among programs with sources of revenue other than Head Start, the three largest sources^{c,d}								
Tuitions and fees paid by parents	27	4.5	32	0.0	21	3.3	28	0.0
State or local pre-K funds	27	58.8	32	42.9	21	58.8	28	60.0
Child care subsidy programs	27	26.9	32	22.5	21	17.1	28	17.2
State government	27	0.0	32	15.9	21	0.0	27	8.4
Local government	26	3.0	31	0.0	21	0.0	27	11.4
Federal government other than Head Start	27	26.7	32	29.6	21	36.4	28	46.8
Community organizations or other grants	27	13.8	32	3.2	20	6.2	28	10.5
Fundraising activities, gifts, cash contributions	27	18.2	32	0.0	21	2.9	28	3.8
Other major source of funding	15	6.6	32	0.0	19	0.0	22	0.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^cMany Head Start programs serve non-Head Start children through other funding sources (including tuition). In addition, because many programs also serve Head Start families for longer than the Head Start day, they may require additional funds.

^dPercentages do not add to 100 because directors could identify up to three sources of revenue.

PROGRAM DIRECTOR EDUCATION AND EXPERIENCE

Table A.4. Program director education and credentials

	n	Percentage
Highest level of education	124	
High school diploma or equivalent or less		0.0
Some college		0.5
Associate's degree		0.9
Bachelor's degree		26.8
Graduate or professional degree		71.8
Has early childhood program or school license/certificate/credential in administration	124	42.1
Has bachelor's degree or higher and an early childhood program or school license/certificate/credential in administration	124	41.2

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table A.4a. Program director education and credentials, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Highest level of education	55		18		51	
High school diploma or equivalent or less		0.0		0.0		0.0
Some college		1.1		0.0		0.0
Associate's degree		2.1		0.0		0.0
Bachelor's degree		39.5		27.4		14.5
Graduate or professional degree		57.2		72.6		85.5
Has early childhood program or school license/certificate/credential in administration	55	34.4	18	77.8	51	38.9
Has bachelor's degree or higher and an early childhood program or school license/certificate/credential in administration	55	32.3	18	77.8	51	38.9

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table A.4b. Program director education and credentials, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Highest level of education	29		35		29		31	
High school diploma or equivalent or less		0.0		0.0		0.0		0.0
Some college		0.0		1.7		0.0		0.0
Associate's degree		0.0		3.1		0.0		0.0
Bachelor's degree		22.3		33.0		32.1		23.7
Graduate or professional degree		77.7		62.2		67.9		76.3
Has early childhood program or school license/certificate/ credential in administration	29	41.8	35	40.0	29	51.3	31	36.1
Has bachelor's degree or higher and an early childhood program or school license/certificate/ credential in administration	29	41.8	35	36.9	29	51.3	31	36.1

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

Table A.5. Program director years of experience as a Head Start director

	n	Percentage		
In current program (categories)	125			
<3 years		39.1		
4 to 9 years		27.6		
10 to 19 years		20.9		
>20 years		12.4		
In any Head Start program (categories)	117			
<3 years		32.5		
4 to 9 years		30.3		
10 to 19 years		23.4		
>20 years		13.8		
	n	Mean	Range	
In current program	125	8.4	0 - 45	
In any Head Start program	117	9.2	0 - 45	

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table A.5a. Program director years of experience as a Head Start director, by program agency type^a

	Community action agency		School system			All other agency types ^b			
	n	Percentage	n	Percentage		n	Percentage		
In current program (categories)	56		18			51			
<3 years		33.6		36.3			45.3		
4 to 9 years		25.0		39.0			26.7		
10 to 19 years		28.8		12.8			15.6		
>20 years		12.7		11.9			12.4		
In any Head Start program (categories)	53		17			47			
<3 years		34.7		36.6			29.1		
4 to 9 years		29.5		33.1			30.2		
10 to 19 years		25.4		12.1			25.1		
>20 years		10.4		18.3			15.6		
	n	Mean	Range	n	Mean	Range	n	Mean	Range
In current program	56	9.5	0 - 45	18	6.8	0 - 22	51	7.7	1 - 42
In any Head Start program	53	9.2	0 - 45	17	8.6	0 - 29	47	9.3	1 - 35

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table A.5b. Program director years of experience as a Head Start director, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600			Large programs: enrollment >= 600 and < 1200			Very large programs: enrollment >= 1200			
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage		
In current program (categories)	29		35		30		31					
<3 years		53.1		24.5		24.0		31.6				
4 to 9 years		29.9		25.9		23.0		27.3				
10 to 19 years		12.7		28.2		33.2		23.8				
>20 years		4.3		21.5		19.8		17.2				
In any Head Start program (categories)	28		31		29		29					
<3 years		41.7		21.6		20.5		28.2				
4 to 9 years		33.2		28.9		25.1		25.8				
10 to 19 years		19.6		22.4		37.3		26.9				
>20 years		5.6		27.2		17.1		19.2				
	n	Mean	Range	n	Mean	Range	n	Mean	Range	n	Mean	Range
In current program	29	5.8	0 - 22	35	11.3	1 - 42	30	10.0	0 - 25	31	10.8	0 - 45
In any Head Start program	28	6.8	0 - 20	31	12.5	1 - 30	29	10.3	0 - 25	29	11.6	0 - 45

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

PROFESSIONAL DEVELOPMENT AND COACHING IN PROGRAMS

Table A.6. Types of professional development activities program directors participated in over the past 12 months

	n	Percentage
Training or conferences	125	88.4
A network or community of Head Start and other early childhood program leaders organized by someone outside of your program	125	83.1
A leadership institute offered by Head Start	125	49.5
A leadership institute offered by an organization other than Head Start	125	46.7
Visits to other Head Start or early childhood programs	125	39.5
College or university course(s)	125	21.4

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table A.7. Top three areas where program directors reported they need additional support to lead more effectively^a

	n	Percentage
Data-driven decision making	125	50.9
Program improvement planning	125	50.3
Budgeting	125	29.5
Staffing (hiring)	125	27.9
Working with and partnering in the community	125	22.5
Creating positive learning environments	125	13.7
Evaluation of other program staff	125	10.1
Working with parents and families	125	5.7
Teacher professional development	125	4.0
Educational/curriculum leadership	125	3.3
Child assessment	125	1.4
Teacher evaluation	125	1.3

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aPercentages do not add to 100 because directors could identify up to three supports.

Table A.7a. Top three areas where program directors reported they need additional support to lead more effectively, by program agency type^{a,b}

	Community action agency		School system		All other agency types ^c	
	n	Percentage	n	Percentage	n	Percentage
Data-driven decision making	57	34.7	18	27.0	50	74.5
Program improvement planning	57	50.6	18	51.8	50	49.7
Budgeting	57	34.5	18	16.4	50	28.4
Staffing (hiring)	57	38.7	18	6.9	50	23.1
Working with and partnering in the community	57	28.9	18	31.4	50	13.3
Creating positive learning environments	57	11.5	18	11.3	50	16.6
Evaluation of other program staff	57	6.1	18	33.8	50	7.1
Working with parents and families	57	0.0	18	10.2	50	10.2
Teacher professional development	57	3.6	18	10.8	50	2.2
Educational/curriculum leadership	57	0.6	18	5.1	50	5.6
Child assessment	57	2.2	18	0.0	50	0.9
Teacher evaluation	57	1.2	18	0.0	50	1.8

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aPercentages do not add to 100 because directors could identify up to three supports.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^c"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table A.7b. Top three areas where program directors reported they need additional support to lead more effectively, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Data-driven decision making	30	55.1	34	37.4	30	54.4	31	64.8
Program improvement planning	30	43.8	34	56.4	30	57.1	31	58.9
Budgeting	30	30.1	34	32.0	30	27.9	31	19.9
Staffing (hiring)	30	30.2	34	22.2	30	28.3	31	32.4
Working with and partnering in the community	30	14.9	34	31.9	30	28.3	31	27.9
Creating positive learning environments	30	12.8	34	18.2	30	13.1	31	4.7
Evaluation of other program staff	30	10.9	34	6.9	30	16.3	31	5.5
Working with parents and families	30	10.1	34	1.4	30	0.0	31	3.0
Teacher professional development	30	5.0	34	4.1	30	0.0	31	3.9
Educational/curriculum leadership	30	1.3	34	9.0	30	0.0	31	2.5
Child assessment	30	0.0	34	0.0	30	6.8	31	4.9
Teacher evaluation	30	0.0	34	4.0	30	0.0	31	2.4

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aPercentages do not add to 100 because directors could identify up to three supports.

^bEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table A.8. Professional development supports offered by programs to help program staff get their associate's or bachelor's degree

	n	Percentage
Supports available to help program staff get their associate's or bachelor's degrees^a	126	
Yes		78.8
No		16.6
Among programs with supports in place, available supports to help program staff get their associate's or bachelor's degrees		
Tuition assistance	104	
Yes		89.9
No		10.1
Staff release time	101	
Yes		67.7
No		32.3
Assistance for course books	103	
Yes		79.6
No		20.4
Associate's or bachelor's courses onsite	100	
Yes		27.1
No		72.9
Anything else^a	88	
Yes		33.8
No		66.2

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of "other" supports include computer use for coursework and partnerships with local colleges.

Table A.8a. Professional development supports offered by programs to help program staff get their associate's or bachelor's degree, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Supports available to help program staff get their associate's or bachelor's degrees	57		18		51	
Yes		91.7		40.5		77.1
No		8.3		28.3		21.5
Among programs with supports in place, available supports to help program staff get their associate's or bachelor's degrees						
Tuition assistance	54		8		42	
Yes		86.2		!		96.5
No		13.8		!		3.5
Staff release time	53		7		41	
Yes		67.6		!		73.3
No		32.4		!		26.7
Assistance for course books	54		8		41	
Yes		74.8		!		89.1
No		25.2		!		10.9
Associate's or bachelor's courses onsite	53		7		40	
Yes		20.4		!		35.2
No		79.6		!		64.8
Anything else^c	46		6		36	
Yes		39.3		!		21.2
No		60.7		!		78.8

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

! Too few cases for a reliable estimate.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cExamples of "other" supports include computer use for coursework and partnerships with local colleges.

Table A.8b. Professional development supports offered by programs to help program staff get their associate's or bachelor's degree, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Supports available to help program staff get their associate's or bachelor's degrees	30		35		30		31	
Yes		71.1		89.4		84.1		81.0
No		23.3		10.6		11.5		4.3
Among programs with supports in place, available supports to help program staff get their associate's or bachelor's degrees								
Tuition assistance	21		30		25		28	
Yes		98.2		81.0		78.9		98.3
No		1.8		19.0		21.1		1.7
Staff release time	21		28		25		27	
Yes		61.3		79.6		60.4		75.1
No		38.7		20.4		39.6		24.9
Assistance for course books	21		30		25		27	
Yes		94.7		71.4		54.0		73.8
No		5.3		28.6		46.0		26.2
Associate's or bachelor's courses onsite	20		28		25		27	
Yes		26.3		16.5		40.7		44.0
No		73.7		83.5		59.3		56.0
Anything else^c	16		24		24		24	
Yes		40.3		22.8		38.4		30.1
No		59.7		77.2		61.6		69.9

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^cExamples of "other" supports include computer use for coursework and partnerships with local colleges.

Table A.9. Professional development activities offered by programs and whether Head Start professional development funds directly supported the activity^a

	Professional development activity		Among programs where activity is offered, activity is directly supported by Head Start professional development funds	
	n	Percentage	n	Percentage
Consultants hired to work directly with staff	125		110	
Yes		86.1		83.1
No		13.9		16.9
Paid substitutes to allow teachers time to prepare, train, and/or plan	126		85	
Yes		74.9		68.4
No		25.1		31.6
Mentoring or coaching	126		125	
Yes		99.4		79.5
No		0.6		20.5
A community of learners^b	126		91	
Yes		69.0		63.3
No		31.0		36.7
Time to participate in Office of Head Start training and technical assistance webinars	126		103	
Yes		78.1		51.6
No		21.9		48.4
Tuition assistance for courses toward getting a credential	125		105	
Yes		84.1		77.1
No		15.9		22.9
Other^c	117		3	
Yes		3.0		!
No		97.0		!
Head Start funds directly support tuition assistance for associate's or bachelor's courses	n.a.	n.a.	126	59.2
Head Start funds directly support offering associate's or bachelor's courses	n.a.	n.a.	126	12.9

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

n.a. = not applicable

! Too few cases for a reliable estimate.

Table A.9 (continued)

^aThe study asked all program directors whether Head Start funding directly supported tuition assistance and onsite associate's or bachelor's degree courses. The study only asked directors about Head Start funding for remaining professional development activities in this section if they indicated that they offered such activities.

^bA community of learners is also known as a professional learning community facilitated by an expert.

^cExamples of "other" professional development activities include assistance with obtaining a license and parent training.

Table A.9a. Professional development activities offered by programs and whether Head Start professional development funds directly supported the activity, by program agency type^{a,b}

	Professional development activity						Among programs where offered, activity is directly supported by Head Start professional development funds					
	Community action agency		School system		All other agency types ^c		Community action agency		School system		All other agency types ^c	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Consultants hired to work directly with staff	57		18		50		50		16		44	
Yes		85.9		95.5		83.2		88.5		83.1		77.0
No		14.1		4.5		16.8		11.5		16.9		23.0
Paid substitutes to allow teachers time to prepare, train, and/or plan	57		18		51		34		14		37	
Yes		62.4		91.1		82.6		72.2		84.7		60.3
No		37.6		8.9		17.4		27.8		15.3		39.7
Mentoring or coaching	57		18		51		57		18		50	
Yes		100.0		100.0		98.6		73.7		82.2		84.5
No		0.0		0.0		1.4		26.3		17.8		15.5
A community of learners^d	57		18		51		34		14		43	
Yes		55.0		80.6		79.8		67.0		52.9		63.8
No		45.0		19.4		20.2		33.0		47.1		36.2
Time to participate in Office of Head Start training and technical assistance webinars	57		18		51		51		13		39	
Yes		85.3		72.7		72.4		48.6		41.6		58.2
No		14.7		27.3		27.6		51.4		58.4		41.8
Tuition assistance for courses toward getting a credential	57		17		51		50		11		44	
Yes		84.2		69.5		87.8		92.3		51.2		67.9
No		15.8		30.5		12.2		7.7		48.8		32.1
Other^e	53		16		48		2		1		0	
Yes		6.4		1.8		0.0		!		!		n.a
No		93.6		98.2		100.0		!		!		n.a
Head Start funds directly support tuition assistance for associate's or bachelor's courses	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	57	74.3	18	36.3	51	50.8
Head Start funds directly support offering associate's or bachelor's courses	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	57	15.3	18	0.9	51	13.9

Source: Spring 2020 FACES Program Director Survey and 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table A.9a (*continued*)

n.a. = not applicable.

! Too few cases for a reliable estimate.

^aThe study asked all program directors whether Head Start funding directly supported tuition assistance and onsite associate's or bachelor's degree courses. The study only asked directors about Head Start funding for remaining professional development activities in this section if they indicated that they offered such activities.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^c"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^dA community of learners is also known as a professional learning community, facilitated by an expert.

^eExamples of "other" professional development activities include assistance with obtaining a license and parent training.

Table A.9b. Professional development activities offered by programs and whether Head Start professional development funds directly supported the activity, by program size^{a,b,c}

	Professional development activity								Among programs where offered, activity is directly supported by Head Start professional development funds							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200		Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Consultants hired to work directly with staff	29		35		30		31		25		29		27		29	
Yes		84.1		82.8		93.3		96.2		81.9		84.9		86.3		78.4
No		15.9		17.2		6.7		3.8		18.1		15.1		13.7		21.6
Paid substitutes to allow teachers time to prepare, train, and/or plan	30		35		30		31		24		27		14		20	
Yes		82.3		77.3		51.5		60.0		68.6		76.8		55.9		47.6
No		17.7		22.7		48.5		40.0		31.4		23.2		44.1		52.4
Mentoring or coaching	30		35		30		31		30		34		30		31	
Yes		100.0		97.9		100.0		100.0		78.2		80.2		79.8		84.7
No		0.0		2.1		0.0		0.0		21.8		19.8		20.2		15.3
A community of learners^d	30		35		30		31		19		26		20		26	
Yes		66.8		74.7		59.5		80.2		58.2		74.0		59.3		60.0
No		33.2		25.3		40.5		19.8		41.8		26.0		40.7		40.0
Time to participate in Office of Head Start training and technical assistance webinars	30		35		30		31		22		28		26		27	
Yes		75.2		76.7		90.4		79.5		42.2		63.6		49.7		71.4
No		24.8		23.3		9.6		20.5		57.8		36.4		50.3		28.6
Tuition assistance for courses toward getting a credential	30		34		30		31		26		26		23		30	
Yes		87.9		73.9		81.4		98.6		73.9		88.7		70.5		76.3
No		12.1		26.1		18.6		1.4		26.1		11.3		29.5		23.7
Other^e	29		31		28		29		1		0		0		2	
Yes		4.8		0.0		0.0		5.6		!		n.a.		n.a.		!
No		95.2		100.0		100.0		94.4		!		n.a.		n.a.		!

Table A.9b (continued)

	Professional development activity								Among programs where offered, activity is directly supported by Head Start professional development funds								
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200		Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200		
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	
Head Start funds directly support tuition assistance for associate's or bachelor's courses	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	30	48.0	35	69.6	30	67.7	31	79.2
Head Start funds directly support offering associate's or bachelor's courses	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	30	6.3	35	19.4	30	22.5	31	14.9

Source: Spring 2020 FACES Program Director Survey and 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

n.a. = not applicable.

! Too few cases for a reliable estimate.

^aThe study asked all program directors whether Head Start funding directly supported tuition assistance and onsite associate's or bachelor's degree courses. The study only asked directors about Head Start funding for remaining professional development activities in this section if they indicated that they offered such activities.

^bEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^cDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^dA community of learners is also known as a professional learning community, facilitated by an expert.

^eExamples of "other" professional development activities include assistance with obtaining a license and parent training.

Table A.10. Conference and workshop supports offered by programs and whether Head Start professional development funds directly supported the activity^a

	Conference or workshop support		Among programs where offered, conference or workshop support is directly supported by Head Start professional development funds	
	n	Percentage	n	Percentage
Attendance at regional conferences	126		111	
Yes		86.8		93.9
No		13.2		6.1
Attendance at state conferences	126		118	
Yes		95.5		90.5
No		4.5		9.5
Attendance at national conferences	126		97	
Yes		74.5		88.6
No		25.5		11.4
Workshops/trainings sponsored by the program	126		126	
Yes		100.0		93.0
No		0.0		7.0
Workshops/trainings provided by other organizations	126		125	
Yes		99.1		88.2
No		0.9		11.8

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aProgram directors were only asked about Head Start funding for professional development activities in this section if they indicated that they offered such activities.

Table A.10a. Conference and workshop supports offered by programs and whether Head Start professional development funds directly supported the activity, by program agency type^{a,b}

	Conference or workshop support						Among programs where offered, conference or workshop support is directly supported by Head Start professional development funds					
	Community action agency		School system		All other agency types ^c		Community action agency		School system		All other agency types ^c	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Attendance at regional conferences	57		18		51		47		17		47	
Yes		86.7		96.4		84.0		89.1		100.0		96.8
No		13.3		3.6		16.0		10.9		0.0		3.2
Attendance at state conferences	57		18		51		53		17		48	
Yes		93.2		96.4		97.5		89.6		93.4		90.6
No		6.8		3.6		2.5		10.4		6.6		9.4
Attendance at national conferences	57		18		51		44		14		39	
Yes		79.4		74.3		69.6		89.5		100.0		84.0
No		20.6		25.7		30.4		10.5		0.0		16.0
Workshops/trainings sponsored by the program	57		18		51		57		18		51	
Yes		100.0		100.0		100.0		90.4		83.2		98.4
No		0.0		0.0		0.0		9.6		16.8		1.6
Workshops/trainings provided by other organizations	57		18		51		56		18		51	
Yes		98.0		100.0		100.0		89.5		68.3		92.9
No		2.0		0.0		0.0		10.5		31.7		7.1

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aProgram directors were only asked about Head Start funding for professional development activities in this section if they indicated that they offered such activities.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^c"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table A.10b. Conference and workshop supports offered by programs and whether Head Start professional development funds directly supported the activity, by program size^{a,b,c}

	Conference or workshop support								Among programs where offered, conference or workshop support is directly supported by Head Start professional development funds							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200		Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Attendance at regional conferences	30		35		30		31		28		31		25		27	
Yes		87.0		89.7		78.8		89.0		96.3		90.1		89.4		100.0
No		13.0		10.3		21.2		11.0		3.7		9.9		10.6		0.0
Attendance at state conferences	30		35		30		31		30		34		27		27	
Yes		100.0		96.9		83.8		82.6		88.3		94.4		85.9		100.0
No		0.0		3.1		16.2		17.4		11.7		5.6		14.1		0.0
Attendance at national conferences	30		35		30		31		22		28		22		25	
Yes		69.4		81.7		76.7		78.1		84.3		93.3		87.1		98.3
No		30.6		18.3		23.3		21.9		15.7		6.7		12.9		1.7
Workshops/trainings sponsored by the program	30		35		30		31		30		35		30		31	
Yes		100.0		100.0		100.0		100.0		91.2		94.6		97.1		91.4
No		0.0		0.0		0.0		0.0		8.8		5.4		2.9		8.6
Workshops/trainings provided by other organizations	30		35		30		31		30		34		30		31	
Yes		100.0		96.9		100.0		100.0		84.2		91.4		90.0		100.0
No		0.0		3.1		0.0		0.0		15.8		8.6		10.0		0.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aProgram directors were only asked about Head Start funding for professional development activities in this section if they indicated that they offered such activities.

^bEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^cDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

Table A.11. Characteristics of mentoring in programs

	n	Percentage
Program has mentors or coaches who work in classrooms with teachers	126	
Yes		99.4
No		0.6
Among programs with mentors		
All staff receive coaching or mentoring	122	
Yes		58.6
No		41.4
Mentoring conducted by^a	124	
Employees/staff hired by the program to serve most of their time as mentors or coaches		80.3
Consultants hired by the program		39.0
Other program employees/staff who serve less than half of their time as mentors or coaches		79.7
Whether teachers are mentored by their own supervisor	125	
All teachers mentored by their own supervisor		8.3
Some teachers mentored by their own supervisor		38.9
None of the teachers mentored by their own supervisor		52.9
Model or approach used^b	122	
Practice-based coaching		94.1
Coaching tied to a specific curriculum		26.2
MyTeachingPartner		3.9
Relationship-based coaching		28.9
Use remote or web-based component^c	118	
Yes, coaching/mentoring is primarily remote/web-based		2.1
Yes, there is a remote/web-based supplement to the coaching/mentoring		53.6
No		44.3

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aPercentages do not add to 100 because directors could identify more than one group of people conducting mentoring.

^bPercentages do not add to 100 because directors could identify more than one model or approach.

^cRespondents saw the following at the beginning of the survey: "Given these extraordinary circumstances, please consider the typical dates and times of operations and those initially planned for the 2019-2020 program year when answering questions in this survey." While this text instructed respondents to answer for a typical time period, they may not have done so, and changes due to the COVID-19 pandemic may have factored in their response.

Table A.11a. Characteristics of mentoring in programs, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Program has mentors or coaches who work in classrooms with teachers	57		18		51	
Yes		100.0		100.0		98.6
No		0.0		0.0		1.4
Among programs with mentors						
All staff receive coaching or mentoring	55		17		50	
Yes		40.8		67.6		73.5
No		59.2		32.4		26.5
Mentoring conducted by^c	57		17		50	
Employees/staff hired by the program to serve most of their time as mentors or coaches		79.2		100.0		75.9
Consultants hired by the program		26.4		73.2		43.5
Other program employees/staff who serve less than half of their time as mentors or coaches		81.1		69.8		80.7
Whether teachers are mentored by their own supervisor	57		18		50	
All teachers mentored by their own supervisor		11.5		7.8		5.1
Some teachers mentored by their own supervisor		32.5		17.4		51.7
None of the teachers mentored by their own supervisor		56.0		74.7		43.2
Model or approach used^d	54		18		50	
Practice-based coaching		99.0		97.0		88.5
Coaching tied to a specific curriculum		27.4		40.4		20.7
MyTeachingPartner		5.5		10.4		0.4
Relationship-based coaching		29.2		28.2		28.8
Use remote or web-based component^e	51		18		49	
Yes, coaching/mentoring is primarily remote/web-based		0.0		6.2		2.6
Yes, there is a remote/web-based supplement to the coaching/mentoring		54.3		55.0		52.6
No		45.7		38.8		44.8

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table A.11a (*continued*)

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cPercentages do not add to 100 because directors could identify more than one group of people conducting mentoring.

^dPercentages do not add to 100 because directors could identify more than one model or approach.

^eRespondents saw the following at the beginning of the survey: "Given these extraordinary circumstances, please consider the typical dates and times of operations and those initially planned for the 2019-2020 program year when answering questions in this survey." While this text instructed respondents to answer for a typical time period, they may not have done so, and the COVID-19 pandemic may have been considered in their response.

Table A.12. Among programs that offer mentorship or coaching, the number and type of mentors^a

	n	Percentage	
Number of mentors in program (categories)	123		
1 to 4		30.3	
5 to 8		29.9	
9 to 15		24.5	
>15		15.3	

	n	Mean	Range
Number of:			
Mentors in program	123	8.8	1 - 53
Program staff who spend more than half their time as a mentor/coach	124	2.7	0 - 24
Program staff who spend less than half of their time on mentoring/coaching	123	4.0	0 - 50
Consultants or contractors hired by the program to serve as mentor/coach	123	0.7	0 - 8
Individuals from other organizations or agencies that provide free coaching or mentoring services	123	1.4	0 - 20

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aPrograms are only included in this table if they indicated they provide coaching and mentoring to support staff's professional development. This represents 99.4 percent of programs (Table A.11).

Table A.12a. Among programs that offer mentorship or coaching, the number of staff and mentors, by program agency type^{a,b}

	Community action agency		School system			All other agency types ^c			
	n	Percentage	n	Percentage		n	Percentage		
Number of mentors in program (categories)	57		16			50			
1 to 4		35.0		21.2			27.8		
5 to 8		27.2		43.1			29.4		
9 to 15		26.4		32.8			20.5		
>15		11.4		2.9			22.3		
	n	Mean	Range	n	Mean	Range	n	Mean	Range
Number of:									
Mentors in program	57	7.7	1 - 28	16	7.0	1 - 21	50	10.4	1 - 53
Program staff who spend more than half their time as a mentor/coach	57	2.0	0 - 16	17	2.6	1 - 6	50	3.5	0 - 24
Program staff who spend less than half of their time on mentoring/coaching	57	4.0	0 - 16	16	1.9	0 - 9	50	4.5	0 - 50
Consultants or contractors hired by the program to serve as mentor/coach	57	0.5	0 - 8	16	1.0	0 - 3	50	0.9	0 - 6
Individuals from other organizations or agencies that provide free coaching or mentoring services	57	1.3	0 - 5	16	1.6	0 - 13	50	1.6	0 - 20

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aPrograms are only included in this table if they indicated they provide coaching and mentoring to support staff's professional development. This represents 99.4 percent of programs (Table A.11).

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^c"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table A.13. Among programs that offer mentorship or coaching, activities conducted^a

	n	Percentage
Mentor approaches to assessing staff needs^{b,c}	125	
Conduct classroom observations		95.3
Review classroom-level assessment data		79.2
Directly ask the staff		75.1
Ask teachers to complete surveys or questionnaires		71.4
Review child assessment data		70.4
Based on regular performance reviews or evaluations		51.5
Based on number of years of experience		27.0
Mentor approaches to working with staff^{b,c}	123	
Discuss what they observe		97.3
Model teaching practices		91.6
Suggest trainings for staff to attend		90.4
Provide written feedback on what they observe		88.0
Provide trainings for staff		84.4
Review child assessment data with staff		65.8
Have teachers/FCC providers watch a video of themselves teaching		51.8
Have teachers/FCC providers observe other teachers (in classroom or by video)		50.8

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

FCC = family child care provider.

^aPrograms are only included in this table if they indicated they provide coaching and mentoring to support staff's professional development. This represents 99.4 percent of programs (Table A.11).

^bThe study specified staff as teachers, family child care providers, or home visitors.

^cPercentages do not add to 100 because directors could identify more than one approach.

Table A.14. How frequently programs use professional development information and resources

	n	Percentage
ECLKC website	126	
Never/rarely		0.0
Sometimes		9.5
Often		90.5
Office of Head Start National Centers	126	
Never/rarely		6.5
Sometimes		28.8
Often		64.7
Professional organizations	126	
Never/rarely		2.7
Sometimes		47.1
Often		50.2
Private consultants, private organizations, or commercial vendors	126	
Never/rarely		21.2
Sometimes		50.8
Often		28.0
Regional Training and Technical Assistance specialists	126	
Never/rarely		18.0
Sometimes		29.3
Often		52.7
Office of Head Start webinars	126	
Never/rarely		3.3
Sometimes		21.5
Often		75.2
Regional conferences	126	
Never/rarely		4.1
Sometimes		46.0
Often		49.9
State conferences	126	
Never/rarely		0.4
Sometimes		45.7
Often		53.9
National conferences	126	
Never/rarely		11.1
Sometimes		56.0
Often		32.9

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLKC = Early Childhood Learning and Knowledge Center.

**SUBSTANCE USE IN PROGRAM COMMUNITIES
AND RELATED STAFF SUPPORTS**

Table A.15. Substance use and related problems in program communities

	n	Percentage
Public drunkenness/people being high or stoned in public	125	
Not a problem		39.0
Somewhat of a problem		56.0
Big problem		4.9
Opioid use	126	
Not a problem		15.2
Somewhat of a problem		45.8
Big problem		39.0
Other types of substance use problems	126	
Not a problem		8.8
Somewhat of a problem		68.1
Big problem		23.1
Lack of resources for treatment of substance use	126	
Not a problem		11.5
Somewhat of a problem		59.4
Big problem		29.1

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table A.15a. Substance use and related problems in program communities, by metropolitan area

	Metropolitan Area ^a		Non-Metropolitan Area ^a	
	n	Percentage	n	Percentage
Public drunkenness/people being high or stoned in public	87		38	
Not a problem		41.6		33.9
Somewhat of a problem		53.1		62.0
Big problem		5.3		4.2
Opioid use	88		38	
Not a problem		19.4		6.3
Somewhat of a problem		45.3		47.0
Big problem		35.4		46.6
Other types of substance use problems	88		38	
Not a problem		10.2		5.8
Somewhat of a problem		78.3		46.3
Big problem		11.5		47.9
Lack of resources for treatment of substance use	88		38	
Not a problem		12.4		9.6
Somewhat of a problem		68.5		40.0
Big problem		19.1		50.4

Source: Spring 2020 FACES Program Director Survey, 2018-2019 Program Information Report and linked Census data.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

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

Table A.16. Supports available to program staff who work with families dealing with substance use

	Support for substance use		Among programs with each support, support includes focus on opioid use	
	n	Percentage	n	Percentage
Written information for staff on signs and symptoms of problems	119	71.4	82	67.9
Written information for staff on where to refer parents for treatment	119	82.7	97	61.3
Support groups for staff supporting families dealing with substance use problems	119	26.2	28	!
Training or peer learning groups for staff on signs and symptoms of substance use and to share strategies for working with families	119	43.1	49	59.1
Training for staff on the effects of substance use exposure on children	119	75.8	83	80.7
Training in how to talk with parents or caregivers about suspected problems	119	55.9	64	69.8
Training for staff on how to use information that families share to get them the support they need	119	55.8	68	67.5
Supervision for staff focused on dealing with family substance use	119	26.3	21	!
Coordination between health services manager/committee or family services staff and teaching staff to address substance use	119	59.6	62	58.6
Additional classroom staff for working with children to address behavioral and health needs	119	54.6	54	55.7
More mental health professionals available to work directly with children	119	60.4	76	55.2
This is an issue in the community but does not affect my program	119	2.1	n.a.	n.a.
Other ^a	119	3.5	3	!
None of the above	119	0.0	n.a.	n.a.

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

n.a. = not applicable.

! Too few cases for a reliable estimate.

^aExamples of "other" supports include home visitors and referral services.

Table A.16a. Supports available to program staff who work with families dealing with substance use, by metropolitan area^a

	Metropolitan Area ^b				Non-Metropolitan Area ^b			
	Support for substance use		If support present, includes focus on opioid use		Support for substance use		If support present, includes focus on opioid use	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Written information for staff on signs and symptoms of problems	83	75.9	58	66.7	36	62.6	24	70.7
Written information for staff on where to refer parents for treatment	83	89.1	69	62.0	36	70.1	28	59.3
Support groups for staff supporting families dealing with substance use problems	83	28.7	21	68.8	36	21.3	7	!
Training or peer learning groups for staff on signs and symptoms of substance use and to share strategies for working with families	83	38.9	29	71.4	36	51.3	20	40.9
Training for staff on the effects of substance use exposure on children	83	75.3	56	78.3	36	76.8	27	85.3
Training in how to talk with parents or caregivers about suspected problems	83	60.6	46	74.3	36	46.9	18	58.4
Training for staff on how to use information that families share to get them the support they need	83	64.7	52	65.7	36	38.4	16	73.4
Supervision for staff focused on dealing with family substance use	83	26.7	13	47.0	36	25.5	8	!
Coordination between health services manager/committee or family services staff and teaching staff to address substance use	83	64.6	45	57.6	36	49.8	17	61.3
Additional classroom staff for working with children to address behavioral and health needs	83	51.6	34	58.3	36	60.5	20	51.4
More mental health professionals available to work directly with children	83	61.4	54	58.1	36	58.6	22	49.3
This is an issue in the community but does not affect my program	83	3.1	n.a.	n.a.	36	0.0	n.a.	n.a.
Other ^c	83	0.7	1	!	36	9.1	2	!
None of the above	83	0.0	n.a.	n.a.	36	0.0	n.a.	n.a.

Source: Spring 2020 FACES Program Director Survey, 2018-2019 Program Information Report, and linked Census data.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

n.a. = not applicable

! Too few cases for a reliable estimate.

Table A.16a (*continued*)

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

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

^cExamples of "other" supports include home visitors and referral services.

DATA USE IN PROGRAMS

Table A.17. How programs store, manage, and analyze data

	n	Percentage
Data are stored in an electronic database	126	
Yes		100.0
No		0.0
Among programs with data stored in electronic database, database was	126	
Set up by the program		13.1
Provided and managed by an external vendor		62.6
Set up and managed by a combination of program and external vendor		24.3
Someone on staff analyzes/summarizes data to support decision-making	126	
Yes		79.9
No		20.1
Among programs with someone on staff to analyze/summarize data, this person		
Only does analysis tasks	107	16.3
Has received training or taken course in data analysis	107	77.3

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table A.18. Number and types of data that can be linked to child assessment information^a

	n	Percentage	
Data that can be linked electronically to child assessment information	126		
Child/family demographics		76.8	
School readiness goals		63.7	
Child attendance data		57.7	
Results of screenings (for example, vision, developmental, behavioral)		51.2	
Family needs		47.5	
Parent/family goals		47.5	
Service referrals for families		44.3	
Services received by families		43.5	
Parent/family attendance data		39.3	
CLASS results or other quality measures		36.9	
Personnel records		17.5	
Staff/teacher performance evaluations		12.2	
	n	Mean	Range
Number of types of data that can be linked electronically to child assessment information	126	5.4	0 - 12

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

CLASS = Classroom Assessment Scoring System.

^aAll program directors reported storing data electronically, reported in Table A.17.

Table A.19. Availability and use of web-based options for programs to store child assessment information^a

	n	Percentage
Program's child assessment tool includes web-based option for storing information	126	
Yes		98.2
No		1.8
Among programs with option available, program uses web-based option	122	
Yes		95.2
No		4.8
Among programs that use web-based option, option suggests classroom activities based on assessment data for^b	116	
Individual children		86.4
Small groups		69.2
Whole classrooms		81.0
Tool does not include this option		7.7

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aRespondents saw the following at the beginning of the survey: "Given these extraordinary circumstances, please consider the typical dates and times of operations and those initially planned for the 2019-2020 program year when answering questions in this survey." While this text instructed respondents to answer for a typical time period, they may not have done so, and the COVID-19 pandemic may have been considered in their response.

^bPercentages do not add to 100 because directors could identify more than one group for which the web-based option suggests activities.

PROGRAM FINANCIAL MANAGEMENT AND FUNDING

Table A.20. Program financial management resources

	n	Percentage
Program has dedicated financial management or accounting staff	126	
Yes		100.0
No		0.0
Among programs with dedicated staff, other staff involved in financial management^a	125	
Program director		78.2
Other program administrative or managerial staff		89.3
Outside contractor or consultant		7.1
Center director		19.1
Other ^b		1.4
Program uses accounting software to track expenditures and manage finances	121	
Yes		100.0
No		0.0
Program director has training in financial management	125	
Yes		69.4
No		30.6

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aPercentages do not add to 100 because directors could identify more than staff member.

^bExamples of “other” staff include the school district treasurer and staff within the business office.

Table A.20a. Program financial management resources, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Program has dedicated financial management or accounting staff	57		18		51	
Yes		100.0		100.0		100.0
No		0.0		0.0		0.0
Among programs with dedicated staff, other staff involved in financial management^c	57		17		51	
Program director		84.1		99.0		66.7
Other program administrative or managerial staff		91.0		84.9		88.6
Outside contractor or consultant		8.3		0.0		7.7
Center director		14.2		11.9		25.9
Other ^d		0.0		9.4		0.6
Program uses accounting software to track expenditures and manage finances	54		18		49	
Yes		100.0		100.0		100.0
No		0.0		0.0		0.0
Program director has training in financial management	56		18		51	
Yes		79.2		60.8		62.5
No		20.8		39.2		37.5

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cPercentages do not add to 100 because directors could identify more than staff member.

^dExamples of "other" staff include the school district treasurer and staff within the business office.

Table A.20b. Program financial management resources, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Program has dedicated financial management or accounting staff	30		35		30		31	
Yes		100.0		100.0		100.0		100.0
No		0.0		0.0		0.0		0.0
Among programs with dedicated staff, other staff involved in financial management^c	30		34		30		31	
Program director		71.4		87.2		87.7		74.2
Other program administrative or managerial staff		83.7		97.0		88.6		100.0
Outside contractor or consultant		0.0		21.3		0.0		16.6
Center director		13.3		30.3		10.6		33.2
Other ^d		0.0		0.0		9.7		0.0
Program uses accounting software to track expenditures and manage finances	29		33		29		30	
Yes		100.0		100.0		100.0		100.0
No		0.0		0.0		0.0		0.0
Program director has training in financial management	29		35		30		31	
Yes		63.4		71.7		86.5		68.4
No		36.6		28.3		13.5		31.6

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^cPercentages do not add to 100 because directors could identify more than staff member.

^dExamples of "other" staff include the school district treasurer and staff within the business office.

Table A.21. Whether program has an Early Head Start grant and the number of Early Head Start and Head Start grants received

	n	Percentage	
Program has an Early Head Start grant	126		
Yes		61.8	
No		38.2	

	n	Mean	Range
Number of Early Head Start grants program receives^a	120	1.1	0 - >3
Number of Head Start grants program receives^a	122	1.2	1 - >2

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aWe do not display very high values in order to prevent identifying participating programs.

Table A.21a. Whether program has an Early Head Start grant and the number of Early Head Start and Head Start grants received, by program agency type^a

	Community action agency		School system			All other agency types ^b			
	n	Percentage	n	Mean	Range	n	Mean	Range	
Program has Early Head Start grant	57		18			51			
Yes		69.6		24.2			65.1		
No		30.4		75.8			34.9		
Number of Early Head Start grants program receives^c	n	Mean	Range	n	Mean	Range	n	Mean	Range
	56	1.0	0 - >3	16	0.2	0 - 2	48	1.4	0 - >3
Number of Head Start grants program receives^c	56	1.1	1 - >2	17	1.0	1 - >2	49	1.4	1 - >2

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cWe do not display very high values in order to prevent identifying participating programs.

Table A.21b. Whether program has an Early Head Start grant and the number of Early Head Start and Head Start grants received, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200		
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	
Program has Early Head Start grant	30		35		30		31		
Yes		48.2		70.8		83.9		77.7	
No		51.8		29.2		16.1		22.3	
	n	Mean	Range	n	Mean	Range	n	Mean	Range
Number of Early Head Start grants programs receives^c	28	0.8	0 - >3	34	1.5	0 - >3	29	1.2	0 - >3
Number of Head Start grants program receives^c	28	1.2	1 - >2	34	1.3	1 - >2	29	1.1	1 - >2

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^cWe do not display very high values in order to prevent identifying participating programs.

**VARIATION IN SOURCES OF CENTER AND CLASSROOM FUNDING WITHIN
PROGRAMS**

Table A.22. Whether program operates centers that do not receive Head Start funds and the number of centers that provide Head Start services

	n	Percentage	
Program operates centers that do not receive Head Start funds	125		
Yes		23.7	
No		76.3	

	n	Mean	Range
Number of centers that provide Head Start services^a	123	9.8	1 - >50

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aWe do not display very high values in order to prevent identifying participating programs.

Table A.22a. Whether program operates centers that do not receive Head Start funds and the number of centers that provide Head Start services, by program agency type^a

	Community action agency		School system			All other agency types ^b			
	n	Percentage	n	Mean	Range	n	Mean	Range	
Program operates centers that do not receive Head Start funds	57		17			51			
Yes		20.8		30.3			24.9		
No		79.2		69.7			75.1		
Number of centers that provide Head Start services^c	n	Mean	Range	n	Mean	Range	n	Mean	Range
	57	10.6	3 - >50	15	8.8	1 - >50	51	9.2	1 - >50

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cWe do not display very high values in order to prevent identifying participating programs.

Table A.22b. Whether program operates centers that do not receive Head Start funds and the number of centers that provide Head Start services, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600			Large programs: enrollment ≥ 600 and < 1200			Very large programs: enrollment ≥ 1200			
	n	Percentage	n	Mean	Range	n	Mean	Range	n	Mean	Range	
Program operates centers that do not receive Head Start funds	30		34			30			31			
Yes		28.6		23.6			9.5			18.0		
No		71.4		76.4			90.5			82.0		
Number of centers that provide Head Start services^c	30	5.9	1 - 20	34	11.5	3 - >50	29	14.3	5 - 47	30	23.4	6 - >50

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^cWe do not display very high values in order to prevent identifying participating programs.

Table A.23. Whether individual children are funded by multiple sources and how children with different funding sources are assigned to classrooms

	n	Percentage
Program enrolls individual children who are supported by both Head Start and state or local pre-K funds	126	
Yes		57.4
No		42.6
Program enrolls individual children who are supported by both Head Start and child care subsidies	124	
Yes		34.7
No		65.3
Program enrolls individual children who are supported by both Head Start and community organizations, grants, and/or fundraising	125	
Yes		28.7
No		71.3
Among programs receiving state or local pre-K funds, classroom assignment strategy for Head Start children and children supported by state or local pre-K funding	81	
Always assigned to different classrooms		16.6
Sometimes assigned to the same classroom		37.6
Always assigned to the same classrooms		45.8
Among programs receiving child care subsidies, classroom assignment strategy for Head Start children and children supported by child care subsidy funding	42	
Always assigned to different classrooms		10.2
Sometimes assigned to the same classroom		32.2
Always assigned to the same classrooms		57.6

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table A.23a. Whether individual children are funded by multiple sources and how children with different funding sources are assigned to classrooms, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Program enrolls individual children who are supported by both Head Start and state or local pre-K funds	57		18		51	
Yes		60.0		55.8		55.2
No		40.0		44.2		44.8
Program enrolls individual children who are supported by both Head Start and child care subsidies	56		18		50	
Yes		32.0		1.5		47.5
No		68.0		98.5		52.5
Program enrolls individual children who are supported by both Head Start and community organizations, grants, and/or fundraising	56		18		51	
Yes		21.5		13.3		40.3
No		78.5		86.7		59.7
Among programs receiving state or local pre-K funds, classroom assignment strategy for Head Start children and children supported by state or local pre-K funding	40		10		31	
Always assigned to different classrooms		15.9		16.1		17.7
Sometimes assigned to the same classroom		42.6		52.2		27.1
Always assigned to the same classrooms		41.6		31.7		55.2
Among programs receiving child care subsidies, classroom assignment strategy for Head Start children and children supported by child care subsidy funding	21		1		20	
Always assigned to different classrooms		12.8		!		8.7
Sometimes assigned to the same classroom		27.3		!		35.4
Always assigned to the same classrooms		59.9		!		55.9

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table A.23b. Whether individual children are funded by multiple sources and how children with different funding sources are assigned to classrooms, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Program enrolls children who are supported by both Head Start and state or local pre-K funds	30		35		30		31	
Yes		56.8		57.6		52.0		69.4
No		43.2		42.4		48.0		30.6
Program enrolls children who are supported by both Head Start and child care subsidies	30		33		30		31	
Yes		40.5		30.1		25.4		30.5
No		59.5		69.9		74.6		69.5
Program enrolls children who are supported by both Head Start and community organizations, grants, and/or fundraising	29		35		30		31	
Yes		42.2		14.5		8.8		30.7
No		57.8		85.5		91.2		69.3
Among programs receiving state or local pre-K funds, classroom assignment strategy for Head Start children and children supported by state or local pre-K funding	21		21		18		21	
Always assigned to different classrooms		21.1		10.7		14.2		11.9
Sometimes assigned to the same classroom		47.5		25.0		30.6		28.4
Always assigned to the same classrooms		31.4		64.3		55.2		59.7
Among programs receiving child care subsidies, classroom assignment strategy for Head Start children and children supported by child care subsidy funding	11		13		9		9	
Always assigned to different classrooms		9.2		16.3		!		!
Sometimes assigned to the same classroom		36.3		22.9		!		!
Always assigned to the same classrooms		54.5		60.8		!		!

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table A.23b (*continued*)

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

PROGRAM SUPPORT FOR KINDERGARTEN TRANSITIONS

Table A.24. How programs communicate with elementary schools about children's kindergarten transition

	n	Percentage	
Program directly communicates with	124		
None of the elementary schools		2.4	
Some of the elementary schools		37.4	
Most of the elementary schools		26.7	
All of the elementary schools		33.5	
Among programs that directly communicate with elementary schools			
Elementary school staff that program most frequently communicates with^a	122		
Principal		70.6	
Other school administrator		49.0	
School counselor		26.0	
Teacher		74.0	
School social worker		21.4	
Special education staff		10.1	
Other ^b		11.6	
How many children are discussed	112		
All		17.4	
Most		13.6	
Some		34.9	
Just a few		23.4	
None		10.8	
Main reasons for program communication^c	124		
Help kindergarten teachers learn about incoming children		68.4	
Help elementary school staff learn about Head Start		40.8	
Help program prepare children for transition		89.3	
Inform program instruction to align with kindergarten expectations		53.9	
Help families with transitioning		85.8	
Other ^d		1.0	
Program shares child records or files with district/school that children will attend	124		
For all children		66.6	
For some children		26.9	
Program does not share records		6.5	
Among programs that share child records or files with elementary schools			
Topics that programs most frequently discuss^e	112		
Kindergarten entry assessments		25.4	
What children are expected to know at kindergarten entry		38.6	
Joint school/Head Start staff trainings		12.7	
Alignment of curricula		7.3	
Individual children		45.5	
Helping families with transitioning		55.6	
Other ^f		1.3	
	n	Mean	Range
Number of elementary schools that program feeds into^g	106	16.1	2 - >60

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aPercentages do not add to 100 because directors could identify up to three staff members.

^bExamples of "other" staff include community liaisons and speech therapists.

Table A.24 (*continued*)

^ePercentages do not add to 100 because directors could identify more than one reason.

^fAn example of “other” reasons includes discussing children with identified disabilities or behavioral issues.

^gPercentages do not add to 100 because directors were asked to identify two topics.

^hAn example of “other” topics includes co-teaching.

ⁱTo lessen the effect of a small number of respondents who reported extremely high numbers of elementary schools, we limit the number of elementary schools that a program feeds into at a maximum of 60 in our analysis.

Table A.24a. How programs communicate with elementary schools about children's kindergarten transition, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Program directly communicates with	55		18		51	
None of the elementary schools		0.0		0.0		5.4
Some of the elementary schools		19.6		19.6		41.6
Most of the elementary schools		39.5		29.3		13.6
All of the elementary schools		21.9		51.1		39.4
Among programs that directly communicate with elementary schools						
Elementary school staff that program most frequently communicates with^c	55		18		49	
Principal		62.7		88.8		73.1
Other school administrator		61.0		24.6		44.6
School counselor		24.4		21.7		29.0
Teacher		73.0		94.6		68.5
School social worker		15.7		17.1		28.4
Special education staff		15.9		6.3		5.5
Other ^d		15.6		8.7		8.3
How many children are discussed	50		17		45	
All		14.7		54.2		8.8
Most		22.7		1.6		8.0
Some		36.9		17.0		38.3
Just a few		18.7		13.0		31.2
None		7.0		14.2		13.7
Main reasons for program communication^e	55		18		49	
Help kindergarten teachers learn about incoming children		68.8		82.7		63.1
Help elementary school staff learn about Head Start		46.4		37.4		34.3
Help program prepare children for transition		85.3		100.0		89.6
Inform program instruction to align with kindergarten expectations		52.7		60.0		50.9
Help families with transitioning		83.9		87.4		86.6
Other ^f		2.0		0.9		0.0
Program shares child records or files with district/school that children will attend	55		18		51	
For all children		67.9		97.6		56.1
For some children		27.1		2.4		34.1
Program does not share records		5.0		0.0		9.8

Table A.24a (continued)

	Community action agency		School system			All other agency types ^b			
	n	Percentage	n	Percentage		n	Percentage		
Among programs that share child records or files with elementary schools									
Topics that programs most frequently discuss^a	52		18		42				
Kindergarten entry assessments		26.0		20.8		26.3			
What children are expected to know at kindergarten entry		31.5		30.7		49.5			
Joint school/Head Start staff trainings		12.5		8.4		14.4			
Alignment of curricula		6.2		21.8		3.5			
Individual children		52.5		56.6		33.6			
Helping families with transitioning		51.6		33.8		67.7			
Other ^h		2.5		0.0		0.4			
	n	Mean	Range	n	Mean	Range	n	Mean	Range
Number of elementary schools that program feeds intoⁱ	48	16.8	4 - >60	17	19.5	4 - >60	41	14.5	2 - >60

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cPercentages do not add to 100 because directors could identify up to three staff members.

^dExamples of "other" staff include community liaisons and speech therapists.

^e Percentages do not add to 100 because directors could identify more than one reason.

^fAn example of "other" reasons includes discussing children with identified disabilities or behavioral issues.

^gPercentages do not add to 100 because directors were asked to identify two topics.

^hAn example of "other" topics includes co-teaching.

ⁱTo lessen the effect of a small number of respondents who reported extremely high numbers of elementary schools, we limit the number of elementary schools that a program feeds into at a maximum of 60 in our analysis.

Table A.24b. How programs communicate with elementary schools about children's kindergarten transition, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Program directly communicates with	30		35		28		31	
None of the elementary schools		4.2		0.0		2.1		0.0
Some of the elementary schools		39.1		39.1		46.4		59.9
Most of the elementary schools		22.4		38.0		22.6		21.1
All of the elementary schools		42.6		23.0		29.0		19.0
Among programs that directly communicate with elementary schools								
Elementary school staff that program most frequently communicates with^c	29		35		29		31	
Principal		70.0		65.8		82.6		72.5
Other school administrator		44.3		52.7		63.3		53.1
School counselor		29.9		28.0		14.3		9.0
Teacher		73.6		81.9		49.6		77.4
School social worker		20.0		32.0		15.4		2.7
Special education staff		11.8		6.3		9.0		13.0
Other ^d		17.7		2.0		13.3		2.2
How many children are discussed	28		30		24		30	
All		28.2		6.3		5.5		1.9
Most		6.3		33.3		4.0		7.1
Some		35.6		32.9		49.1		17.8
Just a few		21.1		21.9		22.2		43.9
None		8.8		5.6		19.1		29.2
Main reasons for program communication^e	29		35		29		31	
Help kindergarten teachers learn about incoming children		72.2		66.8		65.4		56.1
Help elementary school staff learn about Head Start		32.4		49.7		53.6		38.2
Help program prepare children for transition		88.9		90.9		87.1		90.2
Inform program instruction to align with kindergarten expectations		43.4		56.6		73.1		74.9
Help families with transitioning		84.7		85.9		94.8		77.2
Other ^f		0.0		3.0		0.0		1.4

Table A.24b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200		
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	
Program shares child records or files with district/school that children will attend	30		35		30		29		
For all children		78.0		50.6		63.0		56.4	
For some children		19.5		40.9		29.5		20.1	
Program does not share records		2.5		8.5		7.5		23.5	
Among programs that share child records or files with elementary schools									
Topics that programs most frequently discuss^a	28		32		26		26		
Kindergarten entry assessments		20.4		31.2		36.3		16.8	
What children are expected to know at kindergarten entry		32.3		50.7		41.4		31.2	
Joint school/Head Start staff trainings		10.1		17.4		9.0		20.8	
Alignment of curricula		2.2		5.9		27.5		10.9	
Individual children		61.8		28.4		18.4		47.2	
Helping families with transitioning		53.5		59.6		51.7		62.6	
Other ^b		2.2		0.0		0.0		2.3	
	n	Mean	Range	n	Mean	Range	n	Mean	Range
Number of elementary schools that program feeds into^c	29	10.2	3 - 33	28	17.7	2 - >60	23	24.7	4 - >60

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^cPercentages do not add to 100 because directors could identify up to three staff members.

^dExamples of "other" staff include community liaisons and speech therapists.

^ePercentages do not add to 100 because directors could identify more than one reason.

^fAn example of "other" reasons includes discussing children with identified disabilities or behavioral issues.

^gPercentages do not add to 100 because directors were asked to identify two topics.

^hAn example of "other" topics includes co-teaching.

ⁱTo lessen the effect of a small number of respondents who reported extremely high numbers of elementary schools, we limit the number of elementary schools that a program feeds into at a maximum of 60 in our analysis.

**PROGRAM INVOLVEMENT IN LICENSING AND QUALITY RATING AND
IMPROVEMENT SYSTEMS**

Table A.25. State licensing requirements for programs' centers

	n	Percentage
Program's center licensing requirements	123	
All centers must have a license to operate		76.3
Some centers must have a license to operate but others are exempt		13.0
All centers are exempt from licensing requirements		10.7
Among programs with exempt centers, reasons centers are exempt from licensing	30	
Part of a school system		42.6
Affiliated with a religious organization		0.0
Open only a few hours per day or days per week		24.8
State does not require Head Start centers to be licensed		23.6
Another reason ^a		9.0
Among programs with exempt centers, program has centers that choose to be licensed, even if not required	31	
Yes		38.1
No		61.9

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of "other" reasons include participating in the state continuous quality improvement system and not charging a fee for attendance.

Table A.25a. State licensing requirements for programs' centers, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Program's center licensing requirements	56		16		51	
All centers must have a license to operate		74.7		52.7		84.2
Some centers must have a license to operate but others are exempt		19.5		1.7		9.6
All centers are exempt from licensing requirements		5.8		45.6		6.2
Among programs with exempt centers, reasons centers are exempt from licensing	13		7		10	
Part of a school system		20.2		!		31.0
Affiliated with a religious organization		0.0		!		0.0
Open only a few hours per day or days per week		54.3		!		0.0
State does not require Head Start centers to be licensed		23.7		!		42.1
Another reason ^c		1.8		!		26.9
Among programs with exempt centers, program has centers that choose to be licensed, even if not required	14		7		10	
Yes		62.3		!		30.9
No		37.7		!		69.1

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cExamples of "other" reasons include being a part of the state continuous quality improvement system and not charging a fee for attendance.

Table A.25b. State licensing requirements for programs' centers, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Program's center licensing requirements	29		34		30		30	
All centers must have a license to operate		76.9		70.2		80.9		87.5
Some centers must have a license to operate but others are exempt		12.7		14.7		13.6		7.0
All centers are exempt from licensing requirements		10.4		15.1		5.5		5.5
Among programs with exempt centers, reasons centers are exempt from licensing	8		10		7		5	
Part of a school system		!		28.5		!		!
Affiliated with a religious organization		!		0.0		!		!
Open only a few hours per day or days per week		!		19.1		!		!
State does not require Head Start centers to be licensed		!		29.0		!		!
Another reason ^c		!		23.3		!		!
Among programs with exempt centers, program has centers that choose to be licensed, even if not required	8		11		7		5	
Yes		!		45.5		!		!
No		!		54.5		!		!

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^cExamples of "other" reasons include being a part of the state continuous quality improvement system and not charging a fee for attendance.

Table A.26. Program involvement in quality rating and improvement systems

	n	Percentage
Does program participate in a state or local QRIS	118	
All centers in program are part of a QRIS		73.5
Some centers in program are part of a QRIS		13.0
Program does not participate in a QRIS		13.4
Among programs with centers in a QRIS, process for centers to receive initial rating under the QRIS	92	
Full review		71.7
Automatic rating ^a		14.6
Alternative pathway ^b		9.3
Rating not yet received		2.6
Other ^c		1.8

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

QRIS = Quality Rating and Improvement System.

^aAutomatic ratings award a center a higher rating level without going through the QRIS application or review process, because the program already meets quality standards external to the QRIS.

^bAlternative pathways award a center automatic credit for some (but not all) of the quality components in the QRIS, because the center already meets quality standards external to the QRIS. However, for other quality components, the center still has to go through a rating process to receive a higher rating level.

^cAn example of "other" processes includes use of the Early Childhood Environment Rating Scale.

Table A.26a. Program involvement in quality rating and improvement systems, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Does program participate in a state or local QRIS	52		16		50	
All centers in program are part of a QRIS		78.5		55.2		73.9
Some centers in program are part of a QRIS		11.7		22.2		11.8
Program does not participate in a QRIS		9.8		22.6		14.2
Among programs with centers in a QRIS, process for centers to receive initial rating under the QRIS	43		11		38	
Full review		63.7		76.9		77.9
Automatic rating ^c		15.6		5.2		15.6
Alternative pathway ^d		12.1		17.9		4.9
Rating not yet received		4.9		0.0		1.1
Other ^e		3.7		0.0		0.4

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

QRIS = Quality Rating and Improvement System.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cAutomatic ratings award a center a higher rating level without going through the QRIS application or review process, because the program already meets quality standards external to the QRIS.

^dAlternative pathways award a center automatic credit for some (but not all) of the quality components in the QRIS, because the center already meets quality standards external to the QRIS. However, for other quality components, the center still has to go through a rating process to receive a higher rating level.

^eAn example of "other" processes includes use of the Early Childhood Environment Rating Scale.

Table A.26b. Program involvement in quality rating and improvement systems, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Does program participate in a state or local QRIS	29		29		29		31	
All centers in program are part of a QRIS		92.9		52.3		45.4		58.9
Some centers in program are part of a QRIS		0.0		27.1		30.9		25.2
Program does not participate in a QRIS		7.1		20.5		23.7		15.9
Among programs with centers in a QRIS, process for centers to receive initial rating under the QRIS	26		22		20		24	
Full review		66.2		77.9		73.8		91.7
Automatic rating ^c		16.0		22.1		3.7		3.0
Alternative pathway ^d		11.4		0.0		18.4		3.1
Rating not yet received		3.6		0.0		4.1		0.0
Other ^e		2.7		0.0		0.0		2.3

Source: Spring 2020 FACES Program Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

QRIS = Quality Rating and Improvement System.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^cAutomatic ratings award a center a higher rating level without going through the QRIS application or review process, because the program already meets quality standards external to the QRIS.

^dAlternative pathways award a center automatic credit for some (but not all) of the quality components in the QRIS, because the center already meets quality standards external to the QRIS. However, for other quality components, the center still has to go through a rating process to receive a higher rating level.

^eAn example of "other" processes includes use of the Early Childhood Environment Rating Scale.

SECTION B
CENTER CHARACTERISTICS: SPRING 2020

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

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CENTER ADMINISTRATION, FINANCES, AND FUNDING SOURCES

Table B.1. Length of Head Start year and days of service per week for centers

	n	Percentage	
Days of service per week^a	191		
4 days per week		31.5	
5 days per week		77.6	

	n	Mean	Range
Length of Head Start year in months	183	8.9	5 - 12

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aBecause centers can offer multiple service options, center directors could select more than one “days of service per week” response.

Table B.2. Staff who manage center finances and whether the center director has training in financial management

	n	Percentage
Primary staff who manage center finances	178	
Center director		11.1
Staff from larger program or organization that center is a part of		84.1
Outside consultant or contractor		4.2
Other center staff		12.3
Center director has training in financial management	188	
Yes		22.5
No		77.5

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table B.2a. Staff who manage center finances and whether the center director has training in financial management, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Primary staff who manage center finances	83		26		69	
Center director		14.8		5.4		8.6
Staff from larger program or organization that center is a part of		81.7		96.7		80.7
Outside consultant or contractor		8.3		0.0		0.0
Other center staff		9.3		8.1		19.5
Center director has training in financial management	87		26		75	
Yes		20.5		30.7		21.2
No		79.5		69.3		78.8

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table B.2b. Staff who manage center finances and whether the center director has training in financial management, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Primary staff who manage center finances	39		49		48		42	
Center director		11.1		6.9		11.4		17.4
Staff from larger program or organization that center is a part of		72.3		86.3		91.7		87.3
Outside consultant or contractor		9.2		0.0		0.0		8.8
Other center staff		16.3		12.9		17.4		0.0
Center director has training in financial management	39		52		52		45	
Yes		15.6		17.7		24.8		36.0
No		84.4		82.3		75.2		64.0

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

Table B.3. Sources of center revenue other than Head Start and how they are used

	n	Percentage
Center sources of revenue other than Head Start		
Tuitions and fees paid by parents	172	
Yes		17.2
No		82.8
State or local pre-K funds	152	
Yes		54.0
No		46.0
Child care subsidy programs	153	
Yes		33.7
No		66.3
Other funding from state government	116	
Yes		30.5
No		69.5
Other funding from local government	107	
Yes		39.7
No		60.3
Federal government other than Head Start	147	
Yes		69.9
No		30.1
Revenues from community organizations or other grants	125	
Yes		40.7
No		59.3
Revenues from fund raising activities, cash contributions, gifts, bequests, special events	135	
Yes		31.1
No		68.9
If more than three sources of revenue other than Head Start, the three largest^a		
Head Start	40	93.9
Tuitions and fees paid by parents	16	!
State or local pre-K funds	30	77.3
Child care subsidy programs	22	!
Other funding from state government	23	!
Other funding from local government	22	!
Federal government other than Head Start	36	40.9
Revenues from community organizations or other grants	29	!
Revenues from fund raising activities, cash contributions, gifts, bequests, special events	17	!
Among centers with sources of revenue other than Head Start, how they are used		
Enrollment of additional children	106	
Yes		20.4
No		79.6
Make care affordable for children from low-income families	98	
Yes		17.7
No		82.3
Other services/supports for enrolled children	91	
Yes		44.2
No		55.8

Table B.3 (continued)

	n	Percentage
Services/interventions for parents	95	
Yes		35.1
No		64.9
Professional development for program staff	100	
Yes		37.8
No		62.2
Materials for the program	103	
Yes		42.7
No		57.3
Capital improvements	77	
Yes		42.3
No		57.7
Improve or enhance the current services offered to children or families	81	
Yes		32.7
No		67.3
Center receives non-Head Start funding that requires meeting performance standards or other guidelines	135	
Yes		43.7
No		56.3

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

^aPercentages do not add to 100 because directors could identify up to three sources of funding.

Table B.3a. Sources of center revenue other than Head Start and how they are used, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Center sources of revenue other than Head Start						
Tuitions and fees paid by parents	79		24		69	
Yes		13.1		9.9		27.3
No		86.9		90.1		72.7
State or local pre-K funds	68		22		62	
Yes		54.8		53.2		53.2
No		45.2		46.8		46.8
Child care subsidy programs	68		20		65	
Yes		34.2		15.3		40.6
No		65.8		84.7		59.4
Other funding from state government	49		20		47	
Yes		25.9		30.1		37.5
No		74.1		69.9		62.5
Other funding from local government	49		16		42	
Yes		37.6		36.1		44.8
No		62.4		63.9		55.2
Federal government other than Head Start	65		21		61	
Yes		72.4		70.3		66.0
No		27.6		29.7		34.0
Revenues from community organizations or other grants	55		21		49	
Yes		40.6		29.3		47.5
No		59.4		70.7		52.5
Revenues from fund raising activities, cash contributions, gifts, bequests, special events	62		20		53	
Yes		39.1		28.6		18.1
No		60.9		71.4		81.9
Among centers with sources of revenue other than Head Start, how they are used						
Enrollment of additional children	48		15		43	
Yes		17.3		39.8		16.0
No		82.7		60.2		84.0

Table B.3a (continued)

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Make care affordable for children from low-income families	45		12		41	
Yes		11.2		21.0		27.7
No		88.8		79.0		72.3
Other services/supports for enrolled children	42		13		36	
Yes		45.6		48.1		38.9
No		54.4		51.9		61.1
Services/interventions for parents	47		12		36	
Yes		40.2		26.3		28.4
No		59.8		73.7		71.6
Professional development for program staff	45		15		40	
Yes		36.5		38.2		40.3
No		63.5		61.8		59.7
Materials for the program	45		16		42	
Yes		40.5		47.8		43.8
No		59.5		52.2		56.2
Capital improvements	32		15		30	
Yes		40.3		65.4		28.3
No		59.7		34.6		71.7
Improve or enhance the current services offered to children or families	35		14		32	
Yes		36.3		35.9		24.8
No		63.7		64.1		75.2
Center receives non-Head Start funding that requires meeting performance standards or other guidelines	59		20		56	
Yes		37.0		52.1		49.0
No		63.0		47.9		51.0

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cPercentages do not add to 100 because directors could identify up to three sources of funding.

Table B.3b. Sources of center revenue other than Head Start and how they are used, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Center sources of revenue other than Head Start								
Tuitions and fees paid by parents	36		49		45		42	
Yes		27.2		22.0		8.6		4.9
No		72.8		78.0		91.4		95.1
State or local pre-K funds	31		44		42		35	
Yes		49.2		53.8		54.5		61.6
No		50.8		46.2		45.5		38.4
Child care subsidy programs	31		44		42		36	
Yes		36.7		42.4		14.5		37.9
No		63.3		57.6		85.5		62.1
Other funding from state government	27		31		31		27	
Yes		33.9		40.5		14.4		26.9
No		66.1		59.5		85.6		73.1
Other funding from local government	24		31		31		21	
Yes		41.1		53.1		27.6		22.9
No		58.9		46.9		72.4		77.1
Federal government other than Head Start	30		45		37		35	
Yes		67.5		78.3		60.1		68.2
No		32.5		21.7		39.9		31.8
Revenues from community organizations or other grants	31		35		32		27	
Yes		55.5		44.8		19.2		33.1
No		44.5		55.2		80.8		66.9
Revenues from fund raising activities, cash contributions, gifts, bequests, special events	29		41		34		31	
Yes		49.1		31.5		23.1		13.3
No		50.9		68.5		76.9		86.7
Among centers with sources of revenue other than Head Start, how they are used								
Enrollment of additional children	22		37		25		22	
Yes		41.0		14.7		8.2		18.6
No		59.0		85.3		91.8		81.4

Table B.3b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Make care affordable for children from low-income families	18		37		23		20	
Yes		22.3		20.6		9.9		13.7
No		77.7		79.4		90.1		86.3
Other services/supports for enrolled children	17		33		22		19	
Yes		72.6		38.5		25.2		40.2
No		27.4		61.5		74.8		59.8
Services/interventions for parents	18		34		23		20	
Yes		64.2		34.0		15.4		23.4
No		35.8		66.0		84.6		76.6
Professional development for program staff	25		33		23		19	
Yes		49.0		37.7		26.1		32.0
No		51.0		62.3		73.9		68.0
Materials for the program	24		34		24		21	
Yes		48.6		42.7		28.0		50.8
No		51.4		57.3		72.0		49.2
Capital improvements	21		26		16		14	
Yes		67.3		41.7		19.2		19.8
No		32.7		58.3		80.8		80.2
Improve or enhance the current services offered to children or families	21		25		17		18	
Yes		50.0		19.8		20.3		36.9
No		50.0		80.2		79.7		63.1
Center receives non-Head Start funding that requires meeting performance standards or other guidelines	27		39		35		34	
Yes		40.2		55.1		39.0		34.9
No		59.8		44.9		61.0		65.1

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table B.3b (*continued*)

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^cPercentages do not add to 100 because directors could identify up to three sources of funding.

Table B.4. Whether individual children are funded by multiple sources and how children with different funding sources are assigned to center classrooms^a

	n	Percentage
Center enrolls children who are supported by both Head Start and state or local pre-K funds	176	
Yes		34.6
No		65.4
Center enrolls children who are supported by both Head Start and child care subsidies	180	
Yes		16.4
No		83.6
Center enrolls children who are supported by both Head Start and community organizations, grants, and/or fundraising	170	
Yes		12.4
No		87.6
Among centers receiving state or local pre-K funds, classroom assignment strategy for Head Start children and children supported by state or local pre-K funding	77	
Always assigned to different classrooms		24.2
Sometimes assigned to the same classroom		32.9
Always assigned to the same classrooms		42.9
Among centers receiving child care subsidies, classroom assignment strategy for Head Start children and children supported by child care subsidy funding	35	
Always assigned to different classrooms		14.2
Sometimes assigned to the same classroom		27.4
Always assigned to the same classrooms		58.4

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aSee Table B.3 for all sources of revenue and how they are used.

Table B.4a. Whether individual children are funded by multiple sources and how children with different funding sources are assigned to center classrooms, by program agency type^{a,b}

	Community action agency		School system		All other agency types ^c	
	n	Percentage	n	Percentage	n	Percentage
Center enrolls children who are supported by both Head Start and state or local pre-K funds	80		25		71	
Yes		34.5		38.7		32.5
No		65.5		61.3		67.5
Center enrolls children who are supported by both Head Start and child care subsidies	82		26		72	
Yes		15.5		10.1		21.0
No		84.5		89.9		79.0
Center enrolls children who are supported by both Head Start and community organizations, grants, and/or fundraising	79		21		70	
Yes		18.1		1.9		9.0
No		81.9		98.1		91.0
Among centers receiving state or local pre-K funds, classroom assignment strategy for Head Start children and children supported by state or local pre-K funding	36		13		28	
Always assigned to different classrooms		21.8		0.0		43.6
Sometimes assigned to the same classroom		45.5		39.9		6.3
Always assigned to the same classrooms		32.7		60.1		50.0
Among centers receiving child care subsidies, classroom assignment strategy for Head Start children and children supported by child care subsidy funding	17		1		17	
Always assigned to different classrooms		20.9		!		10.4
Sometimes assigned to the same classroom		18.8		!		43.3
Always assigned to the same classrooms		60.3		!		46.3

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

^aSee Table B.3a for all sources of revenue and how they are used.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^c"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table B.4b. Whether individual children are funded by multiple sources and how children with different funding sources are assigned to center classrooms, by program size^{a,b,c}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Center enrolls children who are supported by both Head Start and state or local pre-K funds	38		47		50		41	
Yes		32.4		38.8		33.7		32.1
No		67.6		61.2		66.3		67.9
Center enrolls children who are supported by both Head Start and child care subsidies	39		50		50		41	
Yes		16.2		30.5		5.7		7.6
No		83.8		69.5		94.3		92.4
Center enrolls children who are supported by both Head Start and community organizations, grants, and/or fundraising	35		45		49		41	
Yes		20.5		14.6		8.3		4.2
No		79.5		85.4		91.7		95.8
Among centers receiving state or local pre-K funds, classroom assignment strategy for Head Start children and children supported by state or local pre-K funding	17		22		18		20	
Always assigned to different classrooms		17.8		45.9		7.9		13.7
Sometimes assigned to the same classroom		35.8		10.2		46.1		53.3
Always assigned to the same classrooms		46.4		43.8		46.0		33.0
Among centers receiving child care subsidies, classroom assignment strategy for Head Start children and children supported by child care subsidy funding	10		10		6		9	
Always assigned to different classrooms		0.0		13.2		!		!
Sometimes assigned to the same classroom		27.0		30.7		!		!
Always assigned to the same classrooms		73.0		56.2		!		!

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

^aSee Table B.3b for all sources of revenue and how they are used.

^bEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table B.4b (*continued*)

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

CENTER DIRECTOR EDUCATION AND EXPERIENCE

Table B.5. Center director education and credentials

	n	Percentage
Highest level of education	185	
High school diploma or equivalent or less		0.9
Some college		3.1
Associate's degree		15.2
Bachelor's degree		50.4
Graduate or professional degree		30.4
Has state-sponsored credential		
Child Development Associate (CDA)	185	21.2
Teaching certificate or license for preschool ^a	185	29.6
Teaching certificate or license for grades other than preschool ^a	185	28.3
Early childhood program or school license/certificate/credential in administration	184	54.8
Any of the above state-sponsored credentials	185	72.4
Has bachelor's degree or higher and state-sponsored credential	185	58.5

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aTeachers usually receive a certificate or license from a state department or agency that has authority over the education and/or early childhood system in that state. Teachers receive the certificate or license when they meet the education or experience requirements that are set by the department or agency.

Table B.5a. Center director education and credentials, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Highest level of education	86		25		74	
High school diploma or equivalent or less		0.0		0.0		2.7
Some college		6.1		0.0		0.0
Associate's degree		20.2		10.9		9.7
Bachelor's degree		57.5		24.3		52.4
Graduate or professional degree		16.2		64.8		35.1
Has state-sponsored credential						
Child Development Associate (CDA)	86	26.6	25	10.9	74	18.2
Teaching certificate or license for preschool ^c	86	21.2	25	50.6	74	32.0
Teaching certificate or license for grades other than preschool ^c	86	17.3	25	53.0	74	32.8
Early childhood program or school license/certificate/credential in administration	85	46.8	25	57.1	74	65.8
Any of the above state sponsored credentials	86	67.7	25	71.2	74	80.1
Has bachelor's degree or higher and state-sponsored credential	86	50.2	25	60.3	74	70.2

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cTeachers usually receive a certificate or license from a state department or agency that has authority over the education and/or early childhood system in that state. Teachers receive the certificate or license when they meet the education or experience requirements that are set by the department or agency.

Table B.5b. Center director education and credentials, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Highest level of education	37		53		52		43	
High school diploma or equivalent or less		0.0		0.0		0.0		4.8
Some college		3.2		4.7		0.0		4.1
Associate's degree		21.1		22.6		4.9		8.2
Bachelor's degree		32.8		57.4		60.0		50.2
Graduate or professional degree		42.9		15.3		35.1		32.7
Has state-sponsored credential								
Child Development Associate (CDA)	37	21.9	53	23.6	52	14.8	43	24.7
Teaching certificate or license for preschool ^b	37	27.3	53	33.9	52	27.4	43	28.4
Teaching certificate or license for grades other than preschool ^b	37	31.6	53	24.8	52	35.8	43	19.7
Early childhood program or school license/certificate/credential in administration	37	48.5	53	62.8	52	45.1	42	62.6
Any of the above state sponsored credentials	37	74.4	53	78.6	52	60.8	43	74.1
Has bachelor's degree or higher and state-sponsored credential	37	55.0	53	60.8	52	56.8	43	61.5

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bTeachers usually receive a certificate or license from a state department or agency that has authority over the education and/or early childhood system in that state. Teachers receive the certificate or license when they meet the education or experience requirements that are set by the department or agency.

Table B.6. Center director years of experience as a Head Start director

	n	Percentage	
In current program (categories)	185		
<3 years		44.7	
4 to 9 years		27.3	
10 to 19 years		20.6	
>20 years		7.5	
In any Head Start program (categories)	183		
<3 years		34.2	
4 to 9 years		29.7	
10 to 19 years		25.2	
>20 years		10.9	
	n	Mean	Range
In current program	185	6.7	0 - 37
In any Head Start program	183	8.3	0 - 32

Source: Spring 2020 FACES Center Director Survey.

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table B.6a. Center director years of experience as a Head Start director, by program agency type^a

	Community action agency		School system			All other agency types ^b			
	n	Percentage	n	Percentage		n	Percentage		
In current program (categories)	84		26			75			
<3 years		39.2		31.0			59.8		
4 to 9 years		30.5		31.7			20.3		
10 to 19 years		17.1		36.8			17.2		
>20 years		13.2		0.5			2.7		
In any Head Start program (categories)	84		26			73			
<3 years		29.2		27.4			45.2		
4 to 9 years		30.9		24.3			30.8		
10 to 19 years		22.8		46.9			17.2		
>20 years		17.1		1.4			6.8		
	n	Mean	Range	n	Mean	Range	n	Mean	Range
In current program	84	8.1	0 - 37	26	6.3	0 - 20	75	5.0	0 - 25
In any Head Start program	84	9.6	0 - 32	26	7.7	0 - 20	73	6.7	0 - 31

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table B.6b. Center director years of experience as a Head Start director, by program size^a

	Small programs: enrollment < 300			Medium programs: enrollment >= 300 and < 600			Large programs: enrollment >= 600 and < 1200			Very large programs: enrollment >= 1200		
	n	Percentage		n	Percentage		n	Percentage		n	Percentage	
In current program (categories)	38			51			50			46		
<3 years		52.8			61.4			35.0			21.2	
4 to 9 years		16.7			30.3			21.1			43.5	
10 to 19 years		19.6			7.7			33.4			25.7	
>20 years		10.8			0.6			10.5			9.7	
In any Head Start program (categories)	37			50			51			45		
<3 years		45.2			41.1			30.2			14.6	
4 to 9 years		18.0			47.8			17.3			32.3	
10 to 19 years		18.1			8.9			42.6			38.0	
>20 years		18.7			2.3			9.9			15.0	
	n	Mean	Range	n	Mean	Range	n	Mean	Range	n	Mean	Range
In current program	38	6.7	0 - 25	51	3.9	1 - 22	50	8.6	0 - 37	46	8.8	0 - 30
In any Head Start program	37	8.1	0 - 30	50	5.1	1 - 22	51	9.5	0 - 30	45	11.7	1 - 32

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

PROFESSIONAL DEVELOPMENT AND COACHING IN CENTERS

Table B.7. Types of professional development activities center directors participated in over the past 12 months

	n	Percentage
College or university course(s)	191	
Yes		29.0
No		71.0
Visits to other Head Start or early childhood programs	191	
Yes		34.0
No		66.0
A network or community of Head Start and other early childhood program leaders organized by someone outside of your program	191	
Yes		65.2
No		34.8
A leadership institute offered by Head Start	191	
Yes		29.1
No		70.9
A leadership institute offered by an organization other than Head Start	191	
Yes		37.1
No		62.9
Training or conferences	191	
Yes		82.9
No		17.1
Formal mentoring or coaching that is provided by program	191	
Yes		62.0
No		38.0

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table B.8. Top three areas where center directors reported they need additional support to lead more effectively

	n	Percentage
Educational/curriculum leadership	190	23.2
Child assessment	190	5.5
Creating positive learning environments	190	20.0
Working with parents and families	190	22.5
Working with and partnering in the community	190	26.5
Program improvement planning	190	36.4
Budgeting	190	4.6
Staffing (hiring)	190	33.9
Teacher evaluation	190	9.6
Evaluation of other program staff	190	2.4
Teacher professional development	190	19.6
Data-driven decision making	190	22.4

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table B.8a. Top three areas where center directors reported they need additional support to lead more effectively, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Educational/curriculum leadership	88	24.2	26	25.4	76	20.8
Child assessment	88	4.0	26	13.3	76	3.5
Creating positive learning environments	88	25.5	26	22.6	76	10.5
Working with parents and families	88	25.2	26	10.6	76	24.6
Working with and partnering in the community	88	29.4	26	7.4	76	32.0
Program improvement planning	88	41.2	26	33.0	76	31.2
Budgeting	88	2.2	26	8.4	76	6.2
Staffing (hiring)	88	47.4	26	4.6	76	28.9
Teacher evaluation	88	10.3	26	8.6	76	9.0
Evaluation of other program staff	88	3.8	26	0.0	76	1.5
Teacher professional development	88	21.1	26	17.7	76	18.2
Data-driven decision making	88	12.4	26	55.5	76	20.3

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table B.8b. Top three areas where center directors reported they need additional support to lead more effectively, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Educational/curriculum leadership	39	34.3	53	8.4	52	23.9	46	30.9
Child assessment	39	0.0	53	11.9	52	4.0	46	4.4
Creating positive learning environments	39	40.2	53	5.7	52	17.3	46	18.9
Working with parents and families	39	19.4	53	36.6	52	8.8	46	20.9
Working with and partnering in the community	39	17.2	53	40.3	52	12.9	46	33.4
Program improvement planning	39	37.0	53	35.5	52	40.6	46	32.2
Budgeting	39	6.6	53	2.7	52	6.5	46	2.7
Staffing (hiring)	39	27.5	53	44.1	52	32.2	46	28.5
Teacher evaluation	39	7.2	53	7.3	52	19.2	46	4.8
Evaluation of other program staff	39	0.0	53	4.0	52	4.8	46	0.0
Teacher professional development	39	25.9	53	12.0	52	21.1	46	21.2
Data-driven decision making	39	31.3	53	8.4	52	30.3	46	23.3

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table B.9. Number of lead teachers in centers and the percentage of those who left and needed to be replaced

	n	Percentage	
Number of lead teachers employed in centers (categories)^a	191		
1 to 2		43.1	
3 to 5		23.4	
6 to 10		23.2	
>11		10.2	
Lead teacher turnover percentage (categories)^b	191		
0%		49.5	
1 to 9%		0.7	
10 to 25%		17.5	
26 to 100%		23.2	
>100%		9.0	
	n	Mean	Range
Number of lead teachers employed^a	191	5.4	1 - 50
Lead teacher turnover percentage^b	191	21.0	0 - 113

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe study defines lead teachers as the head or primary teacher in the classroom. Head Start centers may indicate that they do not employ any lead teachers because they do not treat any teachers as "lead" or because their lead teacher position is vacant at the time of the survey.

^bWe calculated the percentage of turnover among lead teachers by dividing the number of teachers who left and were replaced in the past 12 months by the total number of teachers currently employed at the center. Percentages higher than 100 indicate that some centers had to replace teachers more than once over 12 months. For example, if a center director reported they employ 10 teachers, and that 11 left and had to be replaced (that is, they had to replace all teachers once and one of the replacements also had to be replaced), their teacher turnover percentage would be 110 percent.

Table B.9a. Number of lead teachers in centers and the percentage of those who left and needed to be replaced, by program agency type^a

	Community action agency		School system			All other agency types ^b			
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	
Number of lead teachers employed in centers (categories)^c	89		26		76				
1 to 2		49.5		69.5		19.9			
3 to 5		19.1		10.2		36.8			
6 to 10		26.3		15.4		22.5			
>11		5.1		4.9		20.8			
Lead teacher turnover percentage (categories)^d	89		26		76				
0%		58.7		49.4		35.8			
1 to 9%		0.4		0.9		1.1			
10 to 25%		17.0		15.5		37.2			
26 to 100%		20.7		34.1		25.9			
>100%		3.2		0.0		0.0			
	n	Mean	Range	n	Mean	Range	n	Mean	Range
Number of lead teachers employed^c	89	4.2	1 - 32	26	3.4	1 - 26	76	8.3	1 - 50
Lead teacher turnover percentage^d	89	16.9	0 - 113	26	24.8	0 - 100	76	25.0	0 - 100

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cThe study defines lead teachers as the head or primary teacher in the classroom. Head Start centers may indicate that they do not employ any lead teachers because they do not treat any teachers as "lead" or because their lead teacher position is vacant at the time of the survey.

^dWe calculated the percentage of turnover among lead teachers by dividing the number of teachers who left and were replaced in the past 12 months by the total number of teachers currently employed at the center. Percentages higher than 100 indicate that some centers had to replace teachers more than once over 12 months. For example, if a center director reported they employ 10 teachers, and that 11 left and had to be replaced (that is, they had to replace all teachers once and one of the replacements also had to be replaced), their teacher turnover percentage would be 110 percent.

Table B.9b. Number of lead teachers in centers and the percentage of those who left and needed to be replaced, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600			Large programs: enrollment ≥ 600 and < 1200			Very large programs: enrollment ≥ 1200			
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage		
Number of lead teachers employed in centers (categories)^a	40		53		52		46					
1 to 2		49.8		35.6		55.0		31.9				
3 to 5		21.0		26.3		18.9		27.5				
6 to 10		18.8		28.7		18.0		26.8				
>11		10.4		9.4		8.2		13.9				
Lead teacher turnover percentage (categories)^b	40		53		52		46					
0%		41.2		46.9		58.3		54.2				
1 to 9%		2.0		0.7		0.0		0.0				
10 to 25%		15.6		33.4		13.4		30.3				
26 to 100%		41.2		13.8		28.4		15.5				
>100%		0.0		5.3		0.0		0.0				
	n	Mean	Range	n	Mean	Range	n	Mean	Range	n	Mean	Range
Number of lead teachers employed in centers^b	40	4.2	1 - 26	53	5.9	1 - 32	52	5.4	1 - 50	46	6.2	1 - 36
Lead teacher turnover percentage in centers^c	40	30.8	0 - 100	53	18.4	0 - 113	52	19.0	0 - 100	46	14.1	0 - 100

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended ^at least one class or, for programs with home-based options, received at least one home visit.

^bThe study defines lead teachers as the head or primary teacher in the classroom. Head Start centers may indicate that they do not employ any lead teachers because they do not treat any teachers as "lead" or because their lead teacher position is vacant at the time of the survey.

^cWe calculated the percentage of turnover among lead teachers by dividing the number of teachers who left and were replaced in the past 12 months by the total number of teachers currently employed at the center. Percentages higher than 100 indicate that some centers had to replace teachers more than once over 12 months. For example, if a center director reported they employ 10 teachers, and that 11 left and had to be replaced (that is, they had to replace all teachers once and one of the replacements also had to be replaced), their teacher turnover percentage would be 110 percent.

Table B.10. Professional development activities offered to center staff

	n	Percentage
Consultants hired to work directly with staff	190	
Yes		76.9
No		23.1
Attendance at regional conferences	188	
Yes		58.5
No		41.5
Attendance at state conferences	188	
Yes		60.1
No		39.9
Attendance at national conferences	188	
Yes		39.7
No		60.3
Paid substitutes to allow teachers time to prepare, train, and/or plan	188	
Yes		60.5
No		39.5
Mentoring or coaching	191	
Yes		95.1
No		4.9
Workshops/trainings sponsored by the program	190	
Yes		97.2
No		2.8
Workshops/trainings provided by other organizations	188	
Yes		97.2
No		2.8
A community of learners^a	188	
Yes		61.3
No		38.7
Time during the regular work day to participate in Office of Head Start T/TA webinars	190	
Yes		69.2
No		30.8
Tuition assistance for associate's or bachelor's courses	190	
Yes		73.8
No		26.2
Onsite Associate's or Bachelor's courses	188	
Yes		14.7
No		85.3
Tuition assistance for courses toward getting a credential	188	
Yes		70.5
No		29.5
Other^b	181	
Yes		4.2
No		95.8

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table B.10 (*continued*)

^aA community of learners is also known as a professional learning community, facilitated by an expert.

^bExamples of “other” professional development activities include grant application assistance and time to study for coursework.

Table B.10a. Professional development activities offered to center staff, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Consultants hired to work directly with staff	89		26		75	
Yes		77.3		69.6		80.2
No		22.7		30.4		19.8
Attendance at regional conferences	89		26		73	
Yes		60.2		54.5		58.0
No		39.8		45.5		42.0
Attendance at state conferences	89		26		73	
Yes		59.3		61.3		60.7
No		40.7		38.7		39.3
Attendance at national conferences	89		26		73	
Yes		40.7		39.9		38.0
No		59.3		60.1		62.0
Paid substitutes to allow teachers time to prepare, train, and/or plan	89		26		73	
Yes		54.7		75.0		61.9
No		45.3		25.0		38.1
Mentoring or coaching	89		26		76	
Yes		94.2		100.0		93.8
No		5.8		0.0		6.2
Workshops/trainings sponsored by the program	89		26		75	
Yes		96.3		100.0		97.2
No		3.7		0.0		2.8
Workshops/trainings provided by other organizations	89		26		73	
Yes		95.8		99.3		98.2
No		4.2		0.7		1.8
A community of learners^c	89		26		73	
Yes		52.2		94.3		58.0
No		47.8		5.7		42.0
Time during the regular work day to participate in Office of Head Start T/TA webinars	89		26		75	
Yes		73.6		60.3		67.1
No		26.4		39.7		32.9

Table B.10a (continued)

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Tuition assistance for associate's or bachelor's courses	89		26		75	
Yes		79.2		52.7		76.5
No		20.8		47.3		23.5
Onsite Associate's or Bachelor's courses	89		26		73	
Yes		15.2		2.7		20.3
No		84.8		97.3		79.7
Tuition assistance for courses toward getting a credential	89		26		73	
Yes		74.8		46.8		76.4
No		25.2		53.2		23.6
Other^d	84		25		72	
Yes		5.1		4.9		2.4
No		94.9		95.1		97.6

Source: Spring 2020 FACES Center Director Survey and 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cA community of learners is also known as a professional learning community, facilitated by an expert.

^dExamples of "other" professional development activities include grant application assistance and time to study for coursework.

Table B.11. How frequently centers use professional development information and resources

	n	Percentage
ECLKC website	191	
Never/rarely		6.7
Sometimes		25.3
Often		67.9
Office of Head Start National Centers	191	
Never/rarely		21.8
Sometimes		38.1
Often		40.1
Professional organizations	191	
Never/rarely		14.1
Sometimes		51.9
Often		34.0
Private consultants, private organizations, or commercial vendors	191	
Never/rarely		31.7
Sometimes		50.7
Often		17.6
Regional Training and Technical Assistance specialists	191	
Never/rarely		38.9
Sometimes		37.1
Often		24.1
Office of Head Start webinars	191	
Never/rarely		8.0
Sometimes		43.7
Often		48.2
Regional conferences	191	
Never/rarely		43.5
Sometimes		44.8
Often		11.6
State conferences	190	
Never/rarely		45.2
Sometimes		43.0
Often		11.7
National conferences	191	
Never/rarely		67.0
Sometimes		26.3
Often		6.7

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLKC = Early Childhood Learning and Knowledge Center.

Table B.12. Number of hours of curriculum and assessment training or support offered to center staff in a typical year

	Lead teachers ^a		Assistant teachers ^b		Home visitors			Family child care providers		
	n	Percentage	n	Percentage	n	Percentage	n	Percentage		
Curriculum training and support (categories)	189		189		191		188			
None		1.1		1.1		18.5		25.2		
1 to 5		5.8		9.8		5.8		0.3		
6 to 10		22.6		23.3		7.4		5.9		
11 to 15		10.7		10.2		7.3		2.9		
16 to 20		23.4		19.7		7.9		4.0		
21 to 30		14.0		12.6		7.9		6.7		
31 to 40		4.4		4.3		1.3		1.9		
>40		18.1		19.0		43.9		53.0		
Assessment training and support (categories)	189		189		190		190			
None		1.9		4.4		19.4		25.8		
1 to 5		21.5		25.4		10.9		5.7		
6 to 10		35.7		32.6		16.1		4.0		
11 to 15		8.4		5.1		3.6		1.6		
16 to 20		13.7		13.2		2.2		2.1		
21 to 30		6.3		5.7		2.4		2.0		
>30		12.6		13.6		45.4		58.7		
	n	Mean	Range	n	Mean	Range	n	Mean	Range	
Curriculum training and support^c	189	26.9	0 - >80	189	26.7	0 - >80	191	41.0	0 - >80	
Assessment training and support^c	189	16.6	0 - >80	189	16.6	0 - >80	190	38.3	0 - >80	

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aLead teachers are the head or primary teacher in the classroom.

^bAssistant teachers support lead teachers in the classroom.

^cTo lessen the effect of a small number of respondents who reported extremely high numbers of hours of curriculum and assessment training or support, we limit the number of hours at a maximum of 80 in our analysis.

CENTER CURRICULA, INSTRUCTION, AND PARENT ENGAGEMENT

Table B.13. Adaptations and additions to curricula used in centers

	n	Percentage
Using the online components of the curriculum package	190	
Yes		82.1
No		17.9
Using the assessment system that accompanies your curriculum	190	
Yes		86.2
No		13.8
Using online components of the assessment that accompanies your curriculum	189	
Yes		84.9
No		15.1
Using other activities/tools related to curriculum^a	186	
Yes		26.8
No		73.2
Make and use adaptations to curriculum (for example, to respond to different learning needs)	190	
Yes		99.6
No		0.4
Use a subject matter curriculum in addition to other curriculum/curricula	190	
Yes		93.2
No		6.8

Source: Spring 2020 FACES Center Director Survey

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of "other" activities/tools include Learning Genie and Mighty Minutes.

Table B.14. Activities to support curriculum implementation fidelity in centers

	n	Percentage
Teachers complete developer fidelity checklists	189	
Yes		63.9
No		36.1
Coaches observe teachers using developer’s fidelity checklist	189	
Yes		64.9
No		35.1
Someone else observes teachers using developer’s fidelity checklist	189	
Yes		63.4
No		36.6
Coaches observe teachers implement curriculum and give feedback (not using fidelity checklist)	189	
Yes		86.2
No		13.8
Someone else observes teachers implementing the curriculum and provides feedback (not using a fidelity checklist)	189	
Yes		86.1
No		13.9
Coaches focus on implementation when working with teachers	190	
Yes		89.5
No		10.5
Administrators/coaches participate in developer training on supporting fidelity	190	
Yes		82.1
No		17.9
Use other implementation support or fidelity monitoring tools^a	188	
Yes		24.1
No		75.9

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of “other” implementation support or fidelity monitoring tools include other observation or monitoring activities by supervisors, administrators, or with specific tools.

Table B.15. Non-English languages spoken by families and staff in centers

	n	Percentage	
Serves children or families who speak a language other than English at home	191		
Yes		78.0	
No		22.0	
Among centers that serve families who speak a language other than English at home, languages spoken by families^a	160		
Spanish		93.2	
Arabic		0.0	
Chinese		14.6	
French		8.7	
Haitian Creole		6.1	
African language		5.2	
Other East Asian languages ^b		15.0	
Other non-English languages ^c		13.7	
Among centers that serve Spanish-speaking families, percentage with Spanish-speaking lead teachers or assistant teachers^d	151	55.2	
Among centers that serve families who speak a language other than English at home, centers are unable to provide interpreters or provide translated materials in languages spoken by families	161	24.6	
	n	Mean	Range
Among centers that serves families who speak a language other than English at home	160		
Number of languages other than English spoken by families		1.9	1 - 10
Percentage of family languages other than English also spoken by lead teachers or assistant teachers ^d		37.8	0 - 100

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aPercentages do not add to 100 because directors could identify more than one language.

^bOther East Asian languages are Cambodian (Khmer), Hmong, Japanese, Korean, and Vietnamese.

^cOther non-English languages are Russian, Hindi, and Farsi.

^dLead teachers are the head or primary teacher in the classroom. Assistant teachers support lead teachers in the classroom.

Table B.16. Parent support curricula used in centers

	n	Percentage
Use parent education or parent support curriculum^a	191	
Yes		77.1
No		22.9
Among centers that use parent curriculum, which curriculum^b	146	
Second Step		31.5
Parents as Teachers (PAT)		15.0
Ready Rosie		13.7
Active Parenting		3.2
Conscious Discipline		5.0
Systematic Training for Effective Parenting		10.1
Positive Solutions for Families		14.9
Other ^c		38.5

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThis percentage does not include 44 centers; the directors of these centers reported using a parent education or parent support curriculum, but when asked to identify the curriculum they used, they named a classroom curriculum (such as Creative Curriculum) or referred to occasional activities that were not part of a curriculum or support program. While these centers may be working with parents to, for example, reinforce at home what is being done in the classroom, they do not, in fact, use a parent education or support curriculum.

^bPercentages do not add to 100 because directors could identify more than one curriculum.

^cExamples of "other" parent education or support curricula include widely available materials, such as Incredible Years, 21st Century Exploring Parenting (Exploring Parenting), and Abriendo Puertas. Fewer than 6 center directors specified the "other" curricula.

Table B.17. Teachers' review of child-level data and barriers to using it for individualized instruction in centers

	n	Percentage
Supervisors, mentors, or other specialists review individual children's data with teachers	191	
Yes		89.4
No		10.6
Barriers to teachers using child-level data to guide and individualize instruction		
Lack of understanding what child-level data mean	190	
Not a barrier		42.0
A little barrier		33.6
Somewhat of a barrier		20.4
A major barrier		3.9
Not enough time to use data to guide instruction	190	
Not a barrier		23.7
A little barrier		28.7
Somewhat of a barrier		40.8
A major barrier		6.9
Inadequate technology resources to track and analyze child data	190	
Not a barrier		54.8
A little barrier		25.1
Somewhat of a barrier		14.9
A major barrier		5.2
Lack of buy-in to value of data	190	
Not a barrier		36.5
A little barrier		37.1
Somewhat of a barrier		23.0
A major barrier		3.4

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

CENTER LICENSING AND QUALITY

Table B.18. Center was inspected or monitored for quality in the past 12 months

	n	Percentage
Center was inspected or monitored for quality	179	
Yes		88.4
No		11.6
Among centers that were inspected or monitored, the agency that conducted the inspection or monitoring^a	155	
Health department		47.7
Child and Adult Care Food Program		36.3
Licensing agency		73.2
Quality Rating and Improvement System		18.3
Head Start		47.6
State or local pre-K		15.9
Other ^b		8.1

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aPercentages do not add to 100 because directors could identify more than one agency.

^bExamples of "other" monitoring agencies include the Department of Social Services and state departments for children and family services.

Table B.18a. Center was inspected or monitored for quality in the past 12 months, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Center was inspected or monitored for quality	84		25		70	
Yes		89.8		81.9		89.7
No		10.2		18.1		10.3
Among centers that were inspected or monitored, the agency that conducted the inspection or monitoring^c	76		18		61	
Health department		54.8		14.4		50.5
Child and Adult Care Food Program		29.3		10.3		57.7
Licensing Agency		79.3		45.2		75.4
Quality Rating and Improvement System		21.0		17.8		14.5
Head Start		39.6		76.9		47.8
State or local pre-K		18.8		4.9		15.9
Other ^d		10.2		5.6		5.8

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cPercentages do not add to 100 because directors could identify more than one agency.

^dExamples of "other" monitoring agencies include the Department of Social Services and state departments for children and family services.

Table B.18b. Center was inspected or monitored for quality in the past 12 months, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Center was inspected or monitored for quality	37		49		50		43	
Yes		83.1		88.0		86.3		98.7
No		16.9		12.0		13.7		1.3
Among centers that were inspected or monitored, the agency that conducted the inspection or monitoring^b	28		42		44		41	
Health department		66.3		49.8		35.1		37.9
Child and Adult Care Food Program		38.9		49.4		25.5		26.6
Licensing Agency		81.8		64.9		69.3		80.3
Quality Rating and Improvement System		27.9		22.6		7.5		13.7
Head Start		30.6		61.0		51.2		43.1
State or local pre-K		18.4		16.9		19.9		6.8
Other ^c		7.0		7.5		7.8		10.4

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bPercentages do not add to 100 because directors could identify more than one agency.

^cExamples of "other" monitoring agencies the Department of Social Services and state departments for children and family services.

Table B.19. State licensing requirements for centers

	n	Percentage
Center has a state license to operate	182	
Center has license to operate		86.2
Center is exempt from licensing requirement		7.9
Center does not have a license for another reason		5.9
Among licensed centers, licensure was a requirement	150	
Yes		100.0
No		0.0
Among licensed centers, center has received technical assistance from the licensing agency	127	
Yes		46.7
No		53.3

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table B.19a. State licensing requirements for centers, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Center has a state license to operate	87		21		74	
Center has license to operate		86.6		68.4		92.1
Center is exempt from licensing requirement		7.5		23.9		2.6
Center does not have a license for another reason		5.8		7.7		5.3
Among licensed centers, licensure was a requirement	75		12		63	
Yes		100.0		100.0		100.0
No		0.0		0.0		0.0
Among licensed centers, center has received technical assistance from the licensing agency	65		11		51	
Yes		54.0		18.2		45.0
No		46.0		81.8		55.0

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table B.19b. State licensing requirements for centers, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Center has a state license to operate	36		52		50		44	
Center has license to operate		83.2		86.9		82.7		93.8
Center is exempt from licensing requirement		11.0		3.6		13.1		4.3
Center does not have a license for another reason		5.8		9.4		4.2		2.0
Among licensed centers, licensure was a requirement	27		43		41		39	
Yes		100.0		100.0		100.0		100.0
No		0.0		0.0		0.0		0.0
Among licensed centers, center has received technical assistance from the licensing agency	24		38		34		31	
Yes		57.6		41.9		58.4		24.3
No		42.4		58.1		41.6		75.7

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

Table B.20. Center involvement in quality rating and improvement systems

	n	Percentage
Center participates in a state or local QRIS	123	
Yes		72.3
No		27.7
Among centers that participate in a QRIS, process to receive initial rating under the QRIS	83	
Went through a full review process		78.3
Received an automatic rating ^a		11.7
Received a rating through an alternative pathway ^b		6.2
Rating not yet received		3.9
Among centers that participate in a QRIS, change in center rating since joining the QRIS	73	
Rating increased		45.4
Rating did not increase		23.7
Not applicable, the center was rated at highest level when it first joined		26.3
Rating not yet received		4.5
Among centers that participate in a QRIS, receipt of QRIS-provided resources^c	71	
Coaching/TA for center administrative staff		47.7
Coaching/TA for teachers		57.4
Trainings or workshops		54.3
Grants or financial incentives		33.3
Higher state reimbursements for child care subsidies due to a higher quality rating		11.4
Information or scores from the QRIS review process, including from observation measures		49.3
None of these things		12.7

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

QRIS = Quality Rating and Improvement System. TA= Technical Assistance.

^aAutomatic ratings award a center a higher rating level without going through the QRIS application or review process, because the center already meets quality standards external to the QRIS.

^bAlternative pathways award a center automatic credit for some (but not all) of the quality components in the QRIS, because the center already meets quality standards external to the QRIS. However, for other quality components, the center still has to go through a rating process to receive a higher rating level.

^cPercentages do not add to 100 because directors could identify more than one resource

Table B.20a. Center involvement in quality rating and improvement systems, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Center participates in a state or local QRIS	53		20		50	
Yes		77.0		44.4		80.6
No		23.0		55.6		19.4
Among centers that participate in a QRIS, process to receive initial rating under the QRIS	37		10		36	
Went through a full review process		76.8		89.3		76.7
Received an automatic rating ^c		17.8		0.0		7.0
Received a rating through an alternative pathway ^d		1.5		10.7		11.1
Rating not yet received		3.8		0.0		5.2
Among centers that participate in a QRIS, change in center rating since joining the QRIS	34		10		29	
Rating increased		37.6		53.4		54.0
Rating did not increase		32.6		22.9		10.8
Not applicable, the center was rated at highest level when it first joined		24.6		23.7		29.8
Rating not yet received		5.1		0.0		5.3
Among centers that participate in a QRIS, receipt of QRIS-provided resources^e	32		9		30	
Coaching/TA for center administrative staff		54.9		!		32.7
Coaching/TA for teachers		43.4		!		77.6
Trainings or workshops		60.0		!		45.1
Grants or financial incentives		31.9		!		30.4
Higher state reimbursements for child care subsidies due to a higher quality rating		8.9		!		18.8
Information or scores from the QRIS review process, including from observation measures		44.1		!		49.3
None of these things		14.5		!		5.7

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

QRIS = Quality Rating and Improvement System. TA= Technical Assistance.

! Too few cases for a reliable estimate.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cAutomatic ratings award a center a higher rating level without going through the QRIS application or review process, because the center already meets quality standards external to the QRIS.

Table B.20a (*continued*)

^aAlternative pathways award a center automatic credit for some (but not all) of the quality components in the QRIS, because the center already meets quality standards external to the QRIS. However, for other quality components, the center still has to go through a rating process to receive a higher rating level.

^ePercentages do not add to 100 because directors could identify more than one resource.

Table B.20b. Center involvement in quality rating and improvement systems, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Center participates in a state or local QRIS	28		32		35		28	
Yes		71.1		88.9		52.4		83.5
No		28.9		11.1		47.6		16.5
Among centers that participate in a QRIS, process to receive initial rating under the QRIS	18		22		21		22	
Went through a full review process		67.5		83.5		90.9		76.3
Received an automatic rating ^c		17.6		9.3		0.0		16.8
Received a rating through an alternative pathway ^d		14.9		0.0		0.0		7.0
Rating not yet received		0.0		7.2		9.1		0.0
Among centers that participate in a QRIS, change in center rating since joining the QRIS	16		20		18		19	
Rating increased		45.1		53.1		35.2		42.8
Rating did not increase		15.3		18.4		33.3		37.9
Not applicable, the center was rated at highest level when it first joined		39.6		21.8		17.3		19.3
Rating not yet received		0.0		6.7		14.2		0.0
Among centers that participate in a QRIS, receipt of QRIS-provided resources^e	15		21		16		19	
Coaching/TA for center administrative staff		65.9		45.5		26.6		42.9
Coaching/TA for teachers		46.8		66.5		58.3		59.1
Trainings or workshops		55.4		63.5		27.0		64.7
Grants or financial incentives		7.5		71.0		21.2		27.2
Higher state reimbursements for child care subsidies due to a higher quality rating		10.0		13.4		0.0		21.6
Information or scores from the QRIS review process, including from observation measures		48.0		73.5		16.3		45.7
None of these things		11.4		6.8		21.4		15.7

Source: Spring 2020 FACES Center Director Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table B.20b (continued)

QRIS = Quality Rating and Improvement System. TA= Technical Assistance.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^cAutomatic ratings award a center a higher rating level without going through the QRIS application or review process, because the center already meets quality standards external to the QRIS.

^dAlternative pathways award a center automatic credit for some (but not all) of the quality components in the QRIS, because the center already meets quality standards external to the QRIS. However, for other quality components, the center still has to go through a rating process to receive a higher rating level.

^ePercentages do not add to 100 because directors could identify more than one reason.

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SECTION C
CLASSROOM AND TEACHER CHARACTERISTICS: SPRING 2020

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

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Table C.1. Daily time used for instructional groups in the classroom

	Percentage					
	n	No time	Half hour or less	About one hour	About two hours	Three hours or more
Teacher-directed activities						
Whole class	361	2.0	48.5	30.9	12.8	5.7
Small group	358	0.4	64.0	26.0	7.8	1.8
Individual	358	6.8	61.5	23.1	3.4	5.2
Child-selected activities	359	1.3	6.4	35.2	28.7	28.3

Source: Spring 2020 FACES Teacher Survey.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table C.2. How often subjects are taught in classrooms each week

	n	Percentage				
		Never	Less than once a week	1-2 times a week	3-4 times a week	Daily
Language Arts and Literacy	360	0.0	0.3	2.0	5.1	92.6
Mathematics	360	0.0	0.5	3.1	9.2	87.2
Social Studies	357	1.0	2.8	30.0	20.0	46.2
Science	361	0.0	1.8	22.9	27.3	48.0
Arts	362	0.0	0.5	5.3	11.9	82.3
Social and Emotional	360	0.0	0.3	2.7	4.6	92.4

Source: Spring 2020 FACES Teacher Survey.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table C.3. The frequency of reading and language activities in the classroom

	n	Percentage			Daily or almost daily
		Never	Monthly	Weekly	
Work on letter naming	362	0.0	0.4	5.5	94.1
Practice writing letters	362	0.3	4.3	12.1	83.3
Discuss new words	360	0.0	2.6	13.7	83.8
Dictate stories to a teacher, aide, or volunteer	361	1.7	10.9	22.1	65.3
Listen to teacher read stories where they see the print	361	0.0	4.0	4.9	91.1
Listen to teacher read stories where they don't see the print	361	34.5	12.5	12.2	40.8
Retell stories	361	0.0	12.8	25.0	62.2
Learn about conventions of print	362	0.1	3.0	12.4	84.5
Write own name	364	1.4	1.3	7.5	89.7
Learn about rhyming words and word families	362	0.1	9.6	29.1	61.2
Learn about common prepositions	362	0.1	5.9	19.9	74.1
Work on letter-sound relationships	361	0.0	4.1	17.0	78.9

Source: Spring 2020 FACES Teacher Survey.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table C.4. The frequency of math activities in the classroom

	n	Percentage			Daily or almost daily
		Never	Monthly	Weekly	
Count out loud	362	0.0	0.3	1.3	98.4
Work with geometric manipulatives	363	0.0	1.6	16.6	81.8
Work with counting manipulatives	363	0.0	1.5	15.9	82.6
Play math-related games	362	0.0	4.5	23.0	72.6
Work with rulers or other measuring instruments	363	0.2	12.8	24.7	62.3
Engage in calendar-related activities	362	12.3	11.1	6.9	69.8
Engage in activities related to telling time	364	7.0	14.0	16.9	62.1
Engage in activities that involve shapes and patterns	362	0.0	0.7	11.9	87.4
Work on comparing quantities	362	0.6	4.9	19.8	74.7
Work on ordinal numbers	363	0.5	11.1	22.2	66.1
Use 10 frames to help teach math concepts	361	17.1	22.8	24.3	35.7

Source: Spring 2020 FACES Teacher Survey.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table C.5. Types of curricula and assessment tools used in the classroom

	n	Percentage
Primary curriculum^a	354	
Creative Curriculum		70.5
HighScope Curriculum		6.9
Locally designed curriculum		0.6
Widely available curriculum ^b		3.2
Other ^c		14.8
Uses multiple curricula equally		4.0
Primary assessment tool	364	
Teaching Strategies GOLD assessment ^d		61.4
HighScope Child Observation Record (COR)		3.8
Galileo		0.5
Desired Results Developmental Profile (DRDP)		5.7
Learning Accomplishment Profile Screening (LAP)		2.7
Locally designed		2.1
Other ^e		23.7
Uses aligned curriculum and assessment tool^f	284	
Yes		66.4
No		33.6

Source: Spring 2020 FACES Teacher Survey.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aPercentages reflect the primary curriculum teachers used in the classroom, regardless of whether the teacher used only one curriculum or a combination of curricula.

^b“Widely available” curricula are those that have printed materials available as well as information on the goals related to the specific curriculum (other than Creative and HighScope). In some cases, research on the efficacy of the curriculum is available (such as High Reach, Let’s Begin with the Letter People, Montessori, Bank Street, Creating Child Centered Classrooms-Step by Step, and Scholastic).

^cExamples of “other” primary curricula include Frog Street and Tools of the Mind.

^dThis assessment tool was formerly known as the Creative Curriculum Developmental Continuum Assessment Toolkit.

^eExamples of “other” primary assessment tools include Frog Street and Renaissance Star Early Learning.

^fAmong classrooms using a curriculum with an available aligned assessment tool. Aligned assessment tools are available for Creative Curriculum (Teaching Strategies GOLD), HighScope (COR), Montessori (DRDP), and Galileo (Galileo).

Table C.6. Among teachers who use Creative Curriculum, which materials are used^a

	n	Percentage
Edition of Creative Curriculum used	200	
6th edition (2016)		37.2
5th edition (2010)		54.4
4th edition or earlier		8.4
Creative Curriculum resources used	191	
Volumes		61.3
Daily Resources		97.3
None of the Above		1.1
Among teachers who use volumes, volumes used this year	117	
The Foundations		82.2
Interest Areas		93.8
Literacy		86.2
Mathematics		81.9
Science and Technology		63.0
Social Studies & the Arts		61.6
Objectives for Development & Learning		69.6
None of these volumes		0.7
Among teachers who use Daily Resources, Daily Resources used this year	184	
Teaching Guides		85.5
Intentional Teaching Cards™		88.5
Mighty Minutes®		96.3
Book Discussion Cards®		82.5

Source: Spring 2020 FACES Teacher Survey.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aTeachers are only included in this table if they indicated they use Creative Curriculum as the primary curriculum. This represents 70.5 percent of teachers (Table C.5).

Table C.7. Curricula used for literacy and math instruction^a

	Literacy instruction		Math instruction	
	n	Percentage	n	Percentage
Comprehensive curriculum				
Creative Curriculum	355	74.1	354	72.7
Creating Child Centered Classrooms – Step By Step	355	0.0	354	0.0
HighScope	355	7.6	354	7.7
Learn Every Day	355	0.0	354	0.0
Montessori	355	0.0	354	0.0
Tools of the Mind	355	0.5	354	0.5
Literacy curriculum				
DLM Early Childhood Express	355	1.4	354	1.7
Frog Street	355	10.0	354	9.9
Foundations	355	1.5	354	0.5
Handwriting without Tears	355	4.7	354	2.9
Let's Begin with the Letter People	355	0.0	354	0.0
Open Circle	355	0.0	354	0.0
Opening the World of Learning	355	0.7	354	0.4
Preschool PATHS	355	0.0	354	0.0
Scholastic Curriculum	355	1.2	354	0.6
Zoophonics	355	3.4	354	0.0
Math curriculum				
Building Blocks math curriculum	355	0.0	354	0.6
Everyday Mathematics	355	0.2	354	4.1
Number Worlds	355	0.0	354	0.3
Social-emotional curriculum				
Pyramid Model for Supporting Social Emotional Competence	355	2.8	354	1.3
Second Step	355	9.7	354	7.5
Other curricula^b				
Locally designed curriculum	355	0.6	354	0.9
Other ^c	355	11.2	354	10.8

Source: Spring 2020 FACES Teacher Survey.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aTeachers were asked “What curriculum do you use to teach literacy?” and “What curriculum do you use to teach math?”

^b“Other curricula” refers to curricula other than comprehensive, literacy, math, or social-emotional curricula.

^cExamples of “other” curricula include Conscious Discipline and Connect4Learning.

Table C.7a. Use of comprehensive and domain-specific curricula

	n	Percentage
Type of curriculum teacher uses^a	365	
Comprehensive curriculum		84.3
Math curriculum		16.1
Literacy curriculum		18.8
Social-emotional curriculum		33.4
Other curriculum		9.8
Type of curriculum teacher uses for math instruction^a	354	
Comprehensive		80.5
Math		16.8
Other		19.8
Type of curriculum teacher uses for literacy instruction^a	354	
Comprehensive		80.5
Literacy		12.4
Other		22.2

Source: Spring 2020 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start classrooms. The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs. Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aTeacher may report using more than one type of curriculum.

Table C.8. Among teachers who use a main curriculum, hours of training they received in the past 12 months

	All teachers		Among teachers with training			
	n	Percentage	n	Mean	Median	Range
Training on main curriculum ^a	239	86.6	205	12.8	7.0	1 - >80
	n	Percentage	n	Percentage		
Training on main curriculum (categories) ^a	239		205			
0 to 3 hours		30.7		19.9		
4 to 6 hours		22.7		26.2		
7 to 12 hours		15.6		18.0		
13 or more hours		31.1		35.9		

Source: Spring 2020 FACES Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aTo lessen the effect of a small number of respondents who reported extremely high hours, we cap the hours of training on main curriculum at 80 in our analysis.

Table C.9. Among teachers who use a main assessment tool, hours of teacher training they received in the past 12 months

	All teachers		Among teachers with training			
	n	Percentage	n	Mean	Median	Range
Training on main child assessment tool	248	82.0	200	8.2	6.0	1 - 50
Training on main child assessment tool (categories)	n	Percentage	n	Percentage		
0 to 3 hours	248	44.1	200	31.9		
4 to 6 hours		17.9		21.8		
7 to 12 hours		19.5		23.7		
13 or more hours		18.5		22.5		

Source: Spring 2020 FACES Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table C.10. How teachers use assessment data to inform their planning and instruction

	n	Percentage
To identify child's developmental level	364	92.9
To individualize activities for child	364	92.6
To determine if child needs referral for special services	364	70.0
To determine child's strengths and weaknesses	364	88.3
To identify activities for parents to do with child at home	364	69.5

Source: Spring 2020 FACES Teacher Survey.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table C.11. If teachers receive mentoring, from whom, and how often

	n	Percentage
Teacher has a mentor or coach	363	
Yes		78.4
No		21.6
Among teachers who have a mentor or coach		
Mentoring usually conducted by	278	
Another teacher		4.6
Education coordinator or specialist		38.7
Center director/manager		11.7
Program director		2.2
Program or center staff person who is a full-time mentor or coach		28.2
Another specialist on the program or center staff		5.4
Someone from outside the program		5.8
Other ^a		3.4
How frequently the mentor visits the classroom	278	
Once a week or more		25.3
Once every two weeks		18.4
Once a month		32.8
Less than once a month		23.5

Source: Spring 2020 FACES Teacher Survey.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of "other" mentors or coaches include principals and teachers' supervisors.

Table C.11a. If teachers receive mentoring, from whom, and how often, by program agency type

	Community action agency		School system		All other agency types ^a	
	n	Percentage	n	Percentage	n	Percentage
Teacher has a mentor or coach	163		56		144	
Yes		78.6		77.3		78.4
No		21.4		22.7		21.6
Among teachers who have a mentor or coach						
Mentoring usually conducted by	126		42		110	
Another teacher		5.4		5.9		3.1
Education coordinator or specialist		36.4		34.7		43.2
The center director/manager		13.7		0.0		12.8
The program director		0.5		4.1		3.9
Program or center staff person who is a full-time mentor or coach		31.9		43.3		18.1
Another specialist on the program or center staff		4.5		5.1		6.7
Someone from outside the program		3.1		0.0		11.6
Other ^b		4.5		6.8		0.6
How frequently the mentor visits the classroom	126		42		110	
Once a week or more		27.6		13.6		25.8
Once every two weeks		12.7		18.9		26.3
Once a month		25.9		40.0		40.5
Less than once a month		33.8		27.5		7.4

Source: Spring 2020 FACES Teacher Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^a"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^bExamples of "other" mentors or coaches include principals and teachers' supervisors.

Table C.11b. If teachers receive mentoring, from whom, and how often, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Teacher has a mentor or coach	79		102		94		88	
Yes		78.6		76.5		85.9		72.8
No		21.4		23.5		14.1		27.2
Among teachers who have a mentor or coach								
Mentoring usually conducted by	59		73		76		70	
Another teacher		3.4		8.2		5.4		0.1
Education coordinator or specialist		55.8		34.7		30.0		38.9
The center director/manager		3.6		16.4		12.1		12.6
The program director		9.2		0.0		0.0		1.2
Program or center staff person who is a full-time mentor or coach		17.2		33.0		32.5		26.9
Another specialist on the program or center staff		3.8		3.5		3.9		11.0
Someone from outside the program		0.7		3.6		10.8		7.3
Other ^b		6.4		0.6		5.3		1.9
How frequently the mentor visits the classroom	59		73		76		70	
Once a week or more		19.6		31.0		21.7		27.7
Once every two weeks		11.7		21.9		14.8		24.2
Once a month		34.7		24.4		34.9		39.4
Less than once a month		34.0		22.7		28.5		8.7

Source: Spring 2020 FACES Teacher Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2019-2020 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bExamples of "other" mentors or coaches include principals and teachers' supervisors.

Table C.12. Teacher experience, credentials, and education

	n	Percentage
Years teaching in Head Start or Early Head Start	365	
<1 year		2.0
1 to 2 years		18.7
3 to 4 years		15.5
5 to 9 years		21.5
>10 years		42.2
Highest level of education	365	
High school diploma or equivalent or less		0.5
Some college/vocational/technical		3.7
Associate's degree		28.5
Bachelor's degree		51.3
Graduate or professional degree		16.0
Has taken 6 or more college courses in early childhood education or child development	362	
Yes		93.8
No		6.2
Has state-sponsored credential		
Child Development Associate (CDA)	363	37.4
Teaching certificate or license for preschool ^a	322	47.1
Teaching certificate or license for grades other than preschool ^a	342	29.8
Any of the above state-sponsored credentials	363	65.2
Has Bachelor's degree or higher and state-sponsored credential	354	48.5

Source: Spring 2020 FACES Teacher Survey.

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aTeachers usually receive a certificate for meeting education or experience requirements set by a state department or agency that has authority over the education and/or early childhood system in that state.

Table C.12a. Teacher experience, credentials, and education by, program agency type

	Community action agency		School system		All other agency types ^a	
	n	Percentage	n	Percentage	n	Percentage
Years teaching in Head Start or Early Head Start	164		56		145	
<1 year		2.7		0.0		1.6
1 to 2 years		18.4		20.6		18.6
3 to 4 years		18.0		10.8		13.6
5 to 9 years		23.8		21.9		18.3
>10 years		37.1		46.7		47.9
Highest level of education	164		56		145	
High school diploma or equivalent or less		0.0		0.0		1.4
Some college/vocational/technical		3.8		2.1		4.0
Associate's degree		34.4		12.8		25.4
Bachelor's degree		49.6		46.5		55.4
Graduate or professional degree		12.2		38.7		13.8
Has taken 6 or more college courses in early childhood education or child development	164		56		142	
Yes		92.9		95.5		94.6
No		7.1		4.5		5.4
Has state-sponsored credential						
Child Development Associate (CDA)	163	38.9	56	24.3	144	39.6
State-awarded preschool certificate ^b	145	40.0	52	78.9	125	45.9
State-award certificate for ages/grades other than preschool ^b	157	23.3	54	71.2	131	25.0
Any of the above state-sponsored credentials	163	59.4	56	93.7	144	64.1
Has Bachelor's degree or higher and state-sponsored credential	159	41.2	56	81.6	139	47.6

Source: Spring 2020 FACES Teacher Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^a"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^bTeachers usually receive a certificate for meeting education or experience requirements set by a state department or agency that has authority over the education and/or early childhood system in that state.

Table C.12b. Teacher experience, credentials, and education, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Years teaching in Head Start or Early Head Start	79		103		95		88	
<1 year		0.0		4.7		0.0		2.4
1 to 2 years		30.1		8.1		23.0		17.7
3 to 4 years		13.1		18.6		18.7		10.6
5 to 9 years		25.2		31.9		16.2		11.4
>10 years		31.5		36.7		42.2		58.0
Highest level of education	79		103		95		88	
High school diploma or equivalent or less		0.0		0.8		0.0		1.2
Some college/vocational/technical		7.4		3.1		0.8		4.2
Associate's degree		14.4		28.2		42.5		26.3
Bachelor's degree		57.4		56.4		36.5		55.4
Graduate or professional degree		20.8		11.5		20.2		13.0
Has taken 6 or more college courses in early childhood education or child development	79		102		95		86	
Yes		93.3		99.1		94.2		87.4
No		6.7		0.9		5.8		12.6
Has state-sponsored credential								
Child Development Associate (CDA)	78	18.1	103	30.2	95	39.7	87	60.0
State-awarded preschool certificate ^b	72	51.6	96	47.6	81	49.0	73	40.3
State-award certificate for ages/grades other than preschool ^b	75	43.0	100	25.3	91	32.8	76	20.2
Any of the above state-sponsored credentials	78	62.4	103	59.0	95	67.2	87	73.1
Has Bachelor's degree or higher and state-sponsored credential	74	57.4	101	43.8	94	44.8	85	50.8

Source: Spring 2020 FACES Teacher Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table C.12b (*continued*)

^bTeachers usually receive a certificate for meeting education or experience requirements set by a state department or agency that has authority over the education and/or early childhood system in that state.

Table C.13. Teacher salaries

	n	Mean	Range
Annual teacher salaries^a	245	\$33,015	<\$10,000 - >\$50,000

	n	Percentage
Annual teacher salaries (categories)	245	
<\$20,000		8.8
\$20,001 - \$30,000		32.9
\$30,001 - \$35,000		17.7
\$35,001 - \$45,000		22.8
>\$45,000		17.8

Source: Spring 2020 FACES Teacher Survey.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aTo lessen the effect of a small number of respondents who reported extremely low and extremely high salaries, we limit the annual salary at a minimum of \$10,000 and a maximum of \$50,000 in our analysis.

Table C.13a. Teacher salaries, by program agency type

	Community action agency		School system		All other agency types ^a	
	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)
Annual teacher salaries^b	104	\$27,367 (<\$10,000 - >\$50,000)	44	\$44,484 (<\$10,000 - >\$50,000)	97	\$35,503 (<\$10,000 - >\$50,000)
	n	Percentage	n	Percentage	n	Percentage
Annual teacher salaries (categories)	104		44		97	
<\$20,000		14.6		0.8		5.0
\$20,001 - \$30,000		52.4		0.0		21.8
\$30,001 - \$35,000		16.9		9.1		21.7
\$35,001 - \$45,000		10.0		33.2		34.1
>\$45,000		6.1		57.0		17.4

Source: Spring 2020 FACES Teacher Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^a"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^bTo lessen the effect of a small number of respondents who reported extremely low and extremely high salaries, we limit the annual salary at a minimum of \$10,000 and a maximum of \$50,000 in our analysis.

Table C.13b. Teacher salaries, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)	n	Mean (reported range)
Annual teacher salaries^b	58	\$35,248 (<\$10,000 - >\$37,500)	71	\$31,656 (<\$10,000 - >\$40,000)	57	\$30,264 (<\$10,000 - >\$40,000)	59	\$35,132 (<\$10,000 - >\$40,000)
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Annual teacher salaries (categories)	58		71		57		59	
<\$20000		1.1		5.9		22.8		7.7
\$20001 - \$30000		42.3		41.4		27.5		15.5
\$30001 - \$35000		6.9		21.9		13.6		28.6
\$35001 - \$45000		25.9		20.1		17.9		28.0
>\$45000		23.8		10.8		18.3		20.2

Source: Spring 2020 FACES Teacher Survey and the 2018-2019 Program Information Report.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bTo lessen the effect of a small number of respondents who reported extremely low and extremely high salaries, we limit the annual salary at a minimum of \$10,000 and a maximum of \$50,000 in our analysis.

Table C.14. Teacher sex, age, and race/ethnicity

	n	Percentage
Sex	365	
Female		98.0
Male		1.6
Age	362	
18 - 29		10.4
30 - 39		29.6
40 - 49		26.7
50 - 59		21.7
>60		11.6
Race/ethnicity	358	
White, non-Hispanic		41.3
Black, non-Hispanic		29.1
Hispanic/Latino/a		24.1
American Indian or Alaska Native, non-Hispanic		0.3
Asian or Pacific Islander, non-Hispanic		2.8
Multiracial/biracial, non-Hispanic		2.3
Other, non-Hispanic ^a		0.1

Source: Spring 2020 FACES Teacher Survey.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of "other" races/ethnicities include Greek and Dominican.

Table C.15. Teachers' total depressive symptoms

	n	Percentage
Total depressive symptoms (categories)^a	361	
No to few (0 to 4)		53.7
Mild (5 to 9)		24.4
Moderate (10 to 14)		12.1
Severe (15 to 36)		9.8

	n	Mean	Reported range ^b
Total depressive symptoms^a	361	5.8	0 - 26

Source: Spring 2020 FACES Teacher Survey.

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

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

^bTotal depressive symptoms have a possible range of 0 to 36.

Table C.16. Teachers' job satisfaction and beliefs about teaching

	n	Percentage	
Teacher job satisfaction (item level responses)			
Enjoys present teaching job ^a	363	91.6	
Is making a difference in the lives of children they teach ^a	364	97.6	
Would choose teaching again as career ^a	363	86.4	
	n	Mean	Reported range
Teacher job satisfaction^b	363	4.5	1 - 5
Teacher beliefs about teaching^c			
Developmentally Appropriate Attitudes subscale	360	7.7	1 - 10
Didactic subscale	360	2.5	1 - 5
Child-Initiated subscale	359	4.4	3 - 5

Source: Spring 2020 FACES Teacher Survey.

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

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

Spring 2020 data were collected from April 20, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aPercentages reflect teachers who agreed or strongly agreed with this item.

^bThe job satisfaction score reflects the mean of the three items shown in the top half of the table. Each of these items has a 5-point scale ranging from "strongly disagree" to "strongly agree." The mean has a possible range of 1 to 5; higher scores indicate stronger satisfaction.

^cThe Developmentally Appropriate Practice subscale has a possible range of 1 to 10. The Child-Initiated Practice Subscale has a possible range of 1 to 5. The Didactic Subscale has a possible range of 1 to 5.

SECTION D
PROGRAM AND CENTER RESPONSE TO COVID-19, AS OF JUNE AND JULY 2020

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

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PROGRAM RESPONSE TO COVID-19

Table D.1. Program closures and programs' ability to contact and provide services to families early during the COVID-19 pandemic

	n	Percentage
Program had a program-wide policy to physically close all center buildings	126	
Yes		96.8
No		3.2
Able to make contact with enrolled families	125	
Not at all		0.0
To a small extent		1.0
To a moderate extent		26.3
To a great extent		72.7
Able to provide services to enrolled families	126	
Not at all		0.0
To a small extent		3.8
To a moderate extent		52.8
To a great extent		43.4

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table D.1a. Program closures and programs' ability to contact and provide services to families early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Program had a program-wide policy to physically close all center buildings	57		18		51	
Yes		92.7		100.0		100.0
No		7.3		0.0		0.0
Able to make contact with enrolled families	57		17		51	
Not at all		0.0		0.0		0.0
To a small extent		0.0		7.1		0.3
To a moderate extent		29.4		18.9		25.1
To a great extent		70.6		74.0		74.5
Able to provide services to enrolled families	57		18		51	
Not at all		0.0		0.0		0.0
To a small extent		3.6		14.6		0.8
To a moderate extent		60.2		45.8		47.4
To a great extent		36.2		39.5		51.8

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table D.1b. Program closures and programs' ability to contact and provide services to families early during the COVID-19 pandemic, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Program had a program-wide policy to physically close all center buildings	30		35		30		31	
Yes		95.4		96.9		100.0		100.0
No		4.6		3.1		0.0		0.0
Able to make contact with enrolled families	30		34		30		31	
Not at all		0.0		0.0		0.0		0.0
To a small extent		1.6		0.0		0.0		1.9
To a moderate extent		31.1		21.5		16.8		28.3
To a great extent		67.3		78.5		83.2		69.8
Able to provide services to enrolled families	30		35		30		31	
Not at all		0.0		0.0		0.0		0.0
To a small extent		5.8		2.0		0.0		4.6
To a moderate extent		58.5		50.0		45.5		39.3
To a great extent		35.7		48.1		54.5		56.1

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table D.2. Programs' barriers to contacting and providing services to families early during the COVID-19 pandemic

	n	Percentage
Families have limited hardware to connect to the internet (for example, lack of computer, tablet, or smartphone)	126	
Not at all		1.0
To a small extent		39.3
To a moderate extent		39.4
To a great extent		20.4
Families have limited internet access	126	
Not at all		1.7
To a small extent		34.8
To a moderate extent		43.2
To a great extent		20.3
Families have limited telephone access	126	
Not at all		22.1
To a small extent		49.5
To a moderate extent		24.8
To a great extent		3.6
Families have reduced availability to engage given other demands (for example, caring for children, obtaining food, dealing with illness or mental health concerns)	126	
Not at all		0.0
To a small extent		42.3
To a moderate extent		39.7
To a great extent		18.0
Families unable to travel to pick up materials program providing	126	
Not at all		21.9
To a small extent		50.5
To a moderate extent		21.8
To a great extent		5.9

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table D.2a. Programs' barriers to contacting and providing services to families early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Families have limited hardware to connect to the internet (for example, lack of computer, tablet, or smartphone)	57		18		51	
Not at all		2.2		0.0		0.0
To a small extent		39.0		38.9		39.6
To a moderate extent		47.8		42.9		30.0
To a great extent		11.0		18.1		30.4
Families have limited internet access	57		18		51	
Not at all		0.0		0.0		3.8
To a small extent		39.5		27.3		32.3
To a moderate extent		46.1		54.6		36.9
To a great extent		14.4		18.1		26.9
Families have limited telephone access	57		18		51	
Not at all		24.4		23.0		19.6
To a small extent		45.5		39.7		56.3
To a moderate extent		24.9		29.2		23.5
To a great extent		5.1		8.2		0.6
Families have reduced availability to engage given other demands (for example, caring for children, obtaining food, dealing with illness or mental health concerns)	57		18		51	
Not at all		0.0		0.0		0.0
To a small extent		37.7		36.9		48.5
To a moderate extent		39.9		36.5		40.5
To a great extent		22.4		26.6		11.0
Families unable to travel to pick up materials program providing	57		18		51	
Not at all		23.9		33.9		16.2
To a small extent		48.2		37.6		56.6
To a moderate extent		21.5		27.0		20.6
To a great extent		6.3		1.5		6.7

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

Table D.2a (*continued*)

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table D.2b. Programs' barriers to contacting and providing services to families early during the COVID-19 pandemic, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Families have limited hardware to connect to the internet (for example, lack of computer, tablet, or smartphone)	30		35		30		31	
Not at all		0.0		0.0		6.8		0.0
To a small extent		38.7		46.4		25.4		42.4
To a moderate extent		39.8		38.8		41.6		35.4
To a great extent		21.5		14.8		26.1		22.2
Families have limited internet access	30		35		30		31	
Not at all		3.3		0.0		0.0		0.0
To a small extent		33.2		47.2		23.9		20.8
To a moderate extent		44.8		30.1		50.0		66.9
To a great extent		18.6		22.7		26.1		12.4
Families have limited telephone access	30		35		30		31	
Not at all		19.2		21.9		29.0		29.3
To a small extent		53.3		45.2		38.7		59.7
To a moderate extent		27.5		24.2		25.5		8.6
To a great extent		0.0		8.7		6.9		2.4
Families have reduced availability to engage given other demands (for example, caring for children, obtaining food, dealing with illness or mental health concerns)	30		35		30		31	
Not at all		0.0		0.0		0.0		0.0
To a small extent		36.3		54.2		44.0		35.2
To a moderate extent		43.0		32.0		42.8		40.5
To a great extent		20.6		13.8		13.2		24.3
Families unable to travel to pick up materials program providing	30		35		30		31	
Not at all		21.9		24.8		19.7		14.8
To a small extent		50.9		62.4		24.8		51.2
To a moderate extent		19.4		12.1		50.8		20.2
To a great extent		7.8		0.7		4.7		13.8

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table D.2b (*continued*)

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

Table D.3. Staff-related barriers to programs' contacting or providing services to families early during the COVID-19 pandemic

	n	Percentage
Staff have limited hardware to connect to the internet (for example, lack of computer, tablet, or smartphone)	125	
Not at all		27.4
To a small extent		42.2
To a moderate extent		26.4
To a great extent		4.0
Staff have limited internet access	126	
Not at all		22.4
To a small extent		53.1
To a moderate extent		23.8
To a great extent		0.7
Staff have reduced availability to engage given other demands (for example, caring for children, obtaining food, dealing with illness or mental health concerns)	126	
Not at all		19.1
To a small extent		50.1
To a moderate extent		28.9
To a great extent		1.9
Staff are unable to travel to pick up or provide program materials	126	
Not at all		56.2
To a small extent		31.7
To a moderate extent		11.0
To a great extent		1.1

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table D.3a. Staff-related barriers to programs' contacting or providing services to families early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Staff have limited hardware to connect to the internet (for example, lack of computer, tablet, or smartphone)	57		18		50	
Not at all		27.3		30.4		26.7
To a small extent		38.3		46.6		44.9
To a moderate extent		28.6		23.0		25.2
To a great extent		5.8		0.0		3.3
Staff have limited internet access	57		18		51	
Not at all		21.4		23.2		23.1
To a small extent		47.1		56.7		58.2
To a moderate extent		31.5		20.0		17.1
To a great extent		0.0		0.0		1.7
Staff have reduced availability to engage given other demands (for example, caring for children, obtaining food, dealing with illness or mental health concerns)	57		18		51	
Not at all		15.3		14.5		24.4
To a small extent		51.8		57.6		46.1
To a moderate extent		30.3		26.4		28.1
To a great extent		2.6		1.5		1.3
Staff are unable to travel to pick up or provide program materials	57		18		51	
Not at all		45.6		54.9		67.3
To a small extent		40.5		32.0		22.8
To a moderate extent		14.0		11.6		7.8
To a great extent		0.0		1.5		2.1

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table D.3b. Staff-related barriers to programs' contacting or providing services to families early during the COVID-19 pandemic, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Staff have limited hardware to connect to the internet (for example, lack of computer, tablet, or smartphone)	30		35		29		31	
Not at all		32.4		27.0		12.1		23.5
To a small extent		44.1		39.7		41.7		40.1
To a moderate extent		23.5		29.1		28.9		30.6
To a great extent		0.0		4.2		17.2		5.8
Staff have limited internet access	30		35		30		31	
Not at all		22.2		22.9		17.7		29.9
To a small extent		60.8		48.9		39.8		42.4
To a moderate extent		17.0		28.2		39.6		23.5
To a great extent		0.0		0.0		2.9		4.3
Staff have reduced availability to engage given other demands (for example, caring for children, obtaining food, dealing with illness or mental health concerns)	30		35		30		31	
Not at all		19.7		14.0		20.5		31.1
To a small extent		49.9		53.7		50.3		37.6
To a moderate extent		30.3		28.1		29.2		21.5
To a great extent		0.0		4.1		0.0		9.8
Staff are unable to travel to pick up or provide program materials	30		35		30		31	
Not at all		65.2		48.0		49.1		40.5
To a small extent		27.0		39.0		42.8		16.4
To a moderate extent		7.8		13.0		8.1		29.0
To a great extent		0.0		0.0		0.0		14.1

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

Table D.4. Whether services or referrals for program families changed early during the COVID-19 pandemic

	n	Percentage
Educational activities to support children's learning at home	126	
Stopped or reduced		8.5
Unchanged		25.4
Added or increased		66.2
Child care services to allow parents to work or provide care to other community or family members	126	
Stopped or reduced		72.5
Unchanged		22.4
Added or increased		5.1
Food and nutrition (for example, providing meals to families)	126	
Stopped or reduced		49.7
Unchanged		22.6
Added or increased		27.7
Housing or transportation assistance (for example, securing housing or transportation, assistance with rent payments or deferment)	126	
Stopped or reduced		24.1
Unchanged		58.0
Added or increased		17.9
Health care not related to COVID-19 (for example, access to services, obtaining health insurance, assistance with medical bill payment or deferment)	126	
Stopped or reduced		27.6
Unchanged		66.4
Added or increased		6.0
Health care related to COVID-19 (for example, access to testing or personal protective equipment such as masks)	126	
Stopped or reduced		23.9
Unchanged		34.1
Added or increased		42.0
Employment assistance not related to COVID-19 (for example, job training)	126	
Stopped or reduced		35.8
Unchanged		59.5
Added or increased		4.7

Table D.4 (continued)

	n	Percentage
Employment assistance related to COVID-19 (for example, unemployment claims/benefits)	126	
Stopped or reduced		21.0
Unchanged		49.4
Added or increased		29.6
Referral to services for drug or alcohol misuse	126	
Stopped or reduced		7.2
Unchanged		88.3
Added or increased		4.5
Services/referrals for dual language learners	126	
Stopped or reduced		10.3
Unchanged		88.1
Added or increased		1.6
Mental health services/referrals for children and families	126	
Stopped or reduced		12.2
Unchanged		61.6
Added or increased		26.1
In-person home visits	126	
Stopped or reduced		98.0
Unchanged		1.7
Added or increased		0.3
In-person socializations	126	
Stopped or reduced		97.6
Unchanged		2.2
Added or increased		0.3
Virtual home visits	125	
Stopped or reduced		10.0
Unchanged		13.9
Added or increased		76.2
Virtual socializations	125	
Stopped or reduced		14.2
Unchanged		17.3
Added or increased		68.5
Disability services/referrals	126	
Stopped or reduced		22.1
Unchanged		66.9
Added or increased		11.0

Table D.4 (continued)

	n	Percentage
Other^a	112	
Stopped or reduced		2.5
Unchanged		96.2
Added or increased		1.4

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of “other” services or referrals include texting services and Individualized Education Program (IEP) evaluations.

Table D.4a. Whether services or referrals for program families changed early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Educational activities to support children's learning at home	57		18		51	
Stopped or reduced		12.0		14.6		3.0
Unchanged		12.5		21.4		39.5
Added or increased		75.5		64.0		57.4
Child care services to allow parents to work or provide care to other community or family members	57		18		51	
Stopped or reduced		79.9		58.4		69.2
Unchanged		17.2		41.6		21.8
Added or increased		2.9		0.0		8.9
Food and nutrition (for example, providing meals to families)	57		18		51	
Stopped or reduced		59.7		2.4		53.6
Unchanged		12.6		36.4		28.7
Added or increased		27.7		61.2		17.7
Housing or transportation assistance (for example, securing housing or transportation, assistance with rent payments or deferment)	57		18		51	
Stopped or reduced		29.3		25.2		18.6
Unchanged		55.6		60.0		59.8
Added or increased		15.1		14.8		21.6
Health care not related to COVID-19 (for example, access to services, obtaining health insurance, assistance with medical bill payment or deferment)	57		18		51	
Stopped or reduced		30.3		34.2		23.0
Unchanged		68.0		65.8		65.0
Added or increased		1.8		0.0		12.1
Health care related to COVID-19 (for example, access to testing or personal protective equipment such as masks)	57		18		51	
Stopped or reduced		25.2		24.2		22.6
Unchanged		32.8		27.0		37.5
Added or increased		42.0		48.8		39.9

Table D.4a (continued)

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Employment assistance not related to COVID-19 (for example, job training)	57		18		51	
Stopped or reduced		28.6		44.4		40.5
Unchanged		63.5		50.2		58.3
Added or increased		8.0		5.4		1.2
Employment assistance related to COVID-19 (for example, unemployment claims/benefits)	57		18		51	
Stopped or reduced		23.3		24.2		17.7
Unchanged		49.4		39.1		52.5
Added or increased		27.3		36.7		29.7
Referral to services for drug or alcohol misuse	57		18		51	
Stopped or reduced		9.5		11.5		3.7
Unchanged		87.9		85.5		89.4
Added or increased		2.6		3.0		6.9
Services/referrals for dual language learners	57		18		51	
Stopped or reduced		9.9		15.3		9.2
Unchanged		88.9		78.9		90.0
Added or increased		1.2		5.8		0.8
Mental health services/referrals for children and families	57		18		51	
Stopped or reduced		10.7		31.8		8.1
Unchanged		72.3		58.9		51.7
Added or increased		17.0		9.3		40.3
In-person home visits	57		18		51	
Stopped or reduced		97.9		100.0		97.6
Unchanged		1.6		0.0		2.4
Added or increased		0.6		0.0		0.0
In-person socializations	57		18		51	
Stopped or reduced		97.3		100.0		97.2
Unchanged		2.2		0.0		2.8
Added or increased		0.6		0.0		0.0
Virtual home visits	56		18		51	
Stopped or reduced		18.5		13.3		0.5
Unchanged		8.9		17.9		17.6
Added or increased		72.6		68.7		81.9

Table D.4a (continued)

	Community action agency		School system		All other agency types^b	
	n	Percentage	n	Percentage	n	Percentage
Virtual socializations	56		18		51	
Stopped or reduced		21.6		22.9		4.2
Unchanged		12.8		21.9		20.5
Added or increased		65.5		55.2		75.3
Disability services/referrals	57		18		51	
Stopped or reduced		20.1		21.1		24.4
Unchanged		62.6		72.8		69.6
Added or increased		17.3		6.2		6.0
Other^c	49		17		46	
Stopped or reduced		5.7		0.0		0.0
Unchanged		91.1		100.0		100.0
Added or increased		3.2		0.0		0.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cExamples of "other" services or referrals include texting services and Individualized Education Program (IEP) evaluations.

Table D.4b. Whether services or referrals for program families changed early during the COVID-19 pandemic, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Educational activities to support children's learning at home	30		35		30		31	
Stopped or reduced		2.6		15.9		6.6		22.5
Unchanged		38.6		9.1		16.8		13.4
Added or increased		58.7		75.0		76.6		64.1
Child care services to allow parents to work or provide care to other community or family members	30		35		30		31	
Stopped or reduced		66.4		77.4		81.0		79.4
Unchanged		27.8		19.2		12.2		16.8
Added or increased		5.8		3.4		6.8		3.7
Food and nutrition (for example, providing meals to families)	30		35		30		31	
Stopped or reduced		47.6		56.0		40.8		56.8
Unchanged		28.8		16.0		14.1		21.9
Added or increased		23.6		28.1		45.1		21.3
Housing or transportation assistance (for example, securing housing or transportation, assistance with rent payments or deferment)	30		35		30		31	
Stopped or reduced		24.3		22.0		26.3		26.5
Unchanged		57.1		63.0		48.8		61.9
Added or increased		18.5		15.1		24.9		11.7
Health care not related to COVID-19 (for example, access to services, obtaining health insurance, assistance with medical bill payment or deferment)	30		35		30		31	
Stopped or reduced		30.9		22.6		24.6		29.4
Unchanged		62.5		69.3		73.6		67.9
Added or increased		6.5		8.1		1.8		2.7

Table D.4b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Health care related to COVID-19 (for example, access to testing or personal protective equipment such as masks)	30		35		30		31	
Stopped or reduced		17.4		35.6		25.5		21.4
Unchanged		39.9		25.3		34.9		27.1
Added or increased		42.7		39.1		39.6		51.5
Employment assistance not related to COVID-19 (for example, job training)	30		35		30		31	
Stopped or reduced		31.9		39.0		44.4		34.0
Unchanged		63.1		59.4		48.4		56.4
Added or increased		5.0		1.6		7.2		9.6
Employment assistance related to COVID-19 (for example, unemployment claims/benefits)	30		35		30		31	
Stopped or reduced		17.4		26.3		20.8		25.1
Unchanged		47.3		57.2		43.8		45.2
Added or increased		35.2		16.4		35.4		29.7
Referral to services for drug or alcohol misuse	30		35		30		31	
Stopped or reduced		5.8		0.7		17.6		21.6
Unchanged		94.2		86.1		78.0		75.8
Added or increased		0.0		13.2		4.4		2.6
Services/referrals for dual language learners	30		35		30		31	
Stopped or reduced		6.6		7.6		22.4		22.6
Unchanged		93.4		88.8		77.6		69.5
Added or increased		0.0		3.6		0.0		8.0
Mental health services/referrals for children and families	30		35		30		31	
Stopped or reduced		15.4		4.4		14.1		16.2
Unchanged		61.2		59.6		65.5		64.4
Added or increased		23.4		36.0		20.3		19.4

Table D.4b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
In-person home visits	30		35		30		31	
Stopped or reduced		100.0		95.3		98.8		93.5
Unchanged		0.0		3.8		1.2		6.5
Added or increased		0.0		0.9		0.0		0.0
In-person socializations	30		35		30		31	
Stopped or reduced		100.0		94.7		94.8		97.3
Unchanged		0.0		4.4		5.2		2.7
Added or increased		0.0		0.9		0.0		0.0
Virtual home visits	30		34		30		31	
Stopped or reduced		1.6		26.6		7.9		8.9
Unchanged		20.3		4.1		8.5		16.6
Added or increased		78.1		69.3		83.6		74.6
Virtual socializations	30		35		29		31	
Stopped or reduced		9.0		22.4		17.7		12.5
Unchanged		25.7		9.7		7.5		7.8
Added or increased		65.3		67.9		74.8		79.7
Disability services/referrals	30		35		30		31	
Stopped or reduced		23.5		12.9		26.2		38.3
Unchanged		72.4		61.5		62.6		59.2
Added or increased		4.1		25.6		11.2		2.5
Other^c	28		28		28		28	
Stopped or reduced		0.0		2.9		11.6		0.0
Unchanged		100.0		91.3		88.4		100.0
Added or increased		0.0		5.9		0.0		0.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^cExamples of "other" services or referrals include texting services and Individualized Education Program (IEP) evaluations.

Table D.5. Strategies that programs used to provide services to children and families early during the COVID-19 pandemic

	n	Percentage
Applying for exemptions or waivers to provide services more flexibly (for example, applying for Child and Adult Care Food Program waivers)	126	42.6
Partnering with other local entities (for example, schools or local education agency, internet providers, food banks, hospitals) to deliver services	126	80.5
Providing remote learning opportunities for children	126	92.4
Providing remote supports for parents	126	89.8
Dropping off or establishing family pick-up sites for distribution of materials, food, and supplies	126	91.5
Supporting families' access to technology (for example, facilitating internet access, supplying Chromebooks/laptops)	126	50.5
Other ^a	126	0.1
None of these	126	0.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of "other" strategies include helping children transition to kindergarten and seeking out grants to support online kindergarten readiness programming.

Table D.5a. Strategies that programs used to provide services to children and families early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Applying for exemptions or waivers to provide services more flexibly (for example, applying for Child and Adult Care Food Program waivers)	57	51.5	18	34.4	51	36.0
Partnering with other local entities (for example, schools or local education agency, internet providers, food banks, hospitals) to deliver services	57	63.9	18	90.3	51	94.5
Providing remote learning opportunities for children	57	82.6	18	100.0	51	100.0
Providing remote supports for parents	57	93.4	18	76.5	51	90.1
Dropping off or establishing family pick-up sites for distribution of materials, food, and supplies	57	87.8	18	100.0	51	92.7
Supporting families' access to technology (for example, facilitating internet access, supplying Chromebooks/laptops)	57	46.1	18	51.0	51	54.9
Other ^c	57	0.0	18	0.0	51	0.2
None of these	57	0.0	18	0.0	51	0.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cExamples of "other" strategies include helping children transition to kindergarten and seeking out grants to support online kindergarten readiness programming.

Table D.5b. Strategies that programs used to provide services to children and families early during the COVID-19 pandemic, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 120		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Applying for exemptions or waivers to provide services more flexibly (for example, applying for Child and Adult Care Food Program waivers)	30	42.4	35	41.1	30	42.2	31	49.9
Partnering with other local entities (for example, schools or local education agency, internet providers, food banks, hospitals) to deliver services	30	86.3	35	72.8	30	70.6	31	88.7
Providing remote learning opportunities for children	30	97.4	35	79.8	30	95.2	31	100.0
Providing remote supports for parents	30	85.8	35	92.1	30	97.1	31	94.3
Dropping off or establishing family pick-up sites for distribution of materials, food, and supplies	30	92.7	35	92.2	30	83.7	31	95.4
Supporting families' access to technology (for example, facilitating internet access, supplying Chromebooks/laptops)	30	46.4	35	51.8	30	57.6	31	60.3
Other ^b	30	0.0	35	0.0	30	0.0	31	1.2
None of these	30	0.0	35	0.0	30	0.0	31	0.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bExamples of "other" strategies include helping children transition to kindergarten and seeking out grants to support online kindergarten readiness programming.

Table D.6. Programs' level of concern about the effect of the COVID-19 pandemic on family enrollment early during the COVID-19 pandemic

	n	Percentage
Not at all concerned	126	1.4
Somewhat concerned	126	50.1
Very concerned	126	48.5

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table D.6a. Programs' level of concern about the effect of the COVID-19 pandemic on family enrollment early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Not at all concerned	57	0.0	18	0.0	51	3.2
Somewhat concerned	57	45.3	18	59.9	51	52.1
Very concerned	57	54.7	18	40.1	51	44.7

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table D.6b. Programs' level of concern about the effect of the COVID-19 pandemic on family enrollment early during the COVID-19 pandemic, by program agency type^a

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Not at all concerned	30	0.0	35	2.1	30	1.9	31	6.7
Somewhat concerned	30	55.9	35	47.2	30	49.6	31	24.6
Very concerned	30	44.1	35	50.7	30	48.5	31	68.7

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table D.7. Programs' ability to communicate with their staff early during the COVID-19 pandemic

	n	Percentage
Not at all	126	0.0
To a small extent	126	0.7
To a moderate extent	126	14.6
To a great extent	126	84.7

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table D.7a. Programs' ability to communicate with their staff early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Not at all	57	0.0	18	0.0	51	0.0
To a small extent	57	1.2	18	0.0	51	0.3
To a moderate extent	57	13.7	18	28.5	51	11.4
To a great extent	57	85.1	18	71.5	51	88.2

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table D.7b. Programs' ability to communicate with their staff early during the COVID-19 pandemic, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Not at all	30	0.0	35	0.0	30	0.0	31	0.0
To a small extent	30	0.0	35	0.0	30	0.0	31	8.3
To a moderate extent	30	20.0	35	7.3	30	12.3	31	10.5
To a great extent	30	80.0	35	92.7	30	87.7	31	81.2

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table D.8. Change in the number of program staff early during the COVID-19 pandemic^a

	n	Percentage
Changes since the beginning of the COVID-19 pandemic		
Number of staff has decreased	126	12.3
No change in number of staff	126	84.7
Number of staff has increased	126	3.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aHead Start grantees were allowed to keep staff on payroll at a regular schedule.

Table D.8a. Change in the number of program staff early during the COVID-19 pandemic, by program agency type^{a,b}

	Community action agency		School system		All other agency types ^c	
	n	Percentage	n	Percentage	n	Percentage
Changes since the beginning of the COVID-19 pandemic						
Number of staff has decreased	57	22.0	18	12.4	51	2.4
No change in number of staff	57	74.9	18	87.6	51	93.8
Number of staff has increased	57	3.1	18	0.0	51	3.9

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aHead Start grantees were allowed to keep staff on payroll at a regular schedule.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^c"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table D.8b. Change in the number of program staff since the beginning of the COVID-19 pandemic, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Changes since the beginning of the COVID-19 pandemic								
Number of staff has decreased	30	10.5	35	18.2	30	9.8	31	7.1
No change in number of staff	30	87.4	35	77.4	30	88.5	31	87.1
Number of staff has increased	30	2.2	35	4.4	30	1.8	31	5.9

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aHead Start grantees were allowed to keep staff on payroll at a regular schedule.

^bEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table D.9. Supports for professional development and day-to-day operations available for program staff early during the COVID-19 pandemic

	n	Percentage
Professional development (for example, ECLKC) including distance learning and virtual teaching strategies	126	92.3
Use of video platforms for communication	126	95.2
OHS MyPeers virtual learning network community	126	43.0
Technological support or equipment	126	73.5
Other ^a	126	0.9
Have not added any of these	126	0.3

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLKC = Early Childhood Learning and Knowledge Center. OHS = Office of Head Start.

^aExamples of "other" supports include coaching and flexible scheduling.

Table D.9a. Supports for professional development and day-to-day operations available for program staff early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Professional development (for example, ECLKC) including distance learning and virtual teaching strategies	57	94.7	18	100.0	51	87.5
Use of video platforms for communication	57	91.0	18	100.0	51	98.1
OHS MyPeers virtual learning network community	57	48.9	18	21.0	51	43.6
Technological support or equipment	57	79.8	18	75.4	51	66.5
Other ^c	57	1.6	18	0.0	51	0.5
Have not added any of these	57	0.7	18	0.0	51	0.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLKC = Early Childhood Learning and Knowledge Center. OHS = Office of Head Start.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cExamples of "other" supports include coaching and flexible scheduling.

Table D.9b. Supports for professional development and day-to-day operations available for program staff early during the COVID-19 pandemic, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Professional development (for example, ECLKC) including distance learning and virtual teaching strategies	30	93.5	35	90.8	30	92.7	31	88.9
Use of video platforms for communication	30	97.5	35	89.5	30	100.0	31	92.5
OHS MyPeers virtual learning network community	30	38.9	35	41.9	30	60.2	31	43.1
Technological support or equipment	30	70.8	35	67.9	30	88.8	31	83.3
Other ^b	30	0.0	35	0.0	30	3.1	31	5.8
Have not added any of these	30	0.0	35	0.0	30	0.0	31	3.8

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLKC = Early Childhood Learning and Knowledge Center. OHS = Office of Head Start.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bExamples of "other" supports include coaching and flexible scheduling.

Table D.10. New or increased supports to improve program staff well-being early during the COVID-19 pandemic

	n	Percentage
Checking in with/connecting with staff more frequently	126	88.3
Offering professional mental health consultations	126	55.6
Providing informational resources for staff (for example, links to coping with stress, employee resource programs, emergency assistance programs)	126	90.4
Offering virtual staff social events	126	35.4
Encouraging personal health and safety (for example, social distancing, use of mask and gloves)	126	86.8
Other ^a	126	1.2
Have not added any of these	126	3.6

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of “other” supports include encouraging self-care and holding virtual staff meetings.

Table D.10a. New or increased supports to improve program staff well-being early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Checking in with/connecting with staff more frequently	57	82.3	18	89.6	51	93.9
Offering professional mental health consultations	57	60.5	18	53.1	51	51.4
Providing informational resources for staff (for example, links to coping with stress, employee resource programs, emergency assistance programs)	57	82.9	18	92.2	51	97.4
Offering virtual staff social events	57	24.0	18	46.2	51	43.7
Encouraging personal health and safety (for example, social distancing, use of mask and gloves)	57	84.6	18	100.0	51	85.1
Other ^c	57	1.2	18	5.1	51	0.0
Have not added any of these	57	7.7	18	0.0	51	0.6

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cExamples of "other" supports include encouraging self-care and holding virtual staff meetings.

Table D.10b. New or increased supports to improve program staff well-being early during the COVID-19 pandemic, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Checking in with/connecting with staff more frequently	30	90.9	35	79.0	30	97.4	31	88.2
Offering professional mental health consultations	30	40.7	35	68.5	30	79.0	31	63.2
Providing informational resources for staff (for example, links to coping with stress, employee resource programs, emergency assistance programs)	30	95.5	35	76.7	30	100.0	31	88.9
Offering virtual staff social events	30	36.4	35	39.5	30	26.7	31	30.0
Encouraging personal health and safety (for example, social distancing, use of mask and gloves)	30	87.2	35	82.1	30	93.6	31	88.9
Other ^b	30	1.3	35	2.0	30	0.0	31	0.0
Have not added any of these	30	0.0	35	12.0	30	0.0	31	3.3

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bExamples of “other” supports include encouraging self-care and holding virtual staff meetings.

Table D.11. New or increased supports that programs provided to retain staff early during the COVID-19 pandemic^a

	n	Percentage
More flexible hours	125	85.1
Administrative leave	125	31.5
Part-time/reduced work schedule	125	37.5
Pay reduction to avoid lay-offs	125	3.3
Revised sick leave policy	125	32.0
Remote work	125	14.1
Other ^b	125	2.0
Have not added any of these	125	4.5

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aHead Start grantees were allowed to keep staff on payroll at a regular schedule.

^bExamples of “other” supports include providing information on the Family and Medical Leave Act and working on a reopening plan.

Table D.11a. New or increased supports that programs provided to retain staff early during the COVID-19 pandemic, by program agency type^{a,b}

	Community action agency		School system		All other agency types ^c	
	n	Percentage	n	Percentage	n	Percentage
More flexible hours	57	82.6	17	74.5	51	90.4
Administrative leave	57	35.0	17	6.9	51	34.5
Part-time/reduced work schedule	57	36.3	17	35.8	51	39.2
Pay reduction to avoid lay-offs	57	4.7	17	6.9	51	0.9
Revised sick leave policy	57	36.0	17	15.3	51	32.4
Remote work	57	16.9	17	10.7	51	12.2
Other ^d	57	4.4	17	0.0	51	0.0
Have not added any of these	57	4.7	17	16.5	51	1.3

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aHead Start grantees were allowed to keep staff on payroll at a regular schedule.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^c"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^dExamples of "other" supports include providing information on the Family and Medical Leave Act and working on a reopening plan.

Table D.11b. New or increased supports that programs provided to retain staff early during the COVID-19 pandemic, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
More flexible hours	30	88.1	34	87.7	30	69.0	31	85.7
Administrative leave	30	28.1	34	38.0	30	28.4	31	36.5
Part-time/reduced work schedule	30	45.8	34	33.2	30	23.1	31	24.9
Pay reduction to avoid lay-offs	30	1.6	34	2.4	30	11.0	31	3.7
Revised sick leave policy	30	26.7	34	46.7	30	19.3	31	38.7
Remote work	30	18.3	34	7.4	30	12.8	31	11.9
Other ^c	30	0.0	34	5.7	30	3.1	31	0.0
Have not added any of these	30	2.1	34	2.1	30	19.9	31	1.4

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aHead Start grantees were allowed to keep staff on payroll at a regular schedule.

^bEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^cExamples of "other" supports include providing information on the Family and Medical Leave Act and working on a reopening plan.

Table D.12. Changes in program supports in early response to the COVID-19 pandemic^a

	n	Percentage
Trainings for staff to deliver content and services remotely	125	
Not in place		6.2
Already in place		20.3
Put in place in response to the COVID-19 pandemic		73.4
Ability to use Head Start funds more flexibly in times of emergency	125	
Not in place		8.5
Already in place		10.3
Put in place in response to the COVID-19 pandemic		81.2
Supports to help families more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	125	
Not in place		36.7
Already in place		5.5
Put in place in response to the COVID-19 pandemic		57.7
Supports to help staff more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	125	
Not in place		13.9
Already in place		23.6
Put in place in response to the COVID-19 pandemic		62.4
Aid in developing relationships with local entities	124	
Not in place		5.7
Already in place		78.5
Put in place in response to the COVID-19 pandemic		15.8
Guidance to create a plan for continuing operations	124	
Not in place		2.7
Already in place		14.7
Put in place in response to the COVID-19 pandemic		82.6
Other supports^b	106	
Not in place		89.0
Already in place		5.1
Put in place in response to the COVID-19 pandemic		5.9

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe survey item asked program directors “For each of the following supports, indicate whether the support was already in place before the COVID-19 pandemic, was put in place in response to the COVID-19 pandemic, or is not in place.” The item did not specify whether the support was provided to the program (for example, by Office of Head Start) or by the program.

^bExamples of “other” supports include education on new federal leave policies and purchasing personal protective equipment for staff.

Table D.12a. Changes in program supports in early response to the COVID-19 pandemic, by program agency type^{a,b}

	Community action agency		School system		All other agency types ^c	
	n	Percentage	n	Percentage	n	Percentage
Trainings for staff to deliver content and services remotely	57		17		51	
Not in place		11.0		11.6		0.0
Already in place		24.7		4.7		20.1
Put in place in response to the COVID-19 pandemic		64.3		83.7		79.9
Ability to use Head Start funds more flexibly in times of emergency	57		17		51	
Not in place		5.4		13.1		10.3
Already in place		17.5		3.3		5.0
Put in place in response to the COVID-19 pandemic		77.1		83.6		84.7
Supports to help families more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	57		17		51	
Not in place		33.8		28.7		41.8
Already in place		10.3		0.0		2.2
Put in place in response to the COVID-19 pandemic		55.9		71.3		56.0
Supports to help staff more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops. MiFi/hotspots)	57		17		51	
Not in place		11.7		16.2		15.6
Already in place		19.8		35.7		24.3
Put in place in response to the COVID-19 pandemic		68.5		48.1		60.2
Aid in developing relationships with local entities	57		17		50	
Not in place		5.9		4.0		5.9
Already in place		82.0		74.6		76.0
Put in place in response to the COVID-19 pandemic		12.1		21.4		18.2
Guidance to create a plan for continuing operations	56		17		51	
Not in place		3.1		0.0		2.9
Already in place		22.3		11.1		8.7
Put in place in response to the COVID-19 pandemic		74.6		88.9		88.4
Other supports^d	45		15		46	
Not in place		89.4		94.2		87.0
Already in place		7.1		0.0		4.9
Put in place in response to the COVID-19 pandemic		3.5		5.8		8.1

Source: Spring 2020 FACES Program Director Survey.

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

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

Table D.12a (*continued*)

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe survey item asked program directors “For each of the following supports, indicate whether the support was already in place before the COVID-19 pandemic, was put in place in response to the COVID-19 pandemic, or is not in place.” The item did not specify whether the support was provided to the program (for example, by Office of Head Start) or by the program.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^c“All other agency types” includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^dExamples of “other” supports include education on new federal leave policies and purchasing personal protective equipment for staff.

Table D.12b. Changes in program supports in early response to the COVID-19 pandemic, by program size^{a,b,c}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Trainings for staff to deliver content and services remotely	30		34		30		31	
Not in place		5.8		8.0		6.2		2.7
Already in place		19.5		31.2		3.5		19.1
Put in place in response to the COVID-19 pandemic		74.7		60.8		90.3		78.2
Ability to use Head Start funds more flexibly in times of emergency	30		34		30		31	
Not in place		6.5		14.2		8.3		2.2
Already in place		0.0		23.8		17.8		17.8
Put in place in response to the COVID-19 pandemic		93.5		62.0		73.9		80.0
Supports to help families more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	30		34		30		31	
Not in place		40.0		29.6		37.1		39.7
Already in place		0.0		15.5		6.4		5.6
Put in place in response to the COVID-19 pandemic		60.0		54.9		56.5		54.7
Supports to help staff more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops. MiFi/hotspots)	30		34		30		31	
Not in place		14.0		13.1		15.0		14.6
Already in place		24.5		21.0		18.4		36.1
Put in place in response to the COVID-19 pandemic		61.5		65.9		66.6		49.4
Aid in developing relationships with local entities	30		34		30		30	
Not in place		3.2		6.8		10.0		10.0
Already in place		87.0		71.7		67.9		65.6
Put in place in response to the COVID-19 pandemic		9.8		21.5		22.1		24.4

Table D.12b (continued)

	Small programs: enrollment < 300	Medium programs: enrollment >= 300 and < 600	Large programs: enrollment >= 600 and < 1200	Very large programs: enrollment >= 1200
Guidance to create a plan for continuing operations	30	33	30	31
Not in place	2.5	0.0	1.9	12.6
Already in place	6.8	18.9	28.9	28.2
Put in place in response to the COVID-19 pandemic	90.7	81.1	69.2	59.2
Other supports^d	27	26	28	25
Not in place	89.6	79.6	94.9	100.0
Already in place	5.2	6.7	5.1	0.0
Put in place in response to the COVID-19 pandemic	5.3	13.7	0.0	0.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe survey item asked program directors "For each of the following supports, indicate whether the support was already in place before the COVID-19 pandemic, was put in place in response to the COVID-19 pandemic, or is not in place." The item did not specify whether the support was provided to the program (for example, by Office of Head Start) or by the program.

^bEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^cDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^dExamples of "other" supports include education on new federal leave policies and purchasing personal protective equipment for staff.

Table D.13. How helpful were program supports early during the COVID-19 pandemic^a

	n	Percentage
Among programs that already had supports in place or put them in place in response to the COVID-19 pandemic		
Trainings for staff to deliver content and services remotely	117	
Not at all		0.4
To a small extent		4.7
To a moderate extent		39.5
To a great extent		55.3
Ability to use Head Start funds more flexibly in times of emergency	117	
Not at all		0.9
To a small extent		5.8
To a moderate extent		26.3
To a great extent		66.9
Supports to help families more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	80	
Not at all		0.0
To a small extent		22.0
To a moderate extent		45.2
To a great extent		32.7
Supports to help staff more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	107	
Not at all		0.4
To a small extent		19.9
To a moderate extent		35.5
To a great extent		44.2
Aid in developing relationships with local entities	112	
Not at all		4.6
To a small extent		25.6
To a moderate extent		46.9
To a great extent		22.9
Guidance to create a plan for continuing operations	119	
Not at all		1.7
To a small extent		11.3
To a moderate extent		35.4
To a great extent		51.6

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe study only asked directors about the helpfulness of program supports in this section if they indicated that they had such supports (see Table D.12 for the percentage that had each).

Table D.13a. How helpful were program supports early during the COVID-19 pandemic, by program agency type^{a,b}

	Community action agency		School system		All other agency types ^c	
	n	Percentage	n	Percentage	n	Percentage
Among programs that already had supports in place or put them in place in response to the COVID-19 pandemic						
Trainings for staff to deliver content and services remotely	50		16		51	
Not at all		0.0		0.0		0.9
To a small extent		3.4		8.7		5.1
To a moderate extent		35.2		45.6		42.0
To a great extent		61.4		45.7		52.1
Ability to use Head Start funds more flexibly in times of emergency	55		14		48	
Not at all		2.0		0.0		0.0
To a small extent		0.0		11.3		10.6
To a moderate extent		31.6		38.7		17.5
To a great extent		66.3		50.1		71.8
Supports to help families more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	34		12		34	
Not at all		0.0		0.0		0.0
To a small extent		23.4		35.9		15.9
To a moderate extent		40.0		44.6		51.4
To a great extent		36.6		19.5		32.7
Supports to help staff more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	47		14		46	
Not at all		0.0		0.0		1.0
To a small extent		14.9		38.0		20.4
To a moderate extent		43.4		35.3		27.1
To a great extent		41.8		26.7		51.4
Aid in developing relationships with local entities	50		16		46	
Not at all		8.3		0.0		2.1
To a small extent		36.1		31.7		13.3
To a moderate extent		40.3		37.5		56.2
To a great extent		15.4		30.7		28.4
Guidance to create a plan for continuing operations	55		17		47	
Not at all		2.2		6.0		0.0
To a small extent		10.8		16.3		10.4
To a moderate extent		38.4		46.2		29.8
To a great extent		48.6		31.5		59.8

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe study only asked directors about the helpfulness of program supports in this section if they indicated that they had such supports (see Table D.12a for the percentage that had each).

Table D.13a (*continued*)

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^c"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table D.13b. How helpful were program supports early during the COVID-19 pandemic, by program size^{a,b,c}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Among programs that already had supports in place or put them in place in response to the COVID-19 pandemic								
Trainings for staff to deliver content and services remotely	28		31		28		30	
Not at all		0.0		0.0		2.9		0.0
To a small extent		3.5		3.0		5.3		17.0
To a moderate extent		43.0		49.6		23.6		13.3
To a great extent		53.5		47.4		68.2		69.7
Ability to use Head Start funds more flexibly in times of emergency	29		30		28		30	
Not at all		0.0		3.7		0.0		0.0
To a small extent		11.2		0.0		0.0		0.0
To a moderate extent		22.9		38.0		19.1		24.8
To a great extent		65.9		58.2		80.9		75.2
Supports to help families more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	19		23		18		20	
Not at all		0.0		0.0		0.0		0.0
To a small extent		33.9		10.1		14.7		6.1
To a moderate extent		45.6		51.9		23.2		55.2
To a great extent		20.4		38.0		62.1		38.7
Supports to help staff more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	27		29		25		26	
Not at all		0.0		0.0		3.2		0.0
To a small extent		29.3		12.0		6.9		9.0
To a moderate extent		31.6		49.8		23.8		31.7
To a great extent		39.1		38.2		66.1		59.3

Table D.13b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Aid in developing relationships with local entities	29		31		26		26	
Not at all		4.7		3.4		9.0		0.0
To a small extent		31.6		18.1		28.6		4.3
To a moderate extent		41.6		57.9		41.5		54.8
To a great extent		22.1		20.7		20.8		40.9
Guidance to create a plan for continuing operations	29		33		29		28	
Not at all		0.0		3.7		5.1		0.0
To a small extent		13.7		7.6		13.1		2.8
To a moderate extent		36.6		31.2		37.6		37.3
To a great extent		49.7		57.4		44.2		59.9

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe study only asked directors about the helpfulness of program supports in this section if they indicated that they had such supports (see Table D.12b for the percentage that had each).

^bEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^cDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

Table D.14. Supports programs hope to have to prepare for future emergencies, as reported early during the COVID-19 pandemic

	n	Percentage
Trainings for family services staff to deliver content and services remotely	126	95.2
Trainings for home visitor staff to deliver content and services remotely	126	62.3
Trainings for other staff to deliver content and services remotely	126	92.8
Ability to use Head Start funds more flexibly in times of emergency	126	88.5
Supports to help families more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	126	82.8
Supports to help staff more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	126	79.0
Aid in developing relationships with local entities	126	34.7
Guidance to create a plan for continuing operations	126	72.4
Other ^a	126	0.9
We do not need additional supports for future emergencies	126	0.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of “other” supports include health and wellness supports and food supports.

Table D.14a. Supports programs hope to have to prepare for future emergencies, as reported early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Trainings for family services staff to deliver content and services remotely	57	97.9	18	93.8	51	93.0
Trainings for home visitor staff to deliver content and services remotely	57	65.7	18	36.0	51	66.6
Trainings for other staff to deliver content and services remotely	57	95.8	18	81.0	51	93.4
Ability to use Head Start funds more flexibly in times of emergency	57	84.2	18	93.6	51	91.4
Supports to help families more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	57	71.5	18	88.0	51	92.6
Supports to help staff more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	57	83.6	18	66.3	51	78.1
Aid in developing relationships with local entities	57	29.9	18	41.8	51	37.3
Guidance to create a plan for continuing operations	57	67.3	18	83.6	51	74.3
Other ^c	57	1.2	18	0.0	51	0.9
We do not need additional supports for future emergencies	57	0.0	18	0.0	51	0.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cExamples of "other" supports include health and wellness supports and food supports.

Table D.14b. Supports programs hope to have to prepare for future emergencies, as reported early during the COVID-19 pandemic, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Trainings for family services staff to deliver content and services remotely	30	95.1	35	93.6	30	100.0	31	93.5
Trainings for home visitor staff to deliver content and services remotely	30	60.9	35	70.0	30	57.7	31	52.3
Trainings for other staff to deliver content and services remotely	30	89.4	35	95.9	30	100.0	31	91.7
Ability to use Head Start funds more flexibly in times of emergency	30	88.5	35	84.4	30	98.3	31	85.9
Supports to help families more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	30	85.2	35	84.2	30	72.3	31	80.6
Supports to help staff more easily access the internet (for example, hardware such as Smartphones or Chromebooks/laptops, MiFi/hotspots)	30	73.6	35	87.4	30	84.4	31	73.9
Aid in developing relationships with local entities	30	27.9	35	42.9	30	38.6	31	41.5
Guidance to create a plan for continuing operations	30	68.0	35	76.6	30	74.9	31	81.6
Other ^b	30	0.0	35	3.2	30	0.0	31	0.0
We do not need additional supports for future emergencies	30	0.0	35	0.0	30	0.0	31	0.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bExamples of "other" supports include health and wellness supports and food supports.

Table D.15. Whether program applied for funding to operate a supplemental summer program and if not, reasons for not applying^a

	n	Percentage
Program intended to apply/applied for funding to operate a supplemental summer program	125	
Yes		55.9
No		44.1
Among programs that did not apply for funding to operate a supplemental summer program, reason why^b	43	
Do not anticipate sufficient staff will be available due to COVID-19		33.1
Do not anticipate enough children will attend due to COVID-19		45.5
Regardless of whether staff or children would participate, do not feel it is safe enough to operate during the summer due to COVID-19		34.0
Do not anticipate sufficient staff will be available because they have alternative summer plans (for example, vacation plans; alternative employment)		35.9
Cannot access facilities over the summer		50.1
Do not have necessary partnerships in place to operate over the summer		18.9
Other ^c		11.7

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

^bProgram directors could select more than one reason why the program did not plan to operate a supplemental summer program, so percentages may sum to greater than 100.

^cExamples of “other” reasons include lack of awareness of funding and pre-existing summer operations.

Table D.15a. Whether program applied for funding to operate a supplemental summer program, by program agency type^{a,b}

	Community action agency		School system		All other agency types ^c	
	n	Percentage	n	Percentage	n	Percentage
Program intended to apply/applied for funding to operate a supplemental summer program	57		17		51	
Yes		61.8		39.5		54.2
No		38.2		60.5		45.8

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^c"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table D.15b. Whether program applied for funding to operate a supplemental summer program, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Program intended to apply/applied for funding to operate a supplemental summer program	30		34		30		31	
Yes		31.2		85.5		74.7		79.9
No		68.8		14.5		25.3		20.1

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

^bEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table D.16. Program plans to operate a supplemental summer program^a

	n	Percentage
Currently planning to operate a supplemental summer program	125	
Yes		38.4
No		61.6

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

Table D.16a. Program plans to operate a supplemental summer program, by program agency type^{a,b}

	<u>Community action agency</u>		<u>School system</u>		<u>All other agency types^c</u>	
	<u>n</u>	<u>Percentage</u>	<u>n</u>	<u>Percentage</u>	<u>n</u>	<u>Percentage</u>
Currently planning to operate a supplemental summer program	57		17		51	
Yes		48.6		32.9		29.6
No		51.4		67.1		70.4

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

^bDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^c"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table D.16b. Program plans to operate a supplemental summer program, by program size^{a,b}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Currently planning to operate a supplemental summer program	30		34		30		31	
Yes		28.6		48.2		46.3		53.8
No		71.4		51.8		53.7		46.2

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

^bEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table D.17. Among programs planning to operate a supplemental summer program, the amount of time they plan to operate^{a,b}

	n	Percentage	
Total weeks programs plan to operate a supplemental summer program (categories)	59		
1 to 4		60.0	
5 to 8		39.1	
9 to 12		0.8	
Days per week programs plan to operate supplemental summer program (categories)	59		
1		0.7	
2		0.8	
3		14.0	
4		49.8	
5		34.8	
6 to 7		0.0	
Hours per day (on average) programs plan to operate supplemental summer program (categories)	59		
1 to 2		13.7	
3 to 4		36.0	
5 to 6		32.9	
7 to 8		17.4	
	n	Mean	Range
Total weeks programs plan to operate a supplemental summer program	59	4.4	2 - 12
Day per week programs plan to operate supplemental summer program	59	4.2	1 - 5
Hours per day (on average) programs plan to operate supplemental summer program	59	4.8	1 - 8

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

^bPrograms were only included in this table if they indicated they were planning to operate a supplemental summer program. This represents 38.4 percent of programs (Table D.16).

Table D.17a. Among programs planning to operate a supplemental summer program, the amount of time they plan to operate, by program agency type^{a,b,c}

	Community action agency			School system			All other agency types ^d		
	n	Percentage		n	Percentage		n	Percentage	
Total weeks programs plan to operate a supplemental summer program (categories)	32			5			22		
1 to 4		72.4			!			49.6	
5 to 8		27.6			!			47.9	
9 to 12		0.0			!			2.5	
Days per week programs plan to operate supplemental summer program (categories)	32			5			22		
1		0.0			!			1.9	
2		1.4			!			0.0	
3		13.8			!			3.9	
4		60.6			!			31.7	
5		24.2			!			62.5	
6 to 7		0.0			!			0.0	
Hours per day (on average) programs plan to operate supplemental summer program (categories)	32			5			22		
1 to 2		15.7			!			14.3	
3 to 4		46.3			!			10.2	
5 to 6		34.9			!			29.2	
7 to 8		3.1			!			46.2	
	n	Mean	Range	n	Mean	Range	n	Mean	Range
Total weeks programs plan to operate a supplemental summer program	32	4.2	2 - 6	5	!	!	22	4.6	2 - 12
Day per week programs plan to operate supplemental summer program	32	4.1	2 - 5	5	!	!	22	4.5	1 - 5
Hours per day (on average) programs plan to operate supplemental summer program	32	4.2	1 - 8	5	!	!	22	5.9	1 - 8

Source: Spring 2020 FACES Program Director Survey.

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

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

Table D.17a (*continued*)

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

^bPrograms were only included in this table if they indicated they were planning to operate a supplemental summer program. This represents 38.4 percent of programs (Table D.16).

^cDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^d"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table D.17b. Among programs planning to operate a supplemental summer program, the amount of time they plan to operate, by program size^{a,b,c,d}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600			Large programs: enrollment >= 600 and < 1200			Very large programs: enrollment >= 1200			
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage		
Total weeks programs plan to operate a supplemental summer program (categories)	9		17		14		19					
1 to 4		!		77.0		39.0		68.4				
5 to 8		!		23.0		61.0		24.1				
9 to 12		!		0.0		0.0		7.4				
Days per week programs plan to operate supplemental summer program (categories)	9		17		14		19					
1		!		0.0		3.8		0.0				
2		!		0.0		0.0		7.0				
3		!		3.9		16.8		4.8				
4		!		54.9		51.0		47.4				
5		!		41.2		28.3		40.9				
6 to 7		!		0.0		0.0		0.0				
Hours per day (on average) programs plan to operate supplemental summer program (categories)	9		17		14		19					
1 to 2		!		12.6		3.8		24.2				
3 to 4		!		32.6		45.2		10.4				
5 to 6		!		37.1		40.8		56.4				
7 to 8		!		17.7		10.2		9.0				
	n	Mean	Range	n	Mean	Range	n	Mean	Range	n	Mean	Range
Total weeks programs plan to operate a supplemental summer program	9	!	!	17	4.2	2 - 6	14	4.8	2 - 6	19	4.8	2 - 12
Day per week programs plan to operate supplemental summer program	9	!	!	17	4.4	3 - 5	14	4.0	1 - 5	19	4.2	2 - 5
Hours per day (on average) programs plan to operate supplemental summer program	9	!	!	17	4.7	1 - 8	14	5.0	1 - 8	19	4.7	1 - 8

Source: Spring 2020 FACES Program Director Survey.

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

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

Table D.17b (*continued*)

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

^bPrograms were only included in this table if they indicated they were planning to operate a supplemental summer program. This represents 38.4 percent of programs (Table D.16).

^cEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^dDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

Table D.18. Among programs planning to operate a supplemental summer program, how many enrolled children they expect to serve this summer^{a,b}

	n	Percentage
10 to 90	59	42.2
91 to 120	59	26.9
121 to 300	59	16.6
>300	59	14.3

Source: Spring 2020 FACES Program Director Survey.

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

^bPrograms were only included in this table if they indicated they were planning to operate a supplemental summer program. This represents 38.4 percent of programs (Table D.16).

Table D.18a. Among programs planning to operate a supplemental summer program, how many enrolled children they expect to serve this summer, by program agency type^{a,b,c}

	Community action agency		School system		All other agency types ^d	
	n	Percentage	n	Percentage	n	Percentage
10 to 90	32	40.6	5	!	22	48.2
91 to 120	32	31.1	5	!	22	9.1
121 to 300	32	26.0	5	!	22	4.3
>300	32	2.3	5	!	22	38.4

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

^bPrograms were only included in this table if they indicated they were planning to operate a supplemental summer program. This represents 38.4 percent of programs (Table D.16).

^cDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^d"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table D.18b. Among programs planning to operate a supplemental summer program, how many enrolled children they expect to serve this summer, by program size^{a,b,c,d}

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
10 to 90	9	!	17	35.1	14	30.8	19	9.1
91 to 120	9	!	17	26.9	14	41.9	19	10.1
121 to 300	9	!	17	14.3	14	16.8	19	40.5
>300	9	!	17	23.7	14	10.5	19	40.3

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

^bPrograms were only included in this table if they indicated they were planning to operate a supplemental summer program. This represents 38.4 percent of programs (Table D.16).

^cEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^dDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

Table D.19. Among programs planning to serve children through a supplemental summer program, percentage of children they expect will be rising kindergarteners or have an Individual Education Program (IEP)^{a,b}

	n	Percentage
Expected percentage of children in the supplemental summer program who will attend kindergarten in fall 2020	59	
0 to 25%		1.1
26 to 50%		8.0
51 to 75%		13.8
76 to 100%		77.1
Expected percentage of children in the supplemental summer program who have an IEP	59	
0 to 5%		18.6
6 to 10%		43.6
11 to 15%		14.5
16 to 20%		6.5
21 to 25%		6.8
26% or higher		10.0

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

^bPrograms were only included in this table if they indicated they were planning to operate a supplemental summer program. This represents 38.4 percent of programs (Table D.16).

Table D.19a. Among programs planning to serve children through a supplemental summer program, percentage of children they expect will be rising kindergarteners or have an Individual Education Program (IEP), by program agency type^{a,b,c}

	Community action agency		School system		All other agency types ^d	
	n	Percentage	n	Percentage	n	Percentage
Expected percentage of children in the supplemental summer program who will attend kindergarten in fall 2020	32		5		22	
0 to 25%		1.9		!		0.0
26 to 50%		4.9		!		15.5
51 to 75%		24.0		!		1.1
76 to 100%		69.2		!		83.4
Expected percentage of children in the supplemental summer program who have an IEP	32		5		22	
0 to 5%		19.0		!		23.4
6 to 10%		35.8		!		60.1
11 to 15%		11.3		!		5.5
16 to 20%		10.8		!		1.3
21 to 25%		11.6		!		0.8
26% or higher		11.5		!		8.9

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

^bPrograms were only included in this table if they indicated they were planning to operate a supplemental summer program. This represents 38.4 percent of programs (Table D.16).

^cDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^d"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table D.19b. Among programs planning to serve children through a supplemental summer program, percentage of children they expect will be rising kindergarteners or have an Individual Education Program (IEP), by program size^{a,b,c,d}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Expected percentage of children in the supplemental summer program who will attend kindergarten in fall 2020	9		17		14		19	
0 to 25%		!		0.0		0.0		9.5
26 to 50%		!		15.6		0.0		0.0
51 to 75%		!		11.0		14.8		3.3
76 to 100%		!		73.4		85.2		87.2
Expected percentage of children in the supplemental summer program who have an IEP	9		17		14		19	
0 to 5%		!		19.1		21.2		46.1
6 to 10%		!		36.0		38.0		24.9
11 to 15%		!		12.2		28.7		18.0
16 to 20%		!		0.0		0.0		4.0
21 to 25%		!		7.6		6.3		2.5
26% or higher		!		25.2		5.8		4.6

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

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^cEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^dDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

Table D.20. Among programs planning to operate a supplemental summer program, how they plan to deliver services^{a,b}

	n	Percentage
Mostly or all in-person services for children (similar to regular program year)	59	41.6
Mostly or all virtual services for children	59	37.1
A combination of in-person and virtual services for children (that is, more virtual aspects of service delivery for children than normally included during the program year)	59	21.2

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

^bPrograms were only included in this table if they indicated they were planning to operate a supplemental summer program. This represents 38.4 percent of programs (Table D.16).

Table D.20a. Among programs planning to operate a supplemental summer program, how they plan to deliver services, by program agency type^{a,b,c}

	Community action agency		School system		All other agency types ^d	
	n	Percentage	n	Percentage	n	Percentage
Mostly or all in-person services for children (similar to regular program year)	32	39.7	5	!	22	54.1
Mostly or all virtual services for children	32	34.5	5	!	22	32.0
A combination of in-person and virtual services for children (that is, more virtual aspects of service delivery for children than normally included during the program year)	32	25.8	5	!	22	13.8

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

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^aThe Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

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^cDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^d"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table D.20b. Among programs planning to operate a supplemental summer program, how they plan to deliver services, by program size^{a,b,c,d}

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Mostly or all in-person services for children (similar to regular program year)	9	!	17	55.6	14	44.4	19	34.3
Mostly or all virtual services for children	9	!	17	27.2	14	25.3	19	48.4
A combination of in-person and virtual services for children (that is, more virtual aspects of service delivery for children than normally included during the program year)	9	!	17	17.2	14	30.3	19	17.4

Source: Spring 2020 FACES Program Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

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^cEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^dDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

CENTER RESPONSE TO COVID-19

Table D.21. Whether centers physically closed early during the COVID-19 pandemic and if they re-opened as of the time of the survey

	n	Percentage
Center physically closed so that children could not attend in-person due to the COVID-19 pandemic	161	
Yes		99.1
No		0.9
Among centers that physically closed, center re-opened to allow children to attend in-person as of the time of the survey	159	
Yes		10.6
No		89.4

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

Table D.21a. Whether centers physically closed early during the COVID-19 pandemic and if they re-opened as of the time of the survey, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Center physically closed so that children could not attend in-person due to the COVID-19 pandemic	72		26		63	
Yes		99.5		100.0		98.1
No		0.5		0.0		1.9
Among centers that physically closed, center re-opened to allow children to attend in-person as of the time of the survey	71		26		62	
Yes		14.7		0.5		10.9
No		85.3		99.5		89.1

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

Table D.21b. Whether centers physically closed early during the COVID-19 pandemic and if they re-opened as of the time of the survey, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Center physically closed so that children could not attend in-person due to the COVID-19 pandemic	35		39		47		40	
Yes		97.6		99.2		100.0		100.0
No		2.4		0.8		0.0		0.0
Among centers that physically closed, center re-opened to allow children to attend in-person as of the time of the survey	34		38		47		40	
Yes		10.5		15.9		6.1		9.0
No		89.5		84.1		93.9		91.0

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table D.22. Strategies center staff used to communicate with families as a group early during the COVID-19 pandemic

	n	Percentage
Program website	190	62.3
Program social media accounts such as Facebook, Twitter, or YouTube	190	76.8
Streaming social media (for example, Facebook Live)	190	40.3
Video chat and conferencing platforms (for example, FaceTime, Google Chat, Skype, Zoom, or other conferencing site)	190	76.8
Classroom communication tool such as Google Classroom, ClassDojo, or Bloomz	190	53.6
Telephone calls	190	94.9
E-messaging such as text messages, Facebook Messenger, or WhatsApp	190	81.7
Mail	190	63.7
Physical delivery or pick-up location	190	72.4
Other ^a	190	3.0

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of “other” strategies include flyers and using a parent communication app.

Table D.22a. Strategies center staff used to communicate with families as a group early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Program website	88	67.3	26	59.3	76	56.3
Program social media accounts such as Facebook, Twitter, or YouTube	88	84.7	26	81.6	76	62.6
Streaming social media (for example, Facebook Live)	88	61.3	26	33.3	76	12.7
Video chat and conferencing platforms (for example, FaceTime, Google Chat, Skype, Zoom, or other conferencing site)	88	74.4	26	78.7	76	79.2
Classroom communication tool such as Google Classroom, ClassDojo, or Bloomz	88	46.8	26	84.1	76	48.2
Telephone calls	88	98.7	26	95.6	76	88.8
E-messaging such as text messages, Facebook Messenger, or WhatsApp	88	82.6	26	85.5	76	78.3
Mail	88	63.9	26	74.1	76	58.1
Physical delivery or pick-up location	88	77.5	26	80.2	76	60.8
Other ^c	88	4.8	26	0.0	76	2.0

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cExamples of "other" strategies include flyers and using a parent communication app.

Table D.22b. Strategies center staff used to communicate with families as a group early during the COVID-19 pandemic, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Program website	39	49.3	53	61.8	52	66.2	46	74.9
Program social media accounts such as Facebook, Twitter, or YouTube	39	64.7	53	84.1	52	82.1	46	75.3
Streaming social media (for example, Facebook Live)	39	36.6	53	48.4	52	28.6	46	46.5
Video chat and conferencing platforms (for example, FaceTime, Google Chat, Skype, Zoom, or other conferencing site)	39	69.6	53	81.6	52	66.8	46	90.2
Classroom communication tool such as Google Classroom, ClassDojo, or Bloomz	39	55.3	53	45.5	52	54.1	46	63.2
Telephone calls	39	91.9	53	99.4	52	92.8	46	94.1
E-messaging such as text messages, Facebook Messenger, or WhatsApp	39	74.7	53	78.8	52	80.0	46	97.1
Mail	39	63.7	53	63.2	52	55.5	46	74.2
Physical delivery or pick-up location	39	69.1	53	77.5	52	62.5	46	80.7
Other ^b	39	1.4	53	4.7	52	5.1	46	0.0

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bExamples of "other" strategies include flyers and using a parent communication app.

Table D.23. Strategies center staff used to contact individual families early during the COVID-19 pandemic

	n	Percentage
Video chat and conferencing platforms (for example, FaceTime, Google Chat, or Zoom)	190	83.0
Classroom communication tool such as Google Classroom, ClassDojo, or Bloomz	190	55.3
Telephone calls	190	96.6
E-messaging such as text messages, Facebook Messenger, or WhatsApp	190	88.2
Mail	190	62.0
Physical delivery or pick-up location	190	69.4
Other ^a	190	3.6

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of “other” strategies include YouTube and weekly newsletters.

Table D.23a. Strategies center staff used to contact individual families early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Video chat and conferencing platforms (for example, FaceTime, Google Chat, or Zoom)	88	78.0	26	83.4	76	90.1
Classroom communication tool such as Google Classroom, ClassDojo, or Bloomz	88	48.4	26	79.5	76	53.2
Telephone calls	88	96.6	26	100.0	76	94.9
E-messaging such as text messages, Facebook Messenger, or WhatsApp	88	84.6	26	100.0	76	87.4
Mail	88	65.5	26	63.7	76	55.9
Physical delivery or pick-up location	88	77.2	26	88.1	76	48.1
Other ^c	88	6.8	26	0.0	76	0.6

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cExamples of "other" strategies include YouTube and weekly newsletters.

Table D.23b. Strategies center staff used to contact individual families early during the COVID-19 pandemic, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Video chat and conferencing platforms (for example, FaceTime, Google Chat, or Zoom)	39	76.5	53	85.3	52	78.2	46	93.2
Classroom communication tool such as Google Classroom, ClassDojo, or Bloomz	39	54.8	53	51.8	52	55.2	46	61.6
Telephone calls	39	94.0	53	94.8	52	99.0	46	100.0
E-messaging such as text messages, Facebook Messenger, or WhatsApp	39	92.1	53	83.4	52	83.2	46	96.2
Mail	39	77.3	53	61.9	52	45.7	46	61.5
Physical delivery or pick-up location	39	77.2	53	62.3	52	64.7	46	75.8
Other ^b	39	0.0	53	9.1	52	3.3	46	0.0

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bExamples of "other" strategies include YouTube and weekly newsletters.

Table D.24. Strategies center staff used to provide services to children and families early during the COVID-19 pandemic

	n	Percentage
Applying for exemptions or waivers to provide services more flexibly (for example, applying for Child and Adult Care Food Program waivers)	189	33.4
Partnering with other local entities (for example, schools or local education agency, internet providers, food banks, hospitals) to deliver services	189	65.6
Providing remote learning opportunities for children	189	90.9
Providing remote supports for parents	189	75.7
Dropping off or establishing family pick-up sites for distribution of materials, food, and supplies	189	76.1
Supporting families' access to technology (for example, facilitating internet access, supplying Chromebooks/laptops)	189	27.1
Other ^a	189	2.9
None of these	189	1.4

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aAn example of "other" strategies includes providing referrals.

Table D.24a. Strategies center staff used to provide services to children and families early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Applying for exemptions or waivers to provide services more flexibly (for example, applying for Child and Adult Care Food Program waivers)	87	26.0	26	28.9	76	46.6
Partnering with other local entities (for example, schools or local education agency, internet providers, food banks, hospitals) to deliver services	87	69.3	26	63.8	76	61.0
Providing remote learning opportunities for children	87	94.2	26	100.0	76	81.5
Providing remote supports for parents	87	80.2	26	74.5	76	69.6
Dropping off or establishing family pick-up sites for distribution of materials, food, and supplies	87	77.9	26	87.3	76	67.6
Supporting families' access to technology (for example, facilitating internet access, supplying Chromebooks/laptops)	87	22.4	26	40.3	76	27.2
Other ^c	87	5.1	26	0.0	76	1.0
None of these	87	0.0	26	0.0	76	4.2

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cAn example of "other" strategies includes providing referrals.

Table D.24b. Strategies center staff used to provide services to children and families early during the COVID-19 pandemic, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Applying for exemptions or waivers to provide services more flexibly (for example, applying for Child and Adult Care Food Program waivers)	39	46.4	52	31.8	52	30.7	46	22.1
Partnering with other local entities (for example, schools or local education agency, internet providers, food banks, hospitals) to deliver services	39	75.4	52	63.6	52	57.1	46	65.7
Providing remote learning opportunities for children	39	90.5	52	86.9	52	97.8	46	89.5
Providing remote supports for parents	39	75.5	52	74.2	52	75.9	46	77.9
Dropping off or establishing family pick-up sites for distribution of materials, food, and supplies	39	81.2	52	76.2	52	68.6	46	78.2
Supporting families' access to technology (for example, facilitating internet access, supplying Chromebooks/laptops)	39	37.2	52	20.4	52	24.2	46	27.6
Other ^b	39	0.0	52	8.3	52	1.4	46	0.0
None of these	39	5.4	52	0.0	52	0.0	46	0.0

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bAn example of "other" strategies includes providing referrals.

Table D.25. Extent of needs families expressed to center staff early during the COVID-19 pandemic

	n	Percentage
Educational activities to support children's learning at home	189	
Not at all		6.2
To a small extent		10.3
To a moderate extent		52.5
To a great extent		30.9
Child care services to allow parents to work or provide care to other community or family members	189	
Not at all		27.8
To a small extent		28.8
To a moderate extent		26.1
To a great extent		17.3
Food and nutrition (for example, providing meals to families)	189	
Not at all		10.2
To a small extent		28.7
To a moderate extent		32.2
To a great extent		28.9
Housing or transportation assistance (for example, securing housing or transportation, assistance with rent payments or deferments)	188	
Not at all		27.6
To a small extent		41.5
To a moderate extent		20.3
To a great extent		10.6
Health care not related to COVID-19 (for example, access to services, obtaining health insurance, assistance with medical bill payment or deferment)	188	
Not at all		44.0
To a small extent		37.2
To a moderate extent		13.7
To a great extent		5.2
Health care related to COVID-19 (for example, access to testing or personal protective equipment such as masks)	187	
Not at all		45.0
To a small extent		34.2
To a moderate extent		12.3
To a great extent		8.5
Employment assistance not related to COVID-19 (for example, job training)	188	
Not at all		46.9
To a small extent		40.0
To a moderate extent		7.6
To a great extent		5.5
Employment assistance related to COVID-19 (for example, unemployment claims/benefits)	188	
Not at all		28.1
To a small extent		35.5
To a moderate extent		26.2
To a great extent		10.2
Referral to services for drug or alcohol misuse	188	
Not at all		72.6
To a small extent		23.4
To a moderate extent		0.9
To a great extent		3.1

Table D.25 (continued)

	n	Percentage
Services/referrals for dual language learners	188	
Not at all		66.9
To a small extent		22.6
To a moderate extent		6.9
To a great extent		3.5
Mental health services/referrals for children and families	188	
Not at all		38.0
To a small extent		38.5
To a moderate extent		16.9
To a great extent		6.6
In-person home visits	188	
Not at all		38.0
To a small extent		38.5
To a moderate extent		16.9
To a great extent		6.6
In-person socializations	188	
Not at all		72.2
To a small extent		17.8
To a moderate extent		7.0
To a great extent		3.0
Virtual home visits	188	
Not at all		32.3
To a small extent		33.7
To a moderate extent		20.7
To a great extent		13.3
Virtual socializations	187	
Not at all		35.0
To a small extent		31.1
To a moderate extent		23.0
To a great extent		10.9
Disability services/referrals	188	
Not at all		50.5
To a small extent		33.1
To a moderate extent		10.5
To a great extent		6.0
Other^a	178	
Not at all		97.6
To a small extent		0.2
To a moderate extent		1.5
To a great extent		0.7

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of "other" needs include diapers and assistance paying bills.

Table D.26. Supports centers provided to families early during the COVID-19 pandemic

	n	Percentage
Educational activities to support children's learning at home	160	100.0
Child care services to allow parents to work or provide care to other community or family members	160	18.0
Food and nutrition (for example, providing meals to families)	160	78.5
Housing or transportation assistance (for example, securing housing or transportation, assistance with rent payments or deferments)	160	39.5
Health care not related to COVID-19 (for example, access to services, obtaining health insurance, assistance with medical bill payment or deferment)	159	40.2
Health care related to COVID-19 (for example, access to testing or personal protective equipment such as masks)	159	33.2
Employment assistance not related to COVID-19 (for example, job training)	158	30.2
Employment assistance related to COVID-19 (for example, unemployment claims/benefits)	159	37.4
Referral to services for drug or alcohol misuse	160	59.4
Services/referrals for dual language learners	160	64.2
Mental health services/referrals for children and families	161	80.1
In-person home visits	160	8.0
In-person socializations	160	7.6
Virtual home visits	161	80.5
Virtual socializations	161	78.7
Disability services/referrals	159	70.7
Other ^a	152	1.7

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of "other" supports include diapers and assistance paying bills.

Table D.26a. Supports centers provided to families early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Educational activities to support children's learning at home	72	100.0	25	100.0	63	100.0
Child care services to allow parents to work or provide care to other community or family members	72	13.2	25	10.9	63	28.6
Food and nutrition (for example, providing meals to families)	72	76.1	25	88.9	63	76.2
Housing or transportation assistance (for example, securing housing or transportation, assistance with rent payments or deferments)	72	37.5	25	31.4	63	46.7
Health care not related to COVID-19 (for example, access to services, obtaining health insurance, assistance with medical bill payment or deferment)	71	35.2	25	39.5	63	47.4
Health care related to COVID-19 (for example, access to testing or personal protective equipment such as masks)	71	31.6	25	16.2	63	44.7
Employment assistance not related to COVID-19 (for example, job training)	70	25.4	25	21.5	63	41.7
Employment assistance related to COVID-19 (for example, unemployment claims/benefits)	71	36.3	25	24.1	63	46.3
Referral to services for drug or alcohol misuse	71	58.5	26	73.8	63	52.3
Services/referrals for dual language learners	71	63.5	26	70.3	63	61.6
Mental health services/referrals for children and families	72	80.5	26	94.3	63	71.2
In-person home visits	71	5.1	26	13.0	63	9.1
In-person socializations	71	10.6	26	0.6	63	7.4
Virtual home visits	72	78.7	26	78.3	63	84.4
Virtual socializations	72	73.9	26	82.0	63	83.5
Disability services/referrals	70	73.8	26	73.9	63	64.7
Other ^c	65	1.2	25	1.0	62	2.8

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cExamples of "other" supports include diapers and assistance paying bills.

Table D.26b. Supports centers provided to families early during the COVID-19 pandemic, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Educational activities to support children's learning at home	35	100.0	39	100.0	47	100.0	39	100.0
Child care services to allow parents to work or provide care to other community or family members	35	17.8	39	27.9	47	11.3	39	12.5
Food and nutrition (for example, providing meals to families)	35	82.6	39	69.3	47	82.5	39	80.9
Housing or transportation assistance (for example, securing housing or transportation, assistance with rent payments or deferments)	35	45.0	39	34.4	47	49.6	39	26.6
Health care not related to COVID-19 (for example, access to services, obtaining health insurance, assistance with medical bill payment or deferment)	35	47.3	39	37.7	46	41.3	39	32.4
Health care related to COVID-19 (for example, access to testing or personal protective equipment such as masks)	35	39.5	39	32.6	46	35.5	39	22.4
Employment assistance not related to COVID-19 (for example, job training)	34	33.1	39	23.3	46	38.5	39	26.0
Employment assistance related to COVID-19 (for example, unemployment claims/benefits)	34	44.1	39	33.3	47	41.8	39	28.6
Referral to services for drug or alcohol misuse	34	79.0	39	35.5	47	62.9	40	61.9
Services/referrals for dual language learners	34	75.9	39	51.5	47	67.0	40	62.6
Mental health services/referrals for children and families	35	89.1	39	68.3	47	92.0	40	70.3
In-person home visits	34	10.5	39	9.2	47	4.8	40	6.8
In-person socializations	34	12.1	39	2.5	47	5.4	40	11.0
Virtual home visits	35	87.4	39	88.0	47	80.5	40	61.4
Virtual socializations	35	86.5	39	80.3	47	76.0	40	69.4
Disability services/referrals	34	78.0	39	69.1	46	67.2	40	67.2
Other ^b	34	2.2	37	1.1	44	1.7	37	1.9

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bExamples of "other" supports include diapers and assistance paying bills.

Table D.27. Change in services or referrals that centers provided to families early during the COVID-19 pandemic

	n	Percentage
Educational activities to support children's learning at home	190	
Stopped or reduced		8.7
Unchanged		21.3
Added or increased		70.1
Child care services to allow parents to work or provide care to other community or family members	188	
Stopped or reduced		51.2
Unchanged		45.5
Added or increased		3.3
Food and nutrition (for example, providing meals to families)	188	
Stopped or reduced		36.9
Unchanged		28.1
Added or increased		35.0
Housing or transportation assistance (for example, securing housing or transportation, assistance with rent payments or deferments)	187	
Stopped or reduced		22.2
Unchanged		72.8
Added or increased		5.0
Health care not related to COVID-19 (for example, access to services, obtaining health insurance, assistance with medical bill payment or deferment)	187	
Stopped or reduced		21.3
Unchanged		75.1
Added or increased		3.6
Health care related to COVID-19 (for example, access to testing or personal protective equipment such as masks)	187	
Stopped or reduced		25.3
Unchanged		55.8
Added or increased		18.8
Employment assistance not related to COVID-19 (for example, job training)	187	
Stopped or reduced		24.3
Unchanged		72.2
Added or increased		3.5
Employment assistance related to COVID-19 (for example, unemployment claims/benefits)	187	
Stopped or reduced		21.2
Unchanged		58.4
Added or increased		20.4
Referral to services for drug or alcohol misuse	187	
Stopped or reduced		15.8
Unchanged		80.0
Added or increased		4.2
Services/referrals for dual language learners	187	
Stopped or reduced		14.1
Unchanged		80.8
Added or increased		5.0
Mental health services/referrals for children and families	188	
Stopped or reduced		14.5
Unchanged		70.0
Added or increased		15.5
In-person home visits	188	
Stopped or reduced		77.8
Unchanged		18.3
Added or increased		3.9

Table D.27 (continued)

	n	Percentage
In-person socializations	188	
Stopped or reduced		78.1
Unchanged		19.3
Added or increased		2.6
Virtual home visits	188	
Stopped or reduced		16.0
Unchanged		26.2
Added or increased		57.8
Virtual socializations	189	
Stopped or reduced		18.0
Unchanged		29.5
Added or increased		52.5
Disability services/referrals	188	
Stopped or reduced		20.0
Unchanged		70.3
Added or increased		9.7
Other^a	181	
Stopped or reduced		35.8
Unchanged		58.9
Added or increased		5.3

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aExamples of “other” services or referrals include providing diapers and wipes and providing cleaning supplies.

Table D.27a. Change in services or referrals that centers provided to families early during the COVID-19 pandemic, by program agency type^a

	Community action agency		School system		All other agency types ^b	
	n	Percentage	n	Percentage	n	Percentage
Educational activities to support children's learning at home	88		26		76	
Stopped or reduced		3.2		3.9		19.3
Unchanged		20.4		4.5		31.2
Added or increased		76.5		91.6		49.4
Child care services to allow parents to work or provide care to other community or family members	87		25		76	
Stopped or reduced		48.5		30.6		65.0
Unchanged		48.0		69.4		30.3
Added or increased		3.5		0.0		4.7
Food and nutrition (for example, providing meals to families)	87		25		76	
Stopped or reduced		37.5		2.0		52.9
Unchanged		24.0		40.2		28.3
Added or increased		38.6		57.8		18.8
Housing or transportation assistance (for example, securing housing or transportation, assistance with rent payments or deferments)	87		24		76	
Stopped or reduced		19.6		6.1		33.1
Unchanged		77.8		88.0		58.8
Added or increased		2.7		5.9		8.1
Health care not related to COVID-19 (for example, access to services, obtaining health insurance, assistance with medical bill payment or deferment)	87		24		76	
Stopped or reduced		19.6		5.4		30.8
Unchanged		79.1		94.1		60.9
Added or increased		1.3		0.6		8.3
Health care related to COVID-19 (for example, access to testing or personal protective equipment such as masks)	87		24		76	
Stopped or reduced		24.4		5.4		35.5
Unchanged		56.3		76.7		45.8
Added or increased		19.3		17.9		18.6
Employment assistance not related to COVID-19 (for example, job training)	87		24		76	
Stopped or reduced		25.9		5.4		30.3
Unchanged		72.7		88.8		64.1
Added or increased		1.3		5.9		5.6
Employment assistance related to COVID-19 (for example, unemployment claims/benefits)	87		24		76	
Stopped or reduced		22.5		5.4		26.4
Unchanged		56.7		71.8		55.0
Added or increased		20.8		22.8		18.6
Referral to services for drug or alcohol misuse	87		24		76	
Stopped or reduced		13.1		4.6		24.6
Unchanged		84.1		94.9		67.4
Added or increased		2.8		0.6		7.9

Table D.27a (continued)

	Community action agency	School system	All other agency types ^b
Services/referrals for dual language learners	87	24	76
Stopped or reduced	8.1	4.6	27.4
Unchanged	90.6	88.6	63.0
Added or increased	1.3	6.8	9.7
Mental health services/referrals for children and families	87	25	76
Stopped or reduced	14.5	4.9	19.1
Unchanged	75.1	77.2	59.1
Added or increased	10.4	17.9	21.9
In-person home visits	87	25	76
Stopped or reduced	83.4	66.6	75.0
Unchanged	15.3	26.7	18.8
Added or increased	1.3	6.8	6.2
In-person socializations	87	25	76
Stopped or reduced	82.3	71.7	75.1
Unchanged	16.4	28.3	19.2
Added or increased	1.3	0.0	5.7
Virtual home visits	87	25	76
Stopped or reduced	15.9	16.7	15.7
Unchanged	26.5	14.3	31.4
Added or increased	57.5	69.0	52.8
Virtual socializations	88	25	76
Stopped or reduced	18.3	17.7	17.7
Unchanged	31.5	16.0	32.9
Added or increased	50.2	66.3	49.4
Disability services/referrals	87	25	76
Stopped or reduced	20.5	5.9	25.9
Unchanged	76.4	77.6	57.8
Added or increased	3.1	16.4	16.3
Other^c	84	24	73
Stopped or reduced	32.6	26.3	44.8
Unchanged	66.3	72.6	41.9
Added or increased	1.1	1.1	13.3

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aDue to the exploratory nature of subgroup estimates, we lower the sample size at which we suppress estimates from 30 to 10 cases. Estimates may be less reliable because they are based on a smaller sample of cases.

^b"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for profits, and government agencies (non-CAA).

^cExamples of "other" services or referrals include providing diapers and wipes and providing cleaning supplies.

Table D.27b. Change in services or referrals that centers provided to families early during the COVID-19 pandemic, by program size^a

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600 and < 1200		Very large programs: enrollment ≥ 1200	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Educational activities to support children's learning at home	39		53		52		46	
Stopped or reduced		10.4		9.7		6.6		7.3
Unchanged		20.6		13.9		27.3		26.4
Added or increased		69.1		76.5		66.2		66.2
Child care services to allow parents to work or provide care to other community or family members	38		53		52		45	
Stopped or reduced		58.6		50.6		40.7		55.0
Unchanged		41.4		47.6		52.0		39.7
Added or increased		0.0		1.8		7.3		5.4
Food and nutrition (for example, providing meals to families)	38		53		52		45	
Stopped or reduced		36.4		54.6		19.0		31.4
Unchanged		21.0		28.6		38.1		24.4
Added or increased		42.6		16.9		43.0		44.2
Housing or transportation assistance (for example, securing housing or transportation, assistance with rent payments or deferments)	38		53		52		44	
Stopped or reduced		24.4		28.6		12.2		21.2
Unchanged		73.4		69.0		73.4		77.6
Added or increased		2.2		2.4		14.3		1.2
Health care not related to COVID-19 (for example, access to services, obtaining health insurance, assistance with medical bill payment or deferment)	38		53		52		44	
Stopped or reduced		22.2		23.0		18.3		21.2
Unchanged		77.8		74.4		70.3		78.8
Added or increased		0.0		2.7		11.5		0.0
Health care related to COVID-19 (for example, access to testing or personal protective equipment such as masks)	38		53		52		44	
Stopped or reduced		21.4		35.3		17.1		24.8
Unchanged		52.1		56.0		56.3		60.2
Added or increased		26.4		8.7		26.6		15.0
Employment assistance not related to COVID-19 (for example, job training)	38		53		52		44	
Stopped or reduced		19.8		34.2		16.0		24.9
Unchanged		80.2		62.9		74.7		73.1
Added or increased		0.0		2.8		9.3		2.0
Employment assistance related to COVID-19 (for example, unemployment claims/benefits)	38		53		52		44	
Stopped or reduced		15.9		30.8		15.2		20.4
Unchanged		51.9		61.3		55.7		66.5
Added or increased		32.3		7.9		29.0		13.1

Table D.27b (continued)

	Small programs: enrollment < 300	Medium programs: enrollment >= 300 and < 600	Large programs: enrollment >= 600 and < 1200	Very large programs: enrollment >= 1200
Referral to services for drug or alcohol misuse	38	53	52	44
Stopped or reduced	10.0	23.5	13.5	13.7
Unchanged	86.0	72.8	78.9	85.5
Added or increased	4.1	3.7	7.6	0.8
Services/referrals for dual language learners	38	53	52	44
Stopped or reduced	12.3	13.9	15.7	15.1
Unchanged	80.1	84.2	76.6	81.7
Added or increased	7.6	1.9	7.6	3.1
Mental health services/referrals for children and families	38	53	52	45
Stopped or reduced	10.8	16.6	13.9	16.8
Unchanged	71.3	71.8	64.8	72.0
Added or increased	18.0	11.5	21.3	11.2
In-person home visits	38	53	52	45
Stopped or reduced	82.8	70.1	75.0	87.3
Unchanged	11.9	27.5	17.7	12.7
Added or increased	5.3	2.4	7.3	0.0
In-person socializations	38	53	52	45
Stopped or reduced	83.2	70.7	75.0	87.3
Unchanged	15.1	28.0	17.7	12.7
Added or increased	1.7	1.3	7.3	0.0
Virtual home visits	39	53	52	44
Stopped or reduced	15.2	17.3	11.2	21.0
Unchanged	23.8	24.7	30.9	26.1
Added or increased	60.9	58.0	57.9	53.0
Virtual socializations	39	53	52	45
Stopped or reduced	16.0	18.4	13.1	26.5
Unchanged	31.7	26.3	35.0	24.6
Added or increased	52.4	55.3	52.0	48.9
Disability services/referrals	38	53	52	45
Stopped or reduced	10.7	25.7	17.0	27.1
Unchanged	76.4	68.6	69.6	65.8
Added or increased	12.9	5.7	13.5	7.1
Other^b	38	52	51	40
Stopped or reduced	35.1	33.6	24.2	57.2
Unchanged	62.9	63.6	66.9	33.3
Added or increased	2.0	2.8	8.9	9.6

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

^aEnrollment is based on cumulative enrollment reported in the 2018-2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

^bExamples of "other" services or referrals include providing diapers and wipes and providing cleaning supplies.

Table D.28. How the COVID-19 pandemic impacted center staff and families early during the COVID-19 pandemic

	n	Percentage
Impacted the health of the staff and families in center community	189	
Not at all		6.3
To a small extent		35.0
To a moderate extent		32.2
To a great extent		26.5
Impacted employment status among families in center community	190	
Not at all		5.2
To a small extent		14.8
To a moderate extent		41.6
To a great extent		38.4

Source: Spring 2020 FACES Center Director Survey.

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

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

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

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