A Portrait of Head Start Classrooms and Programs in Spring 2015:

FACES 2014-2015 Data Tables and Study Design

OPRE Report 2017-101
December 2017

ACKNOWLEDGMENTS:

The authors would like to express their appreciation to our Project Officers Maria Woolverton and Mary Mueggenborg, to Nina Philipsen Hetzner and Alysia Blandon, and to other federal staff at OPRE and the Office of Head Start. We thank the Mathematica team, including our former project director Jerry West, Annalee Kelly, Barbara Carlson, Bonnie Harvey, Anne Bloomenthal, John Carsley, Robert Sheaff, Sara Bernstein, Sara Skidmore, Melissa Hepburn, Ashley Kopack Klein, Jessica DeSantis, Chris Pefaure, Lauren Harris, Erin Slyne, Nakis Evgeniou, Felicia Hurwitz, Hanzhi Zhou, Matthew Kalish, Linda Mendenko, Miriam Loewenberg, Adele Rizzuto, Cheri Vogel, Jill Miller, as well as Francene Barbour, Alison Ashenfelter, Joan Gutierrez, Jenny Smith, Nydia Ramos, Julio Garcia, Sheryl Safran and Marcia Tobias at the Survey Operations Center and all of the Mathematica field and telephone staff who collected the data. We are also grateful for the contributions of our partners at Juárez and Associates and the Educational Testing Service. Most of all, we offer our gratitude to the staff of the 176 FACES 2014 programs across the country, who once again opened their doors and shared their time with us.

A Portrait of Head Start Classrooms and Programs in Spring 2015: FACES 2014-2015 Data Tables and Study Design

OPRE Report 2017-101
December 2017

Submitted to:
Maria Woolverton and Mary Mueggenborg, *Project Officers*
Office of Planning, Research, and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services

Submitted by:
Emily Moiduddin
Charles Bush
Mikia Manley
Nikki Aikens
Louisa Tarullo
Lizabeth Malone
Serge Lukashanets
Mathematica Policy Research

Project Director:
Lizabeth Malone, Mathematica Policy Research
1100 1st Street, NE, 12th Floor
Washington, DC 20002-4221

Contract Number: HHSP23320095642WC/HHSP23337052T
Mathematica Reference Number: 40290.25D

This page has been left blank for double-sided copying.

OVERVIEW

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

Introduction

This report includes key information on the Head Start Family and Child Experiences Survey 2014-2018 (FACES 2014) study design and a set of data tables presents descriptive statistics for the characteristics of classrooms, teachers, centers, and programs serving Head Start children and families in spring 2015. Data are drawn from the spring 2015 round FACES 2014.

FACES which was first launched in 1997 as a periodic, longitudinal study of program performance. The study is conducted by Mathematica Policy Research and its partners—Educational Testing Service and Juárez and Associates—under contract to the Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Topics

1. Classroom and teacher characteristics in spring 2015
2. Program and center characteristics in spring 2015

Purpose

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

Findings and Highlights

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

For classrooms and teachers, the tables show:

- the quality of Head Start classrooms
- curricula and assessment tools used in the classrooms
- teachers' classroom practices
- mentoring and training received by teachers
- teachers' background characteristics, depressive symptoms, attitudes, and job satisfaction

For centers and programs, the tables show:

- structural characteristics of Head Start programs (such as enrollment, auspice, sources of revenue) and centers (staffing and turnover)
- center and program director background characteristics
- areas directors would like more support
- training and technical assistance efforts in programs (including professional development offered to staff)
- factors considered when selecting curricula and assessments
- whether a parent support curriculum is used
- elements of programs' data systems

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

Methods

The FACES sample provides information at the national level about Head Start programs, centers, classrooms, and the children and families they serve. We selected a sample of Head Start programs from the 2012-2013 Head Start Program Information Report, with two centers per program and two classrooms per center selected for participation. One-hundred seventy-six programs, 346 centers, and 667 classrooms participated in the study in spring 2015.

The statistics found in these tables are estimates of key characteristics of Head Start teachers, classrooms, centers, and programs in spring 2015. Teacher data on teacher characteristics are weighted to represent all teachers in Head Start. Teacher data that describe Head Start classrooms and classroom observation data are weighted to represent all Head Start classrooms. Director survey data are weighted to represent all Head Start programs or centers.

Glossary

FACES: Head Start Family and Child Experiences Survey

CONTENTS

FIGURES

TABLES

CLASSROOM AND TEACHER CHARACTERISTICS: SPRING 2015

PROGRAM AND CENTER CHARACTERISTICS: SPRING 2015

STANDARD ERRORS FOR CLASSROOM AND TEACHER CHARACTERISTICS DATA: SPRING 2015

STANDARD ERRORS FOR PROGRAM AND CENTER CHARACTERISTICS DATA: SPRING 2015

INTRODUCTION

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

This set of tables presents data for Head Start classrooms and programs in spring 2015. Data are drawn from the Head Start Family and Child Experiences Survey (FACES 2014), which was first launched in 1997 as a periodic, longitudinal study of program performance. Successive nationally representative samples of Head Start children, their families, classrooms, and programs provide descriptive information on the population served; staff qualifications, credentials, and opinions; Head Start classroom practices and quality measures; and child and family outcomes. FACES includes a battery of child assessments across many developmental domains; surveys with children's parents, teachers, and program managers; and observations of classroom quality. In 2013, the Office of Planning, Research, and Evaluation in the Department of Health and Human Services Administration for Children and Families (ACF) funded Mathematica Policy Research and its partners—Educational Testing Service and Juárez and Associates—to design and conduct FACES 2014-2018. FACES 2014 consists of a core set of data collection activities to capture key characteristics and indicators related to programs, classrooms, and child outcomes. These are referred to as "Core studies." Moreover, topical modules or special studies—known as "Plus studies"—allow FACES to respond flexibly to new policy and programmatic issues and questions, and to address topics in the Core with additional depth. We focus here on classroom and program data collected for the Classroom Core study conducted in spring 2015.[1]

Following this introduction to the spring 2015 study methodology, the measures, and the analytic methods used in this report, the tables provide information for all Head Start programs and by agency type (community action agency, school system, all other agency types) and program size (child enrollment) on:

- Head Start classrooms and teachers (Section A)
- Head Start programs and centers (Section B)

[1] The FACES 2014-2018 design also includes a set of Core data collection activities focused on describing children and families. These activities occurred in fall 2014 and spring 2015. Separate FACES 2014 products describe findings about children and families from fall 2014 (Aikens et al. 2017a) and spring 2015 (Aikens et al. 2017b).

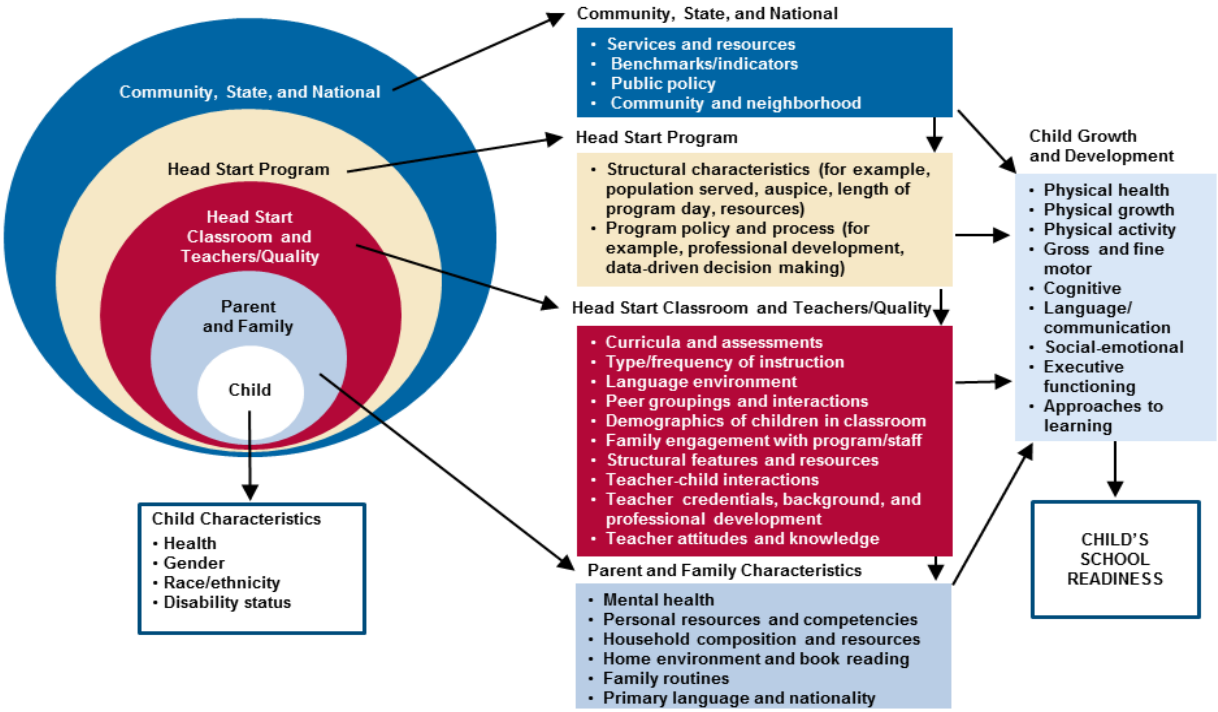
Each section includes a set of tables focusing on characteristics in spring 2015. For interested readers, we provide accompanying standard error tables in Sections AA (classrooms and teachers) and BB (programs and centers).

Conceptual Frameworks

The conceptual frameworks that guide the FACES Core Plus designs illustrate the complex interrelationships that help shape the developmental trajectories of Head Start children (Figure 1) and the quality of classroom environments (Figure 2).

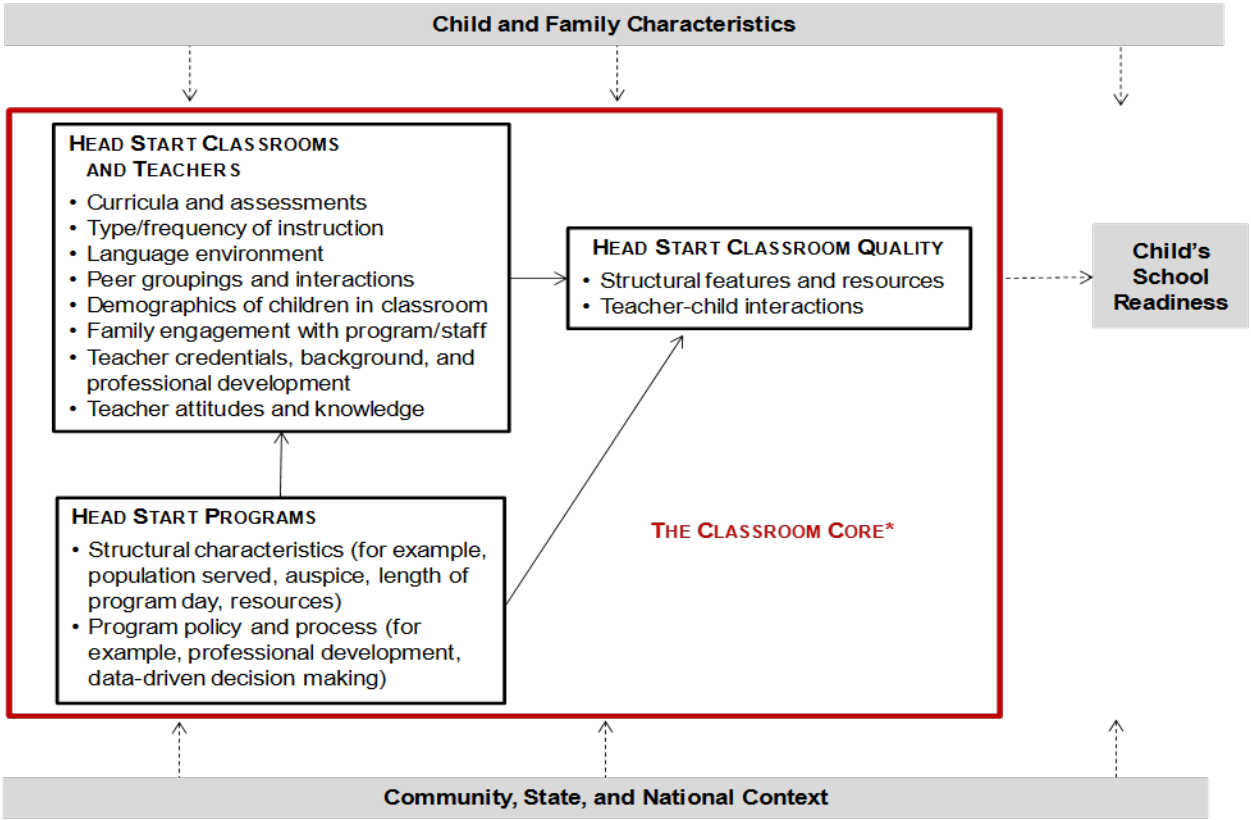
The conceptual framework for the FACES 2014 study (Figure 1) is a modification of the FACES 2009 design that shows an updated list of constructs examined. As with the FACES 2009 model, the child's place is primary and constitutes the central core of the relationships depicted in the figure; fostering each child's progress toward school readiness, broadly construed, is Head Start's ultimate goal. The family context forms the first ring of influences surrounding the child. Membership in the Head Start community is reflected in the child's classroom environment, shaped by teacher credentials and experience, classroom resources and quality, and overall program management. More distal factors, such as community, state, and national policy decisions, also affect the lives of children and families participating in Head Start. These multidimensional contexts guide all aspects of the FACES study, from the selection of measures to the analyses needed to fully address program and policy issues in today's Head Start program.

Figure 1. Conceptual framework guiding FACES 2014



The conceptual framework specifically for the Classroom Core study (Figure 2) demonstrates that one of the primary paths available to Head Start for fostering progress toward school readiness is a high quality classroom experience, which is the primary focus of the Classroom Core. The framework also illustrates that classroom quality, like children's school readiness, is shaped by several factors within and beyond Head Start, including various characteristics of programs, classrooms, and teachers.

Figure 2. Conceptual framework guiding the Classroom Core



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

DATA COLLECTION METHODS[2]

The FACES sample provides information at the national level about Head Start programs, centers, classrooms, and the children and families they serve. We selected a sample of Head Start programs from the 2012-2013 Head Start Program Information Report (PIR), with two centers per program and two classrooms per center selected for participation.[3] One-hundred seventy-six programs, 346 centers, and 667 classrooms participated in the study in spring 2015.

In spring 2015, data were collected over a four-month period (March–July). Mathematica data collection teams conducted observations of classroom quality. Teachers completed surveys on paper or the web about their classrooms and themselves, as did center and program directors.[4] Additional activities conducted in spring 2015 included direct child assessments, parent surveys, and teacher ratings of children (see Aikens et al. 2017b for findings based on these activities).

The tables in this report focus on describing Head Start classrooms, staff, and programs, using data from classroom observations, surveys of teachers and directors, and administrative data from the PIR. In spring 2015, within 176 programs, Mathematica staff completed observations in 643 Head Start classrooms, 597 teacher surveys, 322 center director surveys, and 169 program director surveys.[5]

We use classroom observation data to describe Head Start classroom quality and teacher and director survey data to describe characteristics of staff and Head Start classroom and program experiences. We use PIR data to describe structural characteristics of agencies operating Head Start programs.

Teacher surveys. In spring 2015, FACES conducted web surveys with lead teachers about their demographic characteristics and educational backgrounds, professional experience, and credentials. Teachers also reported on their depressive symptoms, beliefs about developmentally appropriate practice, and satisfaction with their job. They reported on whether they have a regular mentor, frequency of that mentoring and by whom, and involvement in training or technical assistance during this program year. We also asked teachers about a number of classroom-level characteristics.[6] For example, teachers reported on scheduled learning activities

[2] In this section we provide a description of the contents of the data collection instruments. The information provided is intended to be representative of the data collected across data collection methods. Some of the data that we describe are not included in the data tables in this report.

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

[4] Seventy-five percent of teachers completed the teacher survey on the web, and 25 percent did so using the hardcopy instrument. Among directors, 98 percent of program directors and 85 percent of center directors completed their surveys on the web.

[5] The cumulative weighted response rate for the observations, which takes into account nonresponse at the program level, was 86 percent. To be eligible for observation, the classroom had to meet two criteria: (1) be in a center-based program (home-based services were not observed) and (2) be one of the originally sampled classrooms (classrooms that children moved to in the spring were not eligible). The cumulative weighted response rate was 82 percent for teacher surveys, 85 percent for program director surveys, and 82 percent for center director surveys.

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

in their classrooms and estimated the amount of time spent on both teacher-directed and child-selected activities in a typical day, as well as frequency of instruction in literacy, math, and science and of various language and math activities. We asked teachers whether they have a primary curriculum guiding their classroom activities and, if so, the number of hours of training they received on the curriculum and who provided this training. Teachers answered similar questions about assessment tools.[7]

Classroom observations. Measures of the classroom environment were obtained from an observation conducted in the spring. The protocols included the full Classroom Assessment Scoring System for prekindergarten (CLASS-PreK; Pianta et al. 2008) and a short form of the Early Childhood Environment Rating Scale-Revised (ECERS-R; Harms et al. 1998; Clifford et al. 2005). Classroom observations also provided information on child-adult ratios and group sizes. Single observers—trained and certified after meeting reliability standards showing proficiency to administer each instrument—conduct the classroom observations using both measures. The observations last for four hours, on average, and are typically completed in the mornings. Observer ratings are used to produce a set of scores that capture the quality of Head Start classrooms as well as indicators of classroom resources and teacher-child interactions.

Director surveys. In the spring, center and program directors completed surveys on the web or with paper and pencil. The surveys provide information on structural characteristics and program policies and processes. Program directors responded to questions on training and technical assistance activities; curricula and assessment tools, including factors important in selecting curricula and assessment tools; education coordinator responsibilities; electronic data systems and support staff; and sources and uses of program revenue. Center directors responded to questions on lead teacher turnover; languages spoken by center families and center staff; training and technical assistance activities and professional development supports, including characteristics of mentors and mentoring; child assessment practices; whether a parent education or support curriculum is in use; and barriers to teachers using child data. We also asked program and center directors about their credentials, how they spend their time, and areas that support would be helpful for leading their program more effectively.

Program Information Report (PIR). We used administrative data from the 2013-2014 Head Start PIR to report on several program characteristics for the FACES sample. The PIR is an annual report of grantee-level data. Specifically, it provides data on the services, staff, children, and families served by Head Start programs nationwide. All grantees and delegates are required to submit PIRs for Head Start and Early Head Start programs. In the current set of data tables, we focus on grantee reports of program auspice and size, Census region, metropolitan status, length of program day, and length of program year.

[7] While teacher surveys provided information on interactions and communication with parents, we do not report on these data in the accompanying table set.

OVERVIEW OF MEASURES AND ANALYTIC METHODS

In this section we provide an overview of the measures used to describe Head Start teachers, classrooms, and programs and then describe the analytic methods. For all measures, we provide detail for any scales that are based on multiple items summarized for the purpose of addressing a particular construct.

Head Start teachers and classrooms

Teachers report whether they have a *primary curriculum* guiding their classroom activities. The item includes response categories for Creative Curriculum, High/Scope, locally designed curriculum, other widely available curriculum (for example, Montessori), other, and teacher uses multiple curricula equally. Teachers also report on the main assessment tool that they use. Response categories include Teaching Strategies GOLD, High/Scope, Galileo, Desired Results Developmental Profile (DRDP), Learning Accomplishment Profile Screening (LAP), locally designed, and other. Finally, among teachers reporting use of a curriculum with an available assessment tool, we identify those who use aligned curriculum and assessment tools. This construct is only available for teachers who report using Creative Curriculum, High/Scope, and the widely available Montessori and Galileo curricula.

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

FACES measures teacher beliefs and attitudes using 15 items from the *Teacher Beliefs Scale* (Burts et al. 1990) that consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of such attitudes and knowledge. Teachers rate the degree to which they agree with each statement on a 5-point scale ranging from “strongly disagree” to “strongly agree.” We present scores for three subscales based on a principal components factor analysis conducted in FACES 2006 (West et al. 2010). The Developmentally Appropriate Practice subscale is a summary scale based on nine items and has a possible range of 1 to 10.[8] The Child-Initiated Practice subscale is a mean scale based on five items and has a possible range of 1 to 5. The Didactic subscale is a mean scale based on six items and has a possible range of 1 to 5. For all three subscales, higher scores indicate stronger agreement with the construct being measured.

Teachers report their degree of *job satisfaction* based on three items: how much teachers enjoy their present teaching job, how much teachers feel they are making a difference in the lives of the children they teach, and whether they would choose teaching again as a career. Ratings are made on a 5-point scale ranging from “strongly disagree” to “strongly agree.” The Satisfaction

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

subscale is a mean scale based on three items and has a possible range of 1 to 5; higher scores indicate stronger satisfaction.

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

FACES 2014 also used the short form of the *ECERS-R* in classroom observations. The ECERS-R is a global rating of classroom quality based on structural features of the classroom. Work from the National Center for Early Development and Learning's Multi-State Study of Pre-Kindergarten indicates that the short form yields two factors: Teaching and Interactions and Provisions for Learning (Clifford et al. 2005). The ECERS-R factors are scored from 1 to 7, with higher scores reflecting better quality care. The Teaching and Interactions score is based on the mean of ratings for 11 items completed over the course of the observation, and the Provisions for Learning Score is based on the mean of ratings for 12 items. Two items overlap across the two factors. The short form total score is calculated by taking the mean of all of the items in the Teaching and Interactions and Provisions of Learning factors, a total of 21 unique items across the two factors. In addition to calculating mean scores, we also categorized classrooms based on the developer cut points. For the ECERS-R factors, scores of 1 or 2 = inadequate, 3 or 4 = minimal, 5 or 6 = good, and 7 = excellent quality. As for the CLASS, for the purpose of categorizing classrooms, the scores on the ECERS-R factors were not rounded.

Head Start programs and centers

We used center director reports to calculate *lead teacher turnover*. Turnover is defined as the number of lead teachers who left and had to be replaced in the last 12 months divided by the total number of lead teachers currently employed at the center. Center directors report the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more, which was coded as 3 for the calculations.

Center directors report on the *language environment of centers*. They report the non-English languages spoken by children and families and the non-English languages spoken by lead or assistant teachers. Within each center, we compared the specific non-English languages spoken by children/families with those spoken by teachers; we then used this information to calculate (1) the percentage of centers with Spanish-speaking families that also have Spanish-speaking lead or assistant teachers and (2) the percentage of the total number of non-English languages spoken by children/families in a center that are also spoken by that center's lead or assistant teachers.

Center directors also report whether they have a *parent education or support curriculum in use*. The item includes response categories for Second Step, Parents as Teachers (PAT), Systematic Training for Effective Parenting (STEP), Positive Solutions for Families (Center on the Social and Emotional Foundations for Early Learning), and Improving Parent-Child Relationships. There is an additional category for "other" curricula with widely available materials. If center directors named a classroom curriculum in response to the question about a parent education or parent support curriculum, we did not count the center as having parent education or parent support curriculum.

We used the 2013-2014 PIR to report on multiple program characteristics. While not coinciding with the timing of our data collection, these are the data that were available at the time of our analysis.

We identified programs' *metropolitan status*, categorizing 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 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. Programs were categorized as being part of a particular *Census region* (northeast, midwest, south, west) based on the state included in the address reported in the PIR.

We also used PIR data to determine the length of the program day and program year. For *length of the program day*, we used information on funded enrollment for preschool Head Start (the number of enrollment slots the program is funded to serve through ACF and non-federal sources). According to the definition in the PIR, full-day services are provided for more than six hours per day, and part-day services are provided for six hours or less per day. We summed the number of funded enrollment slots available in the center-based and family child care options, and then determined the percentage of those slots that were for full-day and part-day services.[9] We then categorized programs as providing full-day services for all children, part-day services for all children, or a combination of full-day and part-day services. For the *length of the program year*, we used the enrollment start and end dates reported in the PIR. For the purpose of this

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

analysis, programs providing services 11 months or more were identified as full-year, and programs providing services for less than 11 months per year were identified as part-year.

Subgroups included program auspice and program size, both based on the 2013-2014 PIR. For *program auspice*, subgroups include community action agencies, school systems,[10] and all other agency types; the last group includes private or public non-profits (non-community action agency [CAA]), private or public for-profits, and government agencies (non-CAA).[11] For subgroup analyses based on *program size*, we created four groups based on cumulative child enrollment: small (enrollment of less than 300 children), medium (enrollment of at least 300 but less than 600), large (enrollment of at least 600 but less than 1,200), and very large (enrollment of at least 1,200).

Overview of analytic methods

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

The statistics found in these tables are estimates of key characteristics of Head Start teachers, classrooms, centers, and programs in spring 2015. Teacher data on teacher characteristics are weighted to represent all teachers in Head Start. Teacher data that describe Head Start classrooms and classroom observation data are weighted to represent all Head Start classrooms. Director survey data are weighted to represent all Head Start programs or centers. Weights are used to compensate for the differential probabilities of selection at the sampling stage (for example, we selected programs and centers with probability proportional to size; and we selected a fixed number of classrooms per center out of a variable number of classrooms) and to adjust for changes in eligibility status and the effects of nonresponse. This report applies a sampling weight to represent Head Start teachers (T2TCHWT), classrooms (T2CLSWT when using teacher survey data, O2CLSWT when using classroom observation data), centers (C2WT), and programs (D2WT) in spring 2015.

These tables also include unweighted sample sizes which, along with standard errors, provide a sense of the stability of the estimates of key characteristics of the Head Start population. For each table of population estimates, we also provide accompanying standard error tables based on the weighted estimates. In conjunction with the standard errors, users may compare the means and percentages presented in the tables in order to assess whether differences between estimates are statistically significant. Student's *t* test can be used to test for statistical significance at the .05 level, where *t* equals the difference between the estimates divided by the square root of the sum of the estimates' squared standard errors. Standard errors also provide information on the stability of the estimates, where a larger standard error signifies a wider confidence interval around the estimate. With a 95 percent confidence interval, we are 95 percent certain that the true population value lies within the confidence interval surrounding the estimate based on our sample. For a given measure and level of confidence, the larger the sample size, the

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

[11] Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

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 teachers, classrooms, centers, and programs that participate in FACES, and the range of possible true values for the entire population of Head Start participants.

REFERENCES

Aikens, N., E. Knas, M. Reid, A. Mraz Esposito, A. Kopack Klein, M. Manley, L. Malone, L. Tarullo, S. Lukashanets, and J. West. *Descriptive Data on Head Start Children and Families from FACES 2014: Fall 2014 Data Tables and Study Design.* OPRE Report 2017a-97. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2017.

Aikens, N. E. Knas, J. Hartog, A. Kopack Klein, M. Manley, L. Malone, L. Tarullo, and S. Lukashanets. *Child and Family Outcomes During the Head Start Year: FACES 2014-2015 Data Tables and Study Design.* OPRE Report 2017b-100. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2017.

Burts, D.C., C.H. Hart, R. Charlesworth, and L. Kirk. "A Comparison of Frequencies of Stress Behaviors Observed in Kindergarten Children in Classrooms with Developmentally Appropriate Versus Developmentally Inappropriate Instructional Practices." *Early Childhood Research Quarterly*, vol. 5, 1990, pp. 407–423.

Clifford, R., O. Barbarin, F. Chang, D. Early, D. Bryant, C. Howes, M. Burchinal, and R. Pianta. "What Is Pre-Kindergarten? Characteristics of Public Pre-Kindergarten Programs." *Applied Developmental Science*, vol. 9, no. 3, 2005, pp. 126–143.

Harms, T., R. Clifford, and D. Cryer. Early Childhood Environment Rating Scale–Revised (ECERS-R). New York: Teachers College Press, 1998.

Pianta, R., K. LaParo, and B. Hamre. The Classroom Assessment Scoring System Pre-K Manual, Charlottesville, VA: University of Virginia, 2008.

Ross, C., J. Mirowsky, and J. Huber. "Center for Epidemiological Studies-Depression Scale Short Form." *American Sociological Review*, vol. 48, no. 6, 1983, pp. 809-823.

West, J., N. Aikens, B. Carlson, C. Meagher, L. Malone, A. Bloomenthal, A. Kelly, K. Rall, and R. Zota. "Head Start Family and Child Experiences Survey: 2006 User's Manual." Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation, August 2010.

This page has been left blank for double-sided copying.

SECTION A

CLASSROOM AND TEACHER CHARACTERISTICS: SPRING 2015

This page has been left blank for double-sided copying.

Table A.1. Reliability of classroom quality observation scales: Spring 2015

Classroom quality observation scales	Number of items	n	Cronbach's alpha
ECERS-R Short Form Total for Global Quality	21	643	0.89
ECERS-R Teaching and Interactions	11	642	0.85
ECERS-R Provisions for Learning	12	642	0.85
CLASS Instructional Support	3	641	0.89
Concept Development	4	641	0.81
Quality of Feedback	4	641	0.84
Language Modeling	4	641	0.83
CLASS Emotional Support	4	641	0.80
Positive Climate	4	641	0.85
Negative Climate	4	641	0.69
Teacher Sensitivity	4	641	0.81
Regard for Student Perspectives	4	641	0.72
CLASS Classroom Organization	3	640	0.82
Behavior Management	4	640	0.84
Productivity	4	641	0.77
Instructional Learning Formats	4	641	0.74

Source: Spring 2015 FACES Classroom Observation.

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

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

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

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

Table A.1a. Summary statistics for classroom quality observation scales: Spring 2015

Classroom quality observation scales	n	Mean	SD	Reported response range	Possible response range
ECERS-R Short Form Total for Global Quality	643	4.9	0.91	2.1 - 7.0	1 - 7
ECERS-R Teaching and Interactions	642	5.3	0.98	1.5 - 7.0	1 - 7
ECERS-R Provisions for Learning	642	4.6	1.07	1.8 - 7.0	1 - 7
CLASS Instructional Support	641	2.4	0.87	1.0 - 6.3	1 - 7
Concept Development	641	2.3	0.93	1.0 - 6.3	1 - 7
Quality of Feedback	641	2.5	1.00	1.0 - 6.8	1 - 7
Language Modeling	641	2.5	0.94	1.0 - 6.3	1 - 7
CLASS Emotional Support	641	5.5	0.55	2.8 - 7.0	1 - 7
Positive Climate	641	5.5	0.72	3.0 - 7.0	1 - 7
Negative Climate	641	1.2	0.42	1.0 - 4.3	1 - 7
Teacher Sensitivity	641	5.0	0.79	2.0 - 7.0	1 - 7
Regard for Student Perspectives	641	4.7	0.78	1.7 - 7.0	1 - 7
CLASS Classroom Organization	640	4.8	0.73	2.6 - 6.8	1 - 7
Behavior Management	640	5.1	0.80	2.3 - 7.0	1 - 7
Productivity	641	4.9	0.84	2.3 - 7.0	1 - 7
Instructional Learning Formats	641	4.3	0.90	1.5 - 6.3	1 - 7
Child/adult ratio	643	5.9	1.75	1.0 - 17.0	n.a.
Group size	643	13.9	2.72	2.0 - 20.0	n.a.

Source: Spring 2015 FACES Classroom Observation.

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

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

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

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

Table A.1aa. Summary statistics for classroom quality observation scales by agency type: Spring 2015

	Classrooms												
	Community action agency				School system				All other agency types[a]				
Classroom quality observation scales	n	Mean	SD	Reported response range	n	Mean	SD	Reported response range	n	Mean	SD	Reported response range	Possible response range
ECERS-R Short Form Total for Global Quality	249	4.8	0.83	2.8 - 7.0	90	5.3	0.96	2.3 - 7.0	304	4.9	0.94	2.1 - 7.0	1 - 7
ECERS-R Teaching and Interactions	249	5.2	0.96	2.6 - 7.0	90	5.7	1.06	1.5 - 7.0	303	5.3	0.95	1.7 - 7.0	1 - 7
ECERS-R Provisions for Learning	249	4.6	0.95	2.4 - 7.0	90	5.0	1.08	2.3 - 6.9	303	4.5	1.13	1.8 - 7.0	1 - 7
CLASS Instructional Support	249	2.4	0.88	1.0 - 5.6	90	2.8	0.86	1.1 - 6.1	302	2.4	0.83	1.0 - 6.3	1 - 7
Concept Development	249	2.3	0.95	1.0 - 6.3	90	2.6	0.85	1.0 - 6.3	302	2.2	0.91	1.0 - 6.0	1 - 7
Quality of Feedback	249	2.5	1.02	1.0 - 5.5	90	3.0	1.02	1.0 - 5.8	302	2.4	0.94	1.0 - 6.8	1 - 7
Language Modeling	249	2.5	0.96	1.0 - 5.3	90	2.9	0.98	1.0 - 6.3	302	2.5	0.90	1.0 - 6.3	1 - 7
CLASS Emotional Support	249	5.5	0.52	3.8 - 7.0	90	5.5	0.56	3.9 - 6.7	302	5.4	0.57	2.8 - 6.7	1 - 7
Positive Climate	249	5.5	0.67	3.7 - 7.0	90	5.6	0.67	3.5 - 7.0	302	5.4	0.77	3.0 - 7.0	1 - 7
Negative Climate	249	1.3	0.41	1.0 - 3.0	90	1.2	0.39	1.0 - 3.8	302	1.2	0.44	1.0 - 4.3	1 - 7
Teacher Sensitivity	249	5.0	0.74	2.5 - 7.0	90	5.1	0.84	3.0 - 6.8	302	4.9	0.81	2.0 - 7.0	1 - 7
Regard for Student Perspectives	249	4.7	0.74	2.3 - 7.0	90	4.7	0.86	2.8 - 6.5	302	4.7	0.78	1.7 - 6.5	1 - 7
CLASS Classroom Organization	249	4.8	0.70	2.6 - 6.8	90	5.0	0.69	3.3 - 6.5	301	4.7	0.74	2.6 - 6.5	1 - 7
Behavior Management	249	5.0	0.79	2.5 - 7.0	90	5.2	0.84	3.0 - 7.0	301	5.1	0.81	2.3 - 7.0	1 - 7
Productivity	249	5.0	0.81	2.3 - 7.0	90	5.2	0.71	3.0 - 6.8	302	4.9	0.88	2.5 - 6.8	1 - 7
Instructional Learning Formats	249	4.3	0.87	1.8 - 6.3	90	4.6	0.75	2.3 - 6.3	302	4.1	0.93	1.5 - 6.3	1 - 7
Child/adult ratio	249	5.6	1.66	2.6 - 10.0	90	6.1	1.81	1.0 - 10.7	304	6.2	1.76	2.0 - 17.0	n.a.
Group size	249	14.0	2.56	7.0 - 20.0	90	13.9	3.23	2.0 - 20.0	304	13.8	2.71	4.0 - 20.0	n.a.

Source: Spring 2015 FACES Classroom Observation and the 2013-2014 PIR.

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

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

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

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

Table A.1ab. Summary statistics for classroom quality observation scales by child enrollment: Spring 2015

Classroom quality observation scales	Classrooms																
	Small programs: enrollment < 300				Medium programs: enrollment >= 300 and < 600				Large programs: enrollment >= 600 and < 1200				Very large programs: enrollment >= 1200				
	n	Mean	SD	Reported response range	n	Mean	SD	Reported response range	n	Mean	SD	Reported response range	n	Mean	SD	Reported response range	Possible response range
ECERS-R Short Form Total for Global Quality	107	4.8	0.88	3.0-7.0	144	5.0	1.04	2.6-7.0	201	4.9	0.83	2.3-7.0	191	4.8	0.92	2.1-6.9	1 - 7
ECERS-R Teaching and Interactions	107	5.3	0.93	3.3-7.0	144	5.3	1.04	1.5-7.0	201	5.4	0.94	2.5-7.0	190	5.3	1.00	1.7-7.0	1 - 7
ECERS-R Provisions for Learning	107	4.5	1.02	2.4-6.9	144	4.8	1.20	1.8-7.0	201	4.6	0.98	2.3-7.0	190	4.5	1.07	2.1-6.9	1 - 7
CLASS Instructional Support	107	2.5	0.95	1.0-6.1	144	2.6	0.86	1.0-5.6	201	2.4	0.92	1.0-6.3	189	2.4	0.75	1.0-4.8	1 - 7
Concept Development	107	2.4	1.00	1.0-6.3	144	2.4	0.99	1.0-6.3	201	2.2	0.97	1.0-6.0	189	2.1	0.76	1.0-4.7	1 - 7
Quality of Feedback	107	2.6	1.09	1.0-5.8	144	2.7	0.99	1.0-5.3	201	2.4	1.03	1.0-6.8	189	2.5	0.91	1.0-5.3	1 - 7
Language Modeling	107	2.5	1.01	1.0-6.3	144	2.6	0.94	1.0-5.3	201	2.6	1.01	1.0-6.3	189	2.5	0.84	1.0-5.3	1 - 7
CLASS Emotional Support	107	5.5	0.51	4.2-6.6	144	5.4	0.55	3.9-7.0	201	5.4	0.55	3.8-6.7	189	5.5	0.56	2.8-6.7	1 - 7
Positive Climate	107	5.7	0.67	4.0-7.0	144	5.3	0.68	3.5-7.0	201	5.5	0.76	3.3-7.0	189	5.5	0.72	3.0-7.0	1 - 7
Negative Climate	107	1.2	0.42	1.0-3.3	144	1.3	0.52	1.0-3.8	201	1.2	0.37	1.0-3.0	189	1.2	0.39	1.0-4.3	1 - 7
Teacher Sensitivity	107	5.0	0.69	3.3-6.3	144	4.9	0.77	3.0-7.0	201	4.9	0.82	2.5-7.0	189	5.0	0.80	2.0-6.8	1 - 7
Regard for Student Perspectives	107	4.6	0.84	2.3-6.5	144	4.7	0.74	2.8-7.0	201	4.6	0.75	2.3-6.3	189	4.8	0.78	1.7-6.5	1 - 7
CLASS Classroom Organization	107	4.8	0.68	3.2-6.5	144	4.7	0.74	3.3-6.8	201	4.7	0.74	2.6-6.4	188	4.8	0.72	2.6-6.5	1 - 7
Behavior Management	107	5.1	0.65	3.7-7.0	144	5.0	0.86	3.0-7.0	201	5.0	0.83	2.5-6.8	188	5.2	0.80	2.3-7.0	1 - 7
Productivity	107	4.9	0.82	2.8-6.8	144	4.8	0.82	3.0-7.0	201	4.9	0.85	2.3-6.8	189	5.0	0.83	2.5-6.8	1 - 7
Instructional Learning Formats	107	4.3	0.90	2.0-6.0	144	4.2	0.92	1.5-6.3	201	4.3	0.88	1.7-6.3	189	4.2	0.90	2.0-6.3	1 - 7
Child/adult ratio	107	5.5	1.86	2.4-17.0	144	5.8	1.70	1.0-10.0	201	6.0	1.60	2.0-10.7	191	6.2	1.79	2.2-12.2	n.a.
Group size	107	13.8	2.65	6.0-20.0	144	14.0	3.08	2.0-20.0	201	13.6	2.49	4.0-20.0	191	14.2	2.71	7.0-20.0	n.a.

Source: Spring 2015 FACES Classroom Observation and the 2013-2014 PIR.

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

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

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

Enrollment is based on cumulative enrollment reported in the 2013-2014 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

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

Table A.1b. Summary statistics for classroom quality observation scales in quality ranges based on developer cut points: Spring 2015

Classroom quality observation scales	n	Percentage
ECERS-R short form factors		
Teaching and Interactions	642	
Inadequate (1-2)		1.3
Minimal (3-4)		30.9
Good (5-6)		65.0
Excellent (7)		2.8
Provisions for Learning	642	
Inadequate (1-2)		6.3
Minimal (3-4)		55.0
Good (5-6)		38.1
Excellent (7)		0.6
CLASS domains		
Instructional Support	641	
Low (1-2)		75.9
Mid (3-5)		23.6
High (6-7)		0.5
Emotional Support	641	
Low (1-2)		0.0
Mid (3-5)		79.8
High (6-7)		20.2
Classroom Organization	640	
Low (1-2)		0.6
Mid (3-5)		95.7
High (6-7)		3.7

Source: Spring 2015 FACES Classroom Observation.

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

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

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

Table A.2. Time spent daily in instructional groups in classrooms, as reported by lead teachers: Spring 2015

Instructional groups	n	Percentage				
		No time	Half hour or less	About one hour	About two hours	Three hours or more
Teacher-directed activities						
Whole class	585	1.7	58.7	29.2	5.2	5.2
Small group	585	1.3	64.7	29.3	4.0	0.8
Individual	583	5.9	73.4	16.7	2.7	1.4
Child-selected activities	583	0.3	9.4	36.9	33.7	19.7

Source: Spring 2015 FACES Teacher Survey

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

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

Table A.3. Frequency of instruction in different domains in classrooms, as reported by lead teachers: Spring 2015

		Percentage				
Domains of instruction	n	Never	Less than once a week	1-2 times a week	3-4 times a week	Daily
Language arts and literacy	588	0.1	0.3	2.3	8.2	89.1
Mathematics	588	0.0	0.6	4.2	15.2	80.1
Social studies	582	0.1	4.4	26.7	17.1	51.6
Science	587	0.0	1.6	24.7	17.4	56.2
Arts	588	0.0	0.6	6.2	16.5	76.8

Source: Spring 2015 FACES Teacher Survey.

Note: Statistics are weighted to represent all Head Start classrooms

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

Table A.4. Frequencies of reading and language activities in classrooms, as reported by lead teachers: Spring 2015

Reading and language activities	n	Percentage			
		Never	Monthly	Weekly	Daily or almost daily
Work on letter naming	588	0.0	1.1	4.9	94.0
Practice writing letters	587	1.6	4.1	15.7	78.6
Discuss new words	588	0.3	2.5	12.4	84.8
Dictate stories to an adult	583	1.4	13.2	28.3	57.1
Work on phonics	586	1.4	5.3	14.2	79.1
Listen to teacher read stories where they see the print	588	1.4	3.3	7.7	87.6
Listen to teacher read stories where they don't see the print	586	35.0	8.3	15.1	41.6
Retell stories	588	0.1	10.6	24.1	65.2
Learn about conventions of print	587	0.0	3.9	13.0	83.1
Write own name	588	0.3	3.9	8.1	87.7
Learn about rhyming words and word families	588	0.2	8.8	24.5	66.4
Learn about common prepositions	588	0.3	6.6	20.7	72.4

Source: Spring 2015 FACES Teacher Survey.

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

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

Table A.5. Frequencies of math activities in classrooms, as reported by lead teachers: Spring 2015

		Percentage			
Math activities	n	Never	Monthly	Weekly	Daily or almost daily
Count out loud	589	0.0	0.5	1.2	98.4
Work with geometric manipulatives	588	0.3	4.3	13.6	81.8
Work with counting manipulatives	588	0.0	4.6	11.9	83.5
Play math-related games	587	0.7	5.3	22.8	71.2
Use music to understand math concepts	586	2.1	15.2	21.9	60.9
Use creative movement or creative drama to understand math concepts	589	3.3	17.2	25.0	54.5
Work with rulers or other measuring instruments	585	1.0	14.8	25.6	58.6
Engage in calendar-related activities	589	6.8	9.0	9.5	74.8
Engage in activities related to telling time	588	8.5	23.8	16.2	51.6
Engage in activities that involve shapes and patterns	589	0.0	2.4	13.0	84.6

Source: Spring 2015 FACES Teacher Survey.

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

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

Table A.6. Curricula and assessment tools used in classrooms: Spring 2015

Curricula and assessment tools	n	Percentage
Primary curriculum[a]	528	
Creative Curriculum		75.2
High/Scope Curriculum		10.8
Locally designed curriculum		1.6
Widely available curriculum[b]		2.7
Other		7.7
Use multiple curricula equally		2.0
Primary assessment tool	554	
Teaching Strategies GOLD assessment[c]		62.2
High/Scope Child Observation Record (COR)		6.0
Galileo		2.3
Desired Results Developmental Profile (DRDP)		6.4
Learning Accomplishment Profile Screening (LAP)		6.5
Locally designed		2.4
Other		14.3
Uses aligned curriculum and assessment tool[d]	455	71.9

Source: Spring 2015 FACES Teacher Survey.

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

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

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

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

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

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

Table A.7. Lead teacher curriculum- and assessment-related training: Spring 2015

	All teachers		Among teachers with training		
Teacher trainings in last 12 months	n	Percentage	n	Average hours	Reported response range
Training on main curriculum in last 12 months	407	83.7	338	14.8	1 - 192
Training on main child assessment tool in last 12 months	417	86.5	353	9.7	1 - 100

Source: Spring 2015 FACES Teacher Survey.

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

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

Table A.8. Lead teacher use of assessment data to inform instruction and planning: Spring 2015

Use of assessment data for instruction and planning	n	Percentage
Use of assessment data	551	
To identify child's developmental level		95.9
To individualize activities for child		92.6
To determine if child needs referral for special services		80.0
To determine child's strengths and weaknesses		88.6
To identify activities for parents to do with child at home		80.5

Source: Spring 2015 FACES Teacher Survey.

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

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

Table A.9. Lead teacher experience, credentials, education, and earnings: Spring 2015

Teacher experience, credentials, and education	n	Percentage
Years teaching in Head Start or Early Head Start	593	
1 – 2 years		20.0
3 – 4 years		13.8
5 – 9 years		23.6
10+ years		42.7
Highest level of education	594	
High school diploma or equivalent or less		0.8
Some college		1.1
Associate's degree (AA)		23.1
Bachelor's degree (BA)		55.1
Graduate or professional degree		19.9
Field of study includes early childhood education	581	52.7
Has state-sponsored credentials		
Child Development Associate (CDA)	590	34.3
State-awarded certificate	584	31.6
Teaching certificate or license	590	53.6
Has Bachelor's degree (BA) or higher and state-sponsored credential	588	58.9
Teacher earnings	**n**	**Mean**
Annual salary	403	$26,307

Source: Spring 2015 FACES Teacher Survey.

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

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

Table A.9a. Lead teacher experience, credentials, education, and earnings by agency type: Spring 2015

	Teachers					
	Community action agency		School system		All other agency types[a]	
Teacher experience, credentials, and education	n	Percentage	n	Percentage	n	Percentage
Years teaching in Head Start or Early Head Start	224		89		280	
1 – 2 years		18.1		19.7		21.6
3 – 4 years		11.6		15.6		15.2
5 – 9 years		25.0		22.1		22.7
10+ years		45.3		42.5		40.5
Highest level of education	224		91		279	
High school diploma or equivalent or less		1.0		0.0		0.8
Some college		0.9		0.0		1.5
Associate's degree (AA)		25.6		15.9		22.7
Bachelor's degree (BA)		56.2		50.8		55.2
Graduate or professional degree		16.3		33.3		19.7
Field of study includes early childhood education	219	54.9	91	42.6	271	53.4
Has state-sponsored credentials						
Child Development Associate (CDA)	225	31.1	88	38.1	277	36.1
State-awarded certificate	222	31.4	86	40.2	276	29.7
Teaching certificate or license	223	54.3	90	75.5	277	47.7
Has Bachelor's degree (BA) or higher and state-sponsored credential	222	57.0	89	81.0	277	55.1
Teacher earnings	**n**	**Mean**	**n**	**Mean**	**n**	**Mean**
Annual salary	158	$26,121	60	$30,998	185	$25,379

Source: Spring 2015 FACES Teacher Survey and the 2013-2014 PIR.

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

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

Table A.9b. Lead teacher experience, credentials, education, and earnings by child enrollment: Spring 2015

	Teachers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Teacher experience, credentials, and education	**n**	**Percentage**	**n**	**Percentage**	**n**	**Percentage**	**n**	**Percentage**
Years teaching in Head Start or Early Head Start	102		132		182		177	
1 – 2 years		22.3		22.5		21.2		16.2
3 – 4 years		10.7		9.6		14.2		17.5
5 – 9 years		28.9		20.3		23.3		23.0
10+ years		38.1		47.6		41.4		43.4
Highest level of education	102		134		181		177	
High school diploma or equivalent or less		0.0		0.7		1.8		0.4
Some college		1.7		0.0		1.0		1.6
Associate's degree (AA)		30.9		19.0		21.8		22.5
Bachelor's degree (BA)		50.1		50.5		58.0		57.8
Graduate or professional degree		17.2		29.8		17.4		17.8
Field of study includes early childhood education	100	53.5	133	50.4	176	54.5	172	52.0
Has state-sponsored credentials								
Child Development Associate (CDA)	102	24.9	133	24.0	181	32.9	174	46.6
State-awarded certificate	101	23.5	128	40.9	182	28.8	173	33.1
Teaching certificate or license	102	49.9	133	62.7	180	50.8	175	52.9
Has Bachelor's degree (BA) or higher and state-sponsored credential	102	55.1	133	67.4	179	55.5	174	59.0
Teacher earnings	**n**	**Mean**	**n**	**Mean**	**n**	**Mean**	**n**	**Mean**
Annual salary	74	$24,373	87	$27,463	121	$26,119	121	$26,864

Source: Spring 2015 FACES Teacher Survey and the 2013-2014 PIR.

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

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

Enrollment is based on cumulative enrollment reported in the 2013-2014 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.10. Mentoring receipt and frequency reported by lead teachers: Spring 2015

Mentoring and frequency	n	Percentage
Teacher has mentor	551	74.2
If teacher has mentor, mentoring usually conducted by	405	
Another teacher		6.0
Education coordinator or specialist		65.9
Center/program director		17.2
Someone from outside the program		4.1
Other		6.8
If teacher has mentor, frequency mentor visits classroom	404	
At least once a week		25.7
Once every two weeks		10.5
Once a month		35.3
Less than once a month		28.5

Source: Spring 2015 FACES Teacher Survey.

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

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

Table A.10a. Mentoring receipt and frequency reported by lead teachers by agency type: Spring 2015

	Teachers					
	Community action agency		School system		All other agency types[a]	
Mentoring and frequency	n	Percentage	n	Percentage	n	Percentage
Teacher has mentor	211	70.3	85	80.9	255	75.9
If teacher has mentor, mentoring usually conducted by	152		67		186	
Another teacher		6.9		9.3		4.5
Education coordinator or specialist		67.5		60.9		65.8
Center/program director		12.9		16.7		20.9
Someone from outside the program		1.8		5.6		5.5
Other		10.9		7.5		3.3
If teacher has mentor, frequency mentor visits classroom	152		66		186	
At least once a week		23.4		18.2		29.4
Once every two weeks		13.7		16.3		6.6
Once a month		32.0		47.5		35.0
Less than once a month		30.9		18.0		29.1

Source: Spring 2015 FACES Teacher Survey and the 2013-2014 PIR.

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

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

Table A.10b. Mentoring receipt and frequency reported by lead teachers by child enrollment: Spring 2015

	Teachers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Mentoring and frequency	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Teacher has mentor	94	62.6	124	60.9	165	78.4	168	84.0
If teacher has mentor, mentoring usually conducted by	60		86		124		135	
Another teacher		5.8		3.5		7.7		5.8
Education coordinator or specialist		71.9		52.4		60.0		74.0
Center/program director		13.6		34.0		21.0		8.6
Someone from outside the program		6.5		4.5		1.7		4.9
Other		2.2		5.6		9.6		6.7
If teacher has mentor, frequency mentor visits classroom	60		86		123		135	
At least once a week		25.2		37.8		20.6		24.8
Once every two weeks		5.2		12.3		9.9		12.3
Once a month		29.1		24.0		41.8		37.2
Less than once a month		40.5		25.9		27.6		25.7

Source: Spring 2015 FACES Teacher Survey and the 2013-2014 PIR.

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

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

Enrollment is based on cumulative enrollment reported in the 2013-2014 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.11. Lead teacher gender, age, and race/ethnicity: Spring 2015

Gender, age, and race/ethnicity	n	Percentage
Gender	594	
Female		96.8
Male		3.2
Age	583	
18 – 29		12.8
30 – 39		29.6
40 – 49		23.1
50 – 59		23.4
60 or older		11.1
Race/Ethnicity	591	
White, non-Hispanic		44.5
African-American, non-Hispanic		26.7
Hispanic/Latino		22.7
American Indian or Alaska Native, non-Hispanic		0.8
Asian or Pacific Islander, non-Hispanic		2.6
Multi-racial/bi-racial, non-Hispanic		2.1
Other, non-Hispanic		0.6

Source: Spring 2015 FACES Teacher Survey.

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

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

Table A.12. Lead teacher depressive symptoms, attitudes, and job satisfaction: Spring 2015

Depressive symptoms and job satisfaction	n	Percentage
Level of depressive symptoms[a]	586	
Not depressed		65.0
Mildly depressed		21.5
Moderately depressed		10.3
Severely depressed		3.2
Job satisfaction		
Enjoys present teaching job[b]	595	92.7
Is making a difference in the lives of children s/he teaches[b]	595	97.6
Would choose teaching again as career[b]	594	84.8
Depressive symptoms, attitudes, and job satisfaction	**n**	**Mean**
Level of depressive symptoms[a]	586	4.2
Teacher attitudes[c]	595	
Developmentally Appropriate Attitudes subscale		7.4
Didactic subscale		2.5
Child Initiated subscale		4.4
Job satisfaction[d]	594	4.5

Source: Spring 2015 FACES Teacher Survey.

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

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

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

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

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

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

SECTION B

PROGRAM AND CENTER CHARACTERISTICS: SPRING 2015

This page has been left blank for double-sided copying.

Table B.1. Agency type, location, program day, and enrollment of programs in the FACES 2014-2015 sample

Agency type, location, program day, and enrollment	n	Percentage
Agency type	169	
Community action agency (CAA)		41.3
School system		15.4
Private or public non-profit (non-CAA)		37.9
Private or public for-profit		0.6
Government agency (non-CAA)		4.7
Location[a]	169	
Metropolitan		62.2
Non-metropolitan		37.8
Region	169	
Northeast		22.5
Midwest		24.6
South		33.8
West		19.0
Head Start program day[b,c]	169	
Full-day for all children		34.9
Part-day for all children		30.0
Full-day and part-day available to children		35.1
Length of Head Start program year[d]	169	
Full-year		37.6
Part-year		62.4
Full-year and full-day program	169	
Full-year and full-day for all children		9.7
Full-year and full-day for >=75 percent but not all children		1.6
Full-year and full-day for >=50 to 75 percent of children		2.8
Full-year and full-day for <50 percent of all children		13.0
Total enrollment[e]	169	
<300		46.3
>= 300 and < 600		27.5
>= 600 and < 1200		17.6
>= 1200		8.5

Table B.1 *(continued)*

Enrollment[e]	n	Mean and range
Total enrollment[e]	169	
Mean		507
Range		<100 to >6000

Source: 2013-2014 Program Information Report (PIR), an annual report of grantee-level data, and linked Census data.

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

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

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

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

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

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

[e]Total enrollment is based on cumulative enrollment reported in the 2013-2014 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.2. Sources and purposes of program revenue other than Head Start: Spring 2015

Sources and purposes of program revenue	n	Percentage
Sources of revenue other than Head Start		
Tuition and fees paid by parents	165	21.9
State government	167	55.7
Local government	164	41.0
Federal government other than Head Start	168	68.3
Community organizations or other grants	166	36.9
Fundraising activities, gifts, cash contributions	167	34.8
Number of other sources of revenue	169	
1		19.7
2		21.6
3		13.4
4		19.9
5		10.8
6		3.3
No sources of revenue other than Head Start		11.3
If more than two sources of revenue other than Head Start, the two largest	81	
Tuition and fees paid by parents		10.5
State government		47.8
Local government		34.4
Federal government other than Head Start		48.3
Community organizations or other grants		31.1
Fundraising activities, gifts, cash contributions		0.3
If other sources of revenue, purposes of that revenue		
Enrollment of additional children	144	40.9
Other services/supports for enrolled children	148	78.1
Services/interventions for parents	142	34.5
Professional development for program staff	144	46.3
Materials for program	143	65.2
Capital improvements	141	21.1

Source: Spring 2015 FACES Program Director Survey.

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

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

Table B.3. Program director and center director education, credentials, and experience: Spring 2015

	Programs		Centers	
Director education and credentials	**n**	**Percentage**	**n**	**Percentage**
Highest level of education	169		321	
High school diploma, equivalent, or less		0.1		0.2
Some college		0.5		2.1
Associate's degree (AA)		1.9		16.8
Bachelor's degree (BA)		46.5		48.6
Graduate or professional degree		51.0		32.3
Has state-sponsored credentials				
Child Development Associate (CDA)		n.a.	321	21.5
State-awarded preschool certificate		n.a.	319	23.6
Teaching certificate or license		n.a.	321	41.5
Early Childhood program or school license/certificate/credential in administration	168	35.9	317	49.5
Any state-sponsored credential		n.a.	320	75.9
Has Bachelor's degree (BA) or higher and state-sponsored credential	168	34.8	317	60.6
Director experience	**n**	**Mean and range**	**n**	**Mean and range**
Years of experience as Head Start director prior to current year				
In current program	169		315	
Mean		7.3		4.7
Range		0-47		0-31
In any program	169		320	
Mean		7.9		6.8
Range		0-47		0-37

Source: Spring 2015 FACES Program Director and Center Director Surveys.

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

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

n.a. = not applicable.

Table B.3a. Program director and center director education, credentials, and experience by agency type: Spring 2015

	Programs						Centers					
	Community action agency		School system[a]		All other agency types[b]		Community action agency		School system		All other agency types[b]	
Director education and credentials	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Highest level of education	65		25		79		128		47		146	
High school diploma, equivalent, or less		0.3		0.0		0.0		0.0		0.0		0.5
Some college		0.7		0.0		0.6		1.0		0.0		4.0
Associate's degree (AA)		4.7		0.0		0.0		28.7		1.9		8.4
Bachelor's degree (BA)		55.7		29.4		43.7		48.0		27.4		55.8
Graduate or professional degree		38.7		70.6		55.7		22.2		70.7		31.3
Has state-sponsored credentials									47			
Child Development Associate (CDA)		n.a.	n.a.	n.a.	n.a.	n.a.	128	24.9		15.3	146	19.7
State-awarded preschool certificate		n.a.	n.a.	n.a.	n.a.	n.a.	128	18.4		43.4	144	23.0
Teaching certificate or license		n.a.	n.a.	n.a.	n.a.	n.a.	128	35.1		75.0	146	38.1
Early Childhood program or school license/certificate/credential in administration	64	31.1	25	62.5	79	31.1	127	49.1		54.1	143	48.6
Any state sponsored credential		n.a.	n.a.	n.a.	n.a.	n.a.	127	77.4		92.0	146	69.4
Has Bachelor's degree (BA) or higher and state-sponsored credential	64	29.0	25	62.5	79	30.5	127	53.0	47	90.1	143	59.7

Table B.3a *(continued)*

	Programs						Centers					
	Community action agency		School system[a]		All other agency types[b]		Community action agency		School system		All other agency types[b]	
Director experience	n	Mean and range	n	Mean and range	n	Mean and range	n	Mean and range	n	Mean and range	n	Mean and range
Years of experience as Head Start director prior to current year												
In current program	65		25		79		125		46		144	
Mean		7.0		6.5		7.8		5.5		3.2		4.2
Range		0-25		0-16		0-47		0-28		0-17		0-31
In any program	65		25		79		127		46		147	
Mean		7.3		7.3		8.7		7.8		4.2		6.5
Range		0-25		0-16		0-47		0-30		0-21		0-37

Source: Spring 2015 FACES Program Director and Center Director Surveys and the 2013-2014 PIR.

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

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

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

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits."

n.a. = not applicable.

Table B.3b. Program director and center director education, credentials, and experience by child enrollment: Spring 2015

Director education, credentials, and experience	Programs								Centers							
	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
Highest level of education	31		37		51		50		58		68		98		97	
High school diploma, equivalent, or less		0.0		0.0		0.0		1.3		0.8		0.0		0.0		0.0
Some college		0.0		0.0		0.0		6.4		0.0		2.1		1.3		5.4
Associate's degree (AA)		4.2		0.0		0.0		0.0		25.5		12.6		15.6		12.4
Bachelor's degree (BA)		60.9		37.8		29.9		30.7		56.6		45.0		47.2		44.8
Graduate or professional degree		35.0		62.2		70.1		61.7		17.1		40.2		35.8		37.4
Has state-sponsored credentials																
Child Development Associate (CDA)		n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	58	11.9	68	14.8	98	27.6	97	30.0
State-awarded preschool certificate		n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	58	25.6	68	21.0	98	20.3	95	27.6
Teaching certificate or license		n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	58	41.1	68	53.4	99	37.8	96	36.3
Early Childhood program or school license/ certificate/credential in administration	31	43.7	37	34.3	51	18.3	49	35.4	57	30.9	67	55.5	98	47.3	95	66.8
Any state sponsored credential		n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	58	68.2	67	83.7	99	73.8	96	80.2
Has Bachelor's degree (BA) or higher and state-sponsored credential	31	41.9	37	34.3	51	18.3	49	31.8	57	47.0	67	73.1	98	62.2	95	62.4

Table B.3b *(continued)*

	Programs								Centers							
	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	
Director experience	n	Mean and range	n	Mean and range	n	Mean and range	n	Mean and range	n	Mean and range	n	Mean and range	n	Mean and range	n	Mean and range
Years of experience as Head Start director prior to current year																
In current program	31		37		51		50		57		67		98		93	
Mean		7.3		7.1		7.2		7.7		5.5		4.6		3.3		5.7
Range		0-30		0-39		0-36		0-47		0-17		0-26		0-28		0-31
In any program	31		37		51		50		57		68		99		96	
Mean		7.8		7.2		8.3		9.3		8.0		5.7		6.0		7.5
Range		0-30		0-39		0-36		0-47		0-37		0-26		0-30		0-31

Source: Spring 2015 FACES Program Director and Center Director Surveys and the 2013-2014 PIR.

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

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

Enrollment is based on cumulative enrollment reported in the 2013-2014 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.

n.a. = not applicable.

Table B.4. Amount of program and center director time spent in various responsibilities take: Spring 2015

Amount of time various responsibilities take in the course of a year	n	Percentage			
		A lot of time	Some time	Only a little time	No time
Program directors					
Monitoring progress toward school readiness goals	169	24.8	59.3	15.8	0.0
Providing educational leadership, establishing the curriculum	169	12.6	50.2	33.6	3.6
Designing the T/TA plan	169	21.6	57.3	19.2	1.9
Promoting parent and family engagement	169	10.6	64.0	24.6	0.8
Establishing partnerships with community organizations	169	33.6	57.0	9.4	0.0
Completing program self-assessment	169	34.8	53.6	11.3	0.3
Dealing with human resources issues	169	55.3	36.6	7.9	0.2
Ensuring compliance with federal Head Start standards	169	85.0	14.8	0.2	0.0
Evaluating managers, other staff	169	31.5	60.6	7.8	0.1
Strategic planning	169	65.6	32.2	2.2	0.0
Fiscal management	169	64.2	31.1	4.5	0.2
Addressing facilities, equipment, transportation issues	169	45.7	41.9	11.3	1.1
Center directors					
Monitoring progress toward school readiness goals	319	43.0	48.8	6.8	1.4
Providing educational leadership, establishing the curriculum	318	30.7	39.3	20.0	10.0
Designing the T/TA plan	317	12.5	45.8	26.2	15.5
Promoting parent and family engagement	320	36.2	46.7	15.2	1.8
Establishing partnerships with community organizations	318	20.3	50.7	26.4	2.6
Completing program self-assessment	317	16.9	46.8	32.3	4.0
Dealing with human resources issues	318	30.8	35.4	29.4	4.4
Ensuring compliance with federal Head Start standards	319	65.8	26.3	6.2	1.8
Evaluating teachers, other staff	320	37.8	48.2	10.1	3.9
Strategic planning	317	29.4	40.3	24.3	6.1
Fiscal management	320	16.6	22.2	31.3	29.9
Addressing facilities, equipment, transportation issues	317	32.0	45.7	18.3	4.0

Source: Spring 2015 FACES Program Director and Center Director Surveys.

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

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

Table B.5. Top three areas where program and center directors report they need additional support to lead more effectively: Spring 2015

	Programs		Centers	
Areas directors need additional support to lead more effecitvely[a]	n	Percentage	n	Percentage
Area directors need additional support	169		322	
Educational/curriculum leadership		9.6		32.4
Child assessment		3.9		12.0
Creating positive learning environments		23.1		22.4
Working with parents and the community		26.2		35.5
Program improvement planning		44.6		37.2
Budgeting		34.4		10.5
Staffing (hiring)		33.6		27.5
Teacher evaluation		9.2		16.5
Evaluation of other staff		9.0		8.8
Teacher professional development		13.4		21.6
Data-driven decision making		76.4		45.8

Source: Spring 2015 FACES Program Director and Center Director Surveys.

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

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

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

Table B.5a. Top three areas where program and center directors report they need additional support to lead more effectively by agency type: Spring 2015

Areas directors need additional support to lead more effectively[a]	Programs						Centers					
	Community action agency		School system[b]		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
Areas directors need additional support	65		25		79		128		47		147	
Educational/curriculum leadership		5.8		7.0		14.2		19.8		27.8		47.4
Child assessment		1.0		1.9		7.4		9.3		4.9		17.0
Creating positive learning environments		27.3		16.1		21.7		19.9		19.7		26.0
Working with parents and the community		22.8		40.3		24.3		36.6		36.9		34.0
Program improvement planning		43.4		44.7		45.6		40.0		54.8		28.8
Budgeting		40.2		41.6		26.2		10.2		9.0		11.4
Staffing (hiring)		49.5		15.1		25.0		29.1		20.7		28.0
Teacher evaluation		1.1		13.0		15.6		18.2		23.0		12.7
Evaluation of other staff		6.9		11.6		10.0		11.5		9.4		5.7
Teacher professional development		7.4		28.5		13.7		21.2		15.8		23.8
Data-driven decision making		85.5		75.4		68.0		52.4		46.3		38.6

Source: Spring 2015 FACES Program Director and Center Director Surveys and the 2013-2014 PIR.

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

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

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

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

[c]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

Table B.5b. Top three areas where program and center directors report they need additional support to lead more effectively by child enrollment: Spring 2015

Areas directors need additional support to lead more effectively[a]	Programs								Centers							
	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
Areas directors need additional support	31		37		51		50		58		68		99		97	
Educational/ curriculum leadership		13.7		3.0		9.0		9.9		24.2		24.2		45.7		31.7
Child assessment		3.5		0.0		9.1		7.8		13.2		9.6		13.7		10.5
Creating positive learning environments		32.0		18.2		13.2		11.2		24.1		18.5		28.5		16.5
Working with parents and the community		23.3		32.4		27.5		19.2		40.4		29.3		32.7		39.2
Program improvement planning		40.6		41.7		56.7		50.2		47.8		29.4		28.1		44.1
Budgeting		34.4		39.2		29.0		29.7		6.0		20.5		11.1		6.2
Staffing (hiring)		28.7		40.0		36.7		32.8		22.3		35.3		27.8		26.1
Teacher evaluation		10.7		7.9		9.8		3.9		11.6		13.4		19.2		20.9
Evaluation of other staff		6.8		11.8		7.9		14.0		4.3		14.6		7.7		9.9
Teacher professional development		16.4		6.6		13.2		19.1		13.7		29.2		20.7		24.7
Data-driven decision making		84.3		71.0		66.5		71.6		54.5		40.4		42.3		45.5

Source: Spring 2015 FACES Program Director and Center Director Surveys and the 2013-2014 PIR.

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

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

Enrollment is based on cumulative enrollment reported in the 2013-2014 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

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

Table B.6. Lead teacher staffing and turnover in centers: Spring 2015

Staffing and turnover	n	Mean and range
Number of lead teachers employed in centers	321	
Mean		4.0
Range		0-35
Lead teacher turnover in centers[a]	314	
Mean turnover percentage		17.1
Range of precentages in centers		0-200

Source: Spring 2015 FACES Center Director Survey.

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

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

[a]Turnover is defined as the number of teachers who left and had to be replaced in the last 12 months divided by the total number of teachers currently employed at the center. Center directors reported the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more (in all of these cases, the center was assigned a value of 3 for calculating turnover).

Table B.6a. Lead teacher staffing and turnover in centers by agency type: Spring 2015

	Centers					
	Community action agency		School system		All other agency types[a]	
Staffing and turnover	n	Mean and range	n	Mean and range	n	Mean and range
Number of lead teachers employed in centers	128		46		147	
Mean		3.7		2.8		4.7
Range		0-35		0-13		0-22
Lead teacher turnover in centers[b]	124		45		145	
Mean		17.5		12.5		18.1
Range		0-200		0-100		0-200

Source: Spring 2015 FACES Center Director Survey and the 2013-2014 PIR.

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

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

[b]Turnover is defined as the number of teachers who left and had to be replaced in the last 12 months divided by the total number of teachers currently employed at the center. Center directors reported the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more (in all of these cases, the center was assigned a value of 3 for calculating turnover).

Table B.6b. Lead teacher staffing and turnover in centers by child enrollment: Spring 2015

	Centers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Staffing and turnover	n	Mean and range	n	Mean and range	n	Mean and range	n	Mean and range
Number of lead teachers employed in centers	58		68		99		96	
Mean		3.8		3.4		3.9		4.7
Range		0-15		0-20		0-35		0-27
Lead teacher turnover in centers[a]	56		67		97		94	
Mean		15.2		23.0		20.0		10.8
Range		0-200		0-100		0-200		0-100

Source: Spring 2015 FACES Center Director Survey and the 2013-2014 PIR.

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

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

Enrollment is based on cumulative enrollment reported in the 2013-2014 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

[a]Turnover is defined as the number of teachers who left and had to be replaced in the last 12 months divided by the total number of teachers currently employed at the center. Center directors reported the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more (in all of these cases, the center was assigned a value of 3 for calculating turnover).

Table B.7. Program activities supported by Head Start training and technical assistance (T/TA) funds: Spring 2015

Program activities supported by Head Start T/TA funds	n	Percentage
Activities supported by Head Start T/TA funds	169	
Attendance at early childhood conferences		98.9
Paid preparation/planning time		26.6
Mentoring or coaching		39.1
Workshops/trainings sponsored by program		94.4
Support to attend workshops/trainings by other organizations		96.7
Visits to other child care classrooms or centers		32.4
A community of learners facilitated by an expert		38.1
Tuition assistance		64.2
Onsite associate's degree or bachelor's degree courses		7.8
Incentives such as gift cards for T/TA participation		2.7

Source: Spring 2015 FACES Program Director Survey.

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

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

Table B.7a. Program activities supported by Head Start training and technical assistance (T/TA) funds by agency type: Spring 2015

	Programs					
	Community action agency		School system[a]		All other agency types[b]	
Program activities supported by Head Start T/TA funds	n	Percentage	n	Percentage	n	Percentage
Activities supported by Head Start T/TA funds	65		25		79	
Attendance at early childhood conferences		100.0		99.2		97.6
Paid preparation/planning time		17.9		38.9		30.5
Mentoring or coaching		38.6		34.6		41.2
Workshops/trainings sponsored by program		98.9		90.6		91.5
Support to attend workshops/trainings by other organizations		97.5		92.5		97.4
Visits to other child care classrooms or centers		29.3		35.5		34.3
A community of learners facilitated by an expert		33.4		60.8		34.4
Tuition assistance		81.4		40.9		56.1
Onsite associate's degree or bachelor's degree courses		6.4		1.8		11.3
Incentives such as gift cards for T/TA participation		1.0		0.0		5.4

Source: Spring 2015 FACES Program Director Survey and 2013-2014 PIR.

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

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

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

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

Table B.7b. Program activities supported by Head Start training and technical assistance (T/TA) funds by child enrollment: Spring 2015

	Programs							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Program activities supported by Head Start T/TA funds	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Activities supported by Head Start T/TA funds	31		37		51		50	
Attendance at early childhood conferences		100.0		100.0		94.9		97.2
Paid preparation/planning time		31.6		26.1		21.8		10.8
Mentoring or coaching		39.1		32.1		43.4		52.8
Workshops/trainings sponsored by program		89.5		100.0		95.8		100.0
Support to attend workshops/trainings by other organizations		97.5		100.0		92.1		91.3
Visits to other child care classrooms or centers		27.6		31.1		43.6		39.8
A community of learners facilitated by an expert		37.4		40.1		31.4		48.7
Tuition assistance		67.2		56.0		65.9		70.6
Onsite associate's degree or bachelor's degree courses		3.2		3.4		20.2		21.7
Incentives such as gift cards for T/TA participation		0.0		5.0		7.7		0.0

Source: Spring 2015 FACES Program Director Survey and 2013-2014 PIR.

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

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

Enrollment is based on cumulative enrollment reported in the 2013-2014 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.8. Professional development (PD) supports offered and how teacher input on PD needs is gathered in centers: Spring 2015

PD supports offered and how teacher input on PD is gathered	n	Percentage
PD supports offered to teachers		
Regular meetings with teachers to talk about work and progress	322	96.1
Attendance at early childhood conferences	322	72.5
Paid preparation or planning time	320	92.7
Mentoring or coaching	322	90.8
Workshops/trainings sponsored by program	322	98.6
Support to attend workshops/trainings by other organizations	322	88.9
Visits to other classrooms or centers	320	77.6
Community of learners facilitated by expert	319	57.0
Incentives such as gift cards for T/TA participation	320	16.7
How teacher input on own PD needs/interests gathered	321	
Very structured (protocol in place for systematically gathering teacher input)		42.1
Somewhat structured (input gathered by supervisors and mentors who use own procedures)		39.1
Naturalistic (teachers share input when and how they prefer to do so)		18.9

Source: Spring 2015 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.

Table B.8a. Professional development (PD) supports offered and how teacher input on PD needs is gathered in centers by agency type: Spring 2015

	Centers					
	Community action agency		School system		All other agency types[a]	
PD supports offered and how teacher input on PD is gathered	n	Percentage	n	Percentage	n	Percentage
PD supports offered to teachers						
Regular meetings with teachers to talk about work and progress	128	95.3	47	94.0	147	97.5
Attendance at early childhood conferences	128	76.3	47	73.0	147	68.4
Paid preparation or planning time	128	94.0	46	95.1	146	90.5
Mentoring or coaching	128	89.5	47	90.3	147	92.2
Workshops/trainings sponsored by program	128	99.7	47	93.1	147	99.0
Support to attend workshops/trainings by other organizations	128	93.3	47	85.8	147	85.0
Visits to other classrooms or centers	127	77.4	46	73.9	147	79.0
Community of learners facilitated by expert	127	53.9	46	68.6	146	56.9
Incentives such as gift cards for T/TA participation	127	14.4	47	21.3	146	17.8
How teacher input on own PD needs/interests gathered	128		46		147	
Very structured (protocol in place for systematically gathering teacher input)		39.3		42.4		45.0
Somewhat structured (input gathered by supervisors and mentors who use own procedures)		42.0		42.5		34.8
Naturalistic (teachers share input when and how they prefer to do so)		18.7		15.1		20.2

Source: Spring 2015 FACES Center Director Survey and 2013-2014 PIR.

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

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

Table B.9. Mentoring and characteristics of mentors reported in centers: Spring 2015

Mentoring and characteristics of mentors	n	Percentage
Center has mentor teachers or coaches who work in classrooms with teachers	322	78.6
If center has mentors, mentoring conducted by[a]		
More experienced teachers in program	249	63.0
Education coordinators	247	75.0
Consultants hired by program	244	25.0
Center directors/area managers/other managers	254	4.2
Mentors/coaches or specialists	254	11.2
If center has mentors, mentors are also supervisors	253	49.7
If center has mentors, whether teachers are mentored by own supervisor	253	
All teachers mentored by own supervisor		43.3
Some teachers mentored by own supervisor		23.8
None of the teachers mentored by own supervisor		32.9
If center has mentors, frequency mentor visits classroom	253	
Once a week or more		17.5
Once every two weeks		23.8
Once a month		42.5
Less than once a month		16.2
Mentor caseload	**n**	**Mean and range**
If center has mentor teachers or coaches, number of classrooms one mentor or coach usually works with at one time[b]	252	
Mean		5.3
Range		0-52

Source: Spring 2015 FACES Center Director Survey.

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

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

[a]Center directors could report more than one type of staff, so percentages may sum to greater than 100.

[b]This estimate reflects the center director report, which may focus on only classrooms in that center.

Table B.9a. Mentoring and characteristics of mentors reported in centers by agency type: Spring 2015

	Centers					
	Community action agency		School system		All other agency types[a]	
Mentoring and characteristics of mentors	n	Percentage	n	Percentage	n	Percentage
Center has mentor teachers or coaches who work in classrooms with teachers	128	76.0	47	81.5	147	80.5
If center has mentors, mentoring conducted by[b]						
More experienced teachers in program	98	61.4	37	76.4	114	60.5
Education coordinators	96	68.6	37	65.5	114	84.8
Consultants hired by program	95	17.6	36	17.8	113	34.9
Center directors/area managers/other managers	98	3.1	37	7.9	119	4.2
Mentors/coaches or specialists	98	15.8	37	5.7	119	8.3
If center has mentors, mentors are also supervisors	98	48.1	37	32.6	118	56.9
If center has mentors, whether teachers are mentored by own supervisor	98		37		118	
All teachers mentored by own supervisor		41.8		43.0		45.0
Some teachers mentored by own supervisor		20.6		18.0		28.9
None of the teachers mentored by own supervisor		37.5		39.0		26.2
If center has mentors, frequency mentor visits classroom	98		37		118	
Once a week or more		15.7		17.5		19.3
Once every two weeks		24.4		31.1		20.9
Once a month		44.7		41.4		40.5
Less than once a month		15.2		10.0		19.3
Mentor caseload	**n**	**Mean and range**	**n**	**Mean and range**	**n**	**Mean and range**
If center has mentor teachers or coaches, number of classrooms one mentor or coach usually works with at one time[c]	97		37		118	
Mean		4.7		5.6		5.8
Range		1-20		0-43		1-52

Source: Spring 2015 FACES Center Director Survey.

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

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

[b]Center directors could report more than one type of staff, so percentages may sum to greater than 100.

[c]This estimate reflects the center director report, which may focus on only classrooms in that center.

Table B.10. Minimum years of experience required for mentors reported in programs: Spring 2015

Minimum years of experience required for mentors (categorical)[a]	n	Percentage
Minimum years of experience working with preschool-age children	160	
None		6.2
1 or 2		27.0
3 or 4		27.9
5 or more		38.8
Minimum years of experience mentoring, coaching, or supporting teachers	159	
None		5.5
1 or 2		51.5
3 or 4		19.7
5 or more		23.3
Minimum years of experience required for mentors (continuous)[a]	**n**	**Mean and range**
Minimum years of experience working with preschool-age children	160	
Mean		3.3
Range		0-10
Minimum years of experience mentoring, coaching, or supporting teachers	159	
Mean		2.5
Range		0-8

Source: Spring 2015 FACES Program Director Survey.

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

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

[a]Program directors were asked to report minimum requirements for mentors and coaches whether or not they reported currently having any mentors or coaches on staff.

Table B.11. Mentoring activities reported in centers: Spring 2015

Mentoring activities	n	Percentage
If center has mentors, mentor approaches to assessing teacher needs	254	
Observe the classroom using the CLASS		84.3
Observe the classroom using other tools		69.3
Directly ask the teachers about their needs		83.7
Review classroom-level assessment data (such as the CLASS)		82.5
Review child assessment data		75.1
Ask teachers to complete surveys or questionnaires		42.9
If center has mentors, mentor approaches to working with teachers	254	
Discuss what they observe		95.5
Provide written feedback on what they observe		90.1
Have teachers watch a video of themselves teaching		34.3
Have teachers observe other teachers (in classroom or by video)		50.0
Model teaching practices		70.6
Suggest trainings for teachers to attend		75.4
Provide trainings for teachers		79.8

Source: Spring 2015 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.

Table B.12. Use of national and regional Head Start T/TA resources by programs and centers: Spring 2015

T/TA resources and usage	Programs		Centers	
	n	Percentage	n	Percentage
Use of resources from National Centers by program or center staff[a]				
National Center on Program Management and Fiscal Operations	169		315	
Never/rarely		7.7		55.4
Sometimes		52.0		28.7
Often		40.3		15.9
Early Head Start National Resource Center	169		316	
Never/rarely		28.8		42.4
Sometimes		40.4		39.0
Often		30.8		18.7
National Center on Quality Teaching and Learning	169		318	
Never/rarely		7.0		23.3
Sometimes		31.1		41.4
Often		61.9		35.3
National Center on Parent, Family, and Community Engagement	169		318	
Never/rarely		5.7		28.5
Sometimes		39.0		43.5
Often		55.3		28.0
National Center on Cultural and Linguistic Responsiveness	169		315	
Never/rarely		29.8		58.5
Sometimes		56.0		32.1
Often		14.2		9.4
National Center on Health	169		314	
Never/rarely		14.4		40.8
Sometimes		45.8		40.6
Often		39.8		18.6
State T/TA provider ever conducts trainings for center staff	n.a.	n.a.	322	50.3
Center has consulted with state T/TA specialists	n.a.	n.a.	320	80.6

Source: Spring 2015 FACES Program Director and Center Director Surveys.

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

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

[a]Program and center directors were asked about use of resources from the National Centers that existed at the time of the spring 2015 survey. Since that time, several of the national centers have been reconfigured and/or have been given new names.

n.a. = not applicable.

Table B.13. Hours of curriculum and assessment training for staff reported in centers: Spring 2015

	Centers									
	New lead teachers		New assistant teachers		Returning lead teachers		Returning assistant teachers		Mentors/coaches	
Hours of training and support in a typical year	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Curriculum training and support	313		313		316		314		306	
None		3.0		2.8		4.5		5.0		29.4
1 to 5		12.7		16.4		21.6		22.7		9.7
6 to 10		34.7		34.7		34.0		33.9		30.9
11 to 15		11.2		9.3		11.1		11.5		7.7
16 to 20		9.6		14.4		13.4		13.8		5.7
21 to 30		14.5		12.3		6.5		5.9		5.2
31 to 40		7.2		4.1		4.4		2.8		4.6
More than 40		7.1		6.0		4.4		4.3		6.6
Assessment training and support	314		314		316		314		308	
None		3.9		7.6		6.4		9.7		29.5
1 to 5		32.1		35.9		45.0		46.2		23.9
6 to 10		40.2		36.6		34.6		31.7		35.4
11 to 15		10.0		7.2		4.0		4.1		3.2
16 to 20		5.5		5.2		3.5		2.9		3.1
21 to 30		6.0		5.3		4.5		3.5		2.6
More than 30		2.3		2.3		1.9		1.9		2.4
Hours of training and support in a typical year	**n**	**Mean and range**	**n**	**Mean and range**	**n**	**Mean and range**	**n**	**Mean and range**	**n**	**Mean and range**
Curriculum training and support	313		313		316		314		306	
Mean		17.8		16.4		13.8		13.3		13.1
Range		0-100		0-100		0-100		0-100		0-100
Assessment training and support	314		314		316		314		308	
Mean		9.6		8.6		7.5		6.8		7.0
Range		0-100		0-100		0-100		0-100		0-100

Source: Spring 2015 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.

Table B.14. Factors considered when selecting curricula and assessment tools for programs: Spring 2015

Factors considered when selecting	n	Percentage		
		Very important	Somewhat important	Slightly or not at all important
Curriculum				
Comprehensive domains of learning	169	99.1	0.9	0.0
Specific learning goals that clearly define what to teach	169	72.1	24.9	3.1
Well-designed learning activities	169	71.3	18.6	10.1
Resources to help teachers plan intentional teacher-child interactions	169	89.5	9.8	0.7
Guidance on cultural and linguistic responsiveness	169	75.0	21.5	3.5
Guidance on individualizing instruction	169	94.1	5.8	0.2
Ongoing assessment	169	94.6	4.8	0.6
Guidance on family involvement	169	62.8	36.3	0.9
Evidence of success in similar settings	169	80.0	20.0	0.0
Assessment tool				
Comprehensive domains of learning	169	99.4	0.6	0.0
Useful to teachers for planning instruction	169	96.4	3.5	0.2
Useful to administrators for improving programs	168	94.3	5.5	0.2
Able to help identify children who may require special interventions	169	88.8	9.9	1.4
Provides information for program accountability	169	85.0	14.0	1.0
Collects data by observing children in a natural setting	168	90.7	8.5	0.8
Collects data through direct assessment	169	59.4	18.0	22.6
Child data can be aggregated to classroom, center, and program levels	169	98.5	1.5	0.0
Available in paper format	168	18.3	32.3	49.4
Available in computerized/web-based format	169	75.8	17.7	6.4
Provides automatic reports for children, classrooms, and the center or program	169	89.1	9.1	1.8
Aligned with the curriculum	169	97.7	2.3	0.0
Evidence of validity and reliability	169	99.5	0.5	0.0
Aligned with the Head Start Child Development and Early Learning Framework	169	99.8	0.2	0.0

Source: Spring 2015 FACES Program Director Survey.

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

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

Table B.15. Non-English languages spoken by families and staff in centers: Spring 2015

Family and staff languages	n	Percentage
Serves children or families that speak a language other than English at home	322	74.0
If serve children and families speaking non-English language(s), languages spoken by at least one family	262	
Spanish		90.6
Arabic		15.3
Chinese		12.3
French		7.0
Haitian Creole		5.8
Other East Asian languages[a]		13.1
Other		21.9
If Spanish spoken by families, has any lead or assistant teachers who speak Spanish	246	62.9
If serve children and families speaking non-English language(s), center unable to provide interpreters or provide translated materials in languages spoken by families	260	24.1
Number of family languages and whether spoken by staff	**n**	**Mean and range**
If serve children and families speaking non-English language(s), number of languages other than English spoken by families	259	
Mean		1.8
Range		1-9
If serve children and families speaking non-English language(s), percentage of family languages other than English also spoken by lead or assistant teachers	259	
Mean		47.3
Range		0-100

Source: Spring 2015 FACES Center Director Survey.

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

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

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

Table B.16. Use of a parent support curriculum in centers: Spring 2015

Parent support curriculum	n	Percentage
Use parent education or parent support curriculum[a]	320	35.8
If use parent curriculum, which curriculum[b]	107	
Second Step		49.5
Parents as Teachers (PAT)		26.8
Systematic Training for Effective Parenting (STEP)		10.9
Positive Solutions for Families (Center on the Social Emotional Foundations for Early Learning)		18.1
Improving Parent-Child Relationships		7.9
Other[c]		31.8

Source: Spring 2015 FACES Center Director Survey.

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

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

[a]This percentage does not include an additional 44 centers in which directors reported a parent education or parent support curriculum was in use but the directors subsequently named a curriculum that is not actually a parent education or support curriculum. When asked to identify the curriculum they used, these directors identified a classroom curriculum (for example, Creative Curriculum) or referred to occasional activities that were not part of a curriculum or support program. While these responses indicate centers may be working with parents to, for example, reinforce at home what is being done in the classroom, they do not indicate use of a parent education or support curriculum.

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

[c]"Other" parent education or support curricula include such widely available materials as 21st Century Exploring Parenting (Exploring Parenting), Home Instruction for Parents of Preschool Youngsters (HIPPY), Growing Great Kids, Inc., Second Time Around: Grandparents Raising Grandchildren, Practical Parent Education, the Parenting Now! curriculum and Abriendo Puertas. Curricula included in this group were identified by fewer than 10 center directors.

Table B.17. Data systems and staff supporting the use of the data reported in programs: Spring 2015

Program data systems and staff supporting data use	n	Percentage
Data are stored in an electronic database	169	98.5
If data stored in electronic database, database was	166	
Set up by the program		6.0
Provided and managed by an external vendor		68.6
Set up by the program and provided and managed by an external vendor		25.4
Someone on staff analyzes/summarizes data to support decision-making	168	77.9
If someone on staff to analyze/summarize data, this person	138	
Only does analysis tasks		11.1
Has received training or taken course in data analysis		62.1
Data that can be linked electronically to child assessment information	169	
Child/family demographics		73.8
Results of screenings (for example, vision, developmental, behavioral)		52.1
Child attendance data		47.0
School readiness goals		60.1
Family needs		40.8
Service referrals for families		43.6
Services received by families		38.0
Parent/family attendance data		25.6
Parent/family goals		40.7
CLASS results or other quality measures		29.2
Staff/teacher performance evaluations		11.0
Personnel records		16.0
None of the above		13.2
Number of data types that can be linked		**Mean and range**
Types of data that can be linked electronically to child assessment information	169	
Mean		4.8
Range		0-12

Source: Spring 2015 FACES Program Director Survey.
Note: Statistics are weighted to represent all Head Start programs.
The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs.
CLASS = Classroom Assessment Scoring System.

Table B.18. Use of web-based options for child assessment tools in programs: Spring 2015

Use of web-based option for child assessment tool	n	Percentage
Program's child assessment tool includes web-based option for storing information	169	91.6
If option available, program uses web-based option	157	98.9
If use web-based option, suggested activities	152	
Provided based on data for		
Individual children		85.8
Small groups		81.8
Whole classrooms		85.1
Not provided		10.9

Source: Spring 2015 FACES Program Director Survey.

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

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

Table B.19. Teachers' use of and barriers to use of child-level data in centers: Spring 2015

Use of child-level data and barriers to use	n	Percentage
Supervisors, mentors, or other specialists review individual children's data with teachers	322	85.6
Barriers to teachers using child-level data to guide and individualize instruction		
Lack of understanding what child-level data mean	319	
Not a barrier		50.9
A little barrier		26.3
Somewhat of a barrier		18.9
A barrier		4.0
Not enough time to use data to guide instruction	319	
Not a barrier		23.9
A little barrier		31.9
Somewhat of a barrier		24.6
A barrier		19.6
Inadequate technology resources to track and analyze child data	320	
Not a barrier		57.2
A little barrier		19.5
Somewhat of a barrier		18.2
A barrier		5.1
Lack of buy-in to value of data	319	
Not a barrier		42.1
A little barrier		33.4
Somewhat of a barrier		16.0
A barrier		8.5

Source: Spring 2015 FACES Center Director Survey.

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

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

SECTION AA

STANDARD ERRORS FOR CLASSROOM AND TEACHER CHARACTERISTICS DATA: SPRING 2015

This page has been left blank for double-sided copying.

Table AA.1a. Standard errors for summary statistics for classroom quality observation scales: Spring 2015

Classroom quality observation scales	Classrooms	
	n	SE
ECERS-R Short Form Total for Global Quality	643	0.06
ECERS-R Teaching and Interactions	642	0.06
ECERS-R Provisions for Learning	642	0.07
CLASS Instructional Support	641	0.06
Concept Development	641	0.06
Quality of Feedback	641	0.07
Language Modeling	641	0.06
CLASS Emotional Support	641	0.03
Positive Climate	641	0.04
Negative Climate	641	0.02
Teacher Sensitivity	641	0.05
Regard for Student Perspectives	641	0.05
CLASS Classroom Organization	640	0.04
Behavior Management	640	0.05
Productivity	641	0.05
Instructional Learning Formats	641	0.05
Child/adult ratio	643	0.09
Group size	643	0.17

Source: Spring 2015 FACES Classroom Observation.

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

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

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

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

Table AA.1aa. Standard errors for summary statistics for classroom quality observation scales by agency type: Spring 2015

	Classrooms					
	Community action agency		School system		All other agency types[a]	
Classroom quality observation scales	n	SE	n	SE	n	SE
ECERS-R Short Form Total for Global Quality	249	0.08	90	0.14	304	0.09
ECERS-R Teaching and Interactions	249	0.10	90	0.14	303	0.08
ECERS-R Provisions for Learning	249	0.09	90	0.16	303	0.11
CLASS Instructional Support	249	0.10	90	0.10	302	0.08
Concept Development	249	0.11	90	0.10	302	0.08
Quality of Feedback	249	0.12	90	0.14	302	0.09
Language Modeling	249	0.11	90	0.10	302	0.08
CLASS Emotional Support	249	0.04	90	0.05	302	0.06
Positive Climate	249	0.05	90	0.08	302	0.08
Negative Climate	249	0.03	90	0.05	302	0.04
Teacher Sensitivity	249	0.06	90	0.09	302	0.08
Regard for Student Perspectives	249	0.06	90	0.10	302	0.09
CLASS Classroom Organization	249	0.06	90	0.06	301	0.07
Behavior Management	249	0.06	90	0.09	301	0.08
Productivity	249	0.06	90	0.08	302	0.09
Instructional Learning Formats	249	0.08	90	0.07	302	0.08
Child/adult ratio	249	0.15	90	0.21	304	0.13
Group size	249	0.24	90	0.47	304	0.28

Source: Spring 2015 FACES Classroom Observation and the 2013-2014 PIR.

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

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

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

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

Table AA.1ab. Standard errors for summary statistics for FACES classroom quality observation scales by child enrollment: Spring 2015

	Classrooms							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Classroom quality observation scales	n	SE	n	SE	n	SE	n	SE
ECERS-R Short Form Total for Global Quality	107	0.14	144	0.15	201	0.08	191	0.12
ECERS-R Teaching and Interactions	107	0.13	144	0.14	201	0.09	190	0.14
ECERS-R Provisions for Learning	107	0.18	144	0.17	201	0.10	190	0.13
CLASS Instructional Support	107	0.14	144	0.11	201	0.10	189	0.10
Concept Development	107	0.14	144	0.15	201	0.10	189	0.10
Quality of Feedback	107	0.15	144	0.13	201	0.11	189	0.14
Language Modeling	107	0.16	144	0.12	201	0.11	189	0.09
CLASS Emotional Support	107	0.05	144	0.06	201	0.05	189	0.08
Positive Climate	107	0.07	144	0.09	201	0.08	189	0.09
Negative Climate	107	0.04	144	0.06	201	0.04	189	0.04
Teacher Sensitivity	107	0.06	144	0.08	201	0.08	189	0.10
Regard for Student Perspectives	107	0.08	144	0.07	201	0.07	189	0.10
CLASS Classroom Organization	107	0.07	144	0.08	201	0.06	188	0.10
Behavior Management	107	0.06	144	0.08	201	0.07	188	0.12
Productivity	107	0.07	144	0.10	201	0.08	189	0.11
Instructional Learning Formats	107	0.11	144	0.12	201	0.08	189	0.11
Child/adult ratio	107	0.24	144	0.19	201	0.14	191	0.19
Group size	107	0.36	144	0.36	201	0.22	191	0.38

Source: Spring 2015 FACES Classroom Observation and the 2013-2014 PIR.

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

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

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

Enrollment is based on cumulative enrollment reported in the 2013-2014 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

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

Table AA.1b. Standard errors for summary statistics for FACES classroom observation scales in quality ranges based on developer cut points: Spring 2015

Classroom quality observation scales	Classrooms	
	n	SE
ECERS-R short form factors		
Teaching and Interactions		
Inadequate (1-2)	642	0.68
Minimal (3-4)	642	2.80
Good (5-6)	642	2.76
Excellent (7)	642	0.87
Provisions for Learning		
Inadequate (1-2)	642	1.29
Minimal (3-4)	642	3.18
Good (5-6)	642	3.16
Excellent (7)	642	0.34
CLASS domains		
Instructional Support		
Low (1-2)	641	2.15
Mid (3-5)	641	2.09
High (6-7)	641	0.34
Emotional Support		
Low (1-2)	641	0.02
Mid (3-5)	641	2.19
High (6-7)	641	2.19
Classroom Organization		
Low (1-2)	640	0.27
Mid (3-5)	640	0.97
High (6-7)	640	0.94

Source: Spring 2015 FACES Classroom Observation.

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

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

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

Table AA.2. Standard errors for time spent daily in instructional groups in classrooms, as reported by lead teachers: Spring 2015

		Classrooms				
		No time	Half hour or less	About one hour	About two hours	Three hours or more
Instructional groups	n	SE	SE	SE	SE	SE
Teacher-directed activities						
Whole class	585	0.59	2.62	2.22	1.06	1.11
Small group	585	0.49	2.88	2.84	1.15	0.34
Individual	583	1.28	2.38	2.22	0.88	0.53
Child-selected activities	583	0.23	1.50	3.28	2.62	2.74

Source: Spring 2015 FACES Teacher Survey.

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

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

Table AA.3. Standard errors for frequency of instruction in different domains in classrooms, as reported by lead teachers: Spring 2015

		Classrooms				
		Never	Less than once a week	1-2 times a week	3-4 times a week	Daily
Domains of instruction	n	SE	SE	SE	SE	SE
Language arts and literacy	588	0.12	0.20	1.06	1.32	2.07
Mathematics	588	0.00	0.24	1.19	2.02	2.37
Social studies	582	0.12	1.19	3.70	1.92	3.89
Science	587	0.04	0.52	3.81	1.80	3.31
Arts	588	0.00	0.26	1.31	2.48	3.08

Source: Spring 2015 FACES Teacher Survey.

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

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

Table AA.4. Standard errors for frequencies of reading and language activities in classrooms, as reported by lead teachers: Spring 2015

		Classrooms			
		Never	Monthly	Weekly	Daily or almost daily
Reading and language activities	n	SE	SE	SE	SE
Work on letter naming	588	0.00	0.55	1.12	1.29
Practice writing letters	587	0.56	0.90	1.99	2.06
Discuss new words	588	0.23	1.12	1.53	2.10
Dictate stories to an adult	583	0.63	2.89	2.57	3.31
Work on phonics	586	0.54	1.16	2.14	2.11
Listen to teacher read stories where they see the print	588	0.76	0.81	1.36	1.76
Listen to teacher read stories where they don't see the print	586	3.22	1.25	1.79	3.24
Retell stories	588	0.05	1.56	1.85	2.03
Learn about conventions of print	587	0.00	0.95	1.54	1.79
Write own name	588	0.22	1.13	1.47	1.68
Learn about rhyming words and word families	588	0.22	1.44	2.70	2.85
Learn about common prepositions	588	0.20	1.28	2.04	2.45

Source: Spring 2015 FACES Teacher Survey.

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

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

Table AA.5. Standard errors for frequencies of math activities in classrooms, as reported by lead teachers: Spring 2015

		Classrooms			
		Never	Monthly	Weekly	Daily or almost daily
Reading and language activities	n	SE	SE	SE	SE
Count out loud	589	0.00	0.28	0.41	0.49
Work with geometric manipulatives	588	0.27	1.08	2.10	2.17
Work with counting manipulatives	588	0.00	1.41	2.12	2.93
Play math-related games	587	0.37	1.28	2.24	2.82
Use music to understand math concepts	586	0.77	2.81	2.32	2.61
Use creative movement or creative drama to understand math concepts	589	1.15	2.81	2.13	3.21
Work with rulers or other measuring instruments	585	0.43	1.87	2.40	2.76
Engage in calendar-related activities	589	1.35	1.57	2.01	2.58
Engage in activities related to telling time	588	1.43	2.41	1.77	2.76
Engage in activities that involve shapes and patterns	589	0.00	0.72	1.71	1.73

Source: Spring 2015 FACES Teacher Survey.

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

Table AA.6. Standard errors for curricula and assessment tools used in classrooms: Spring 2015

Curricula and assessment tools	Classrooms	
	n	SE
Primary curriculum[a]		
Creative Curriculum	528	3.42
High/Scope Curriculum	528	2.59
Locally designed curriculum	528	0.87
Widely available curriculum[b]	528	1.32
Other	528	1.67
Use multiple curricula equally	528	0.59
Primary assessment tool		
Teaching Strategies GOLD assessment[c]	554	3.90
High/Scope Child Observation Record (COR)	554	1.87
Galileo	554	0.98
Desired Results Developmental Profile (DRDP)	554	1.29
Learning Accomplishment Profile Screening (LAP)	554	2.48
Locally designed	554	0.82
Other	554	2.45
Uses aligned curriculum and assessment tool[d]	455	3.90

Source: Spring 2015 FACES Teacher Survey.

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

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

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

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

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

[d]Estimates are only among classrooms using a curriculum with an aligned assessment tool available.

Table AA.7. Standard errors for lead teacher curriculum- and assessment-related training: Spring 2015

	All teachers		Teachers with training	
Teacher trainings in last 12 months	**n**	**SE**	**n**	**SE**
Training on main curriculum in last 12 months	407	2.48	338	1.59
Training on main child assessment tool in last 12 months	417	1.91	353	0.77

Source: Spring 2015 FACES Teacher Survey.

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

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

Table AA.8. Standard errors for lead teacher use of assessment data to inform instruction and planning: Spring 2015

	Teachers	
Use of assessment data for instruction and planning	n	SE
To identify child's developmental level	551	0.01
To individualize activities for child	551	0.02
To determine if child needs referral for special services	551	0.07
To determine child's strengths and weaknesses	551	0.06
To identify activities for parents to do with child at home	551	0.10

Source: Spring 2015 FACES Teacher Survey.

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

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

Table AA.9. Standard errors for lead teacher experience credentials, education, and earnings: Spring 2015

	Teachers	
Teacher experience, credentials, and education	**n**	**SE**
Years teaching in Head Start or Early Head Start		
1 – 2 years	593	2.24
3 – 4 years	593	1.73
5 – 9 years	593	2.23
10+ years	593	2.36
Highest level of education		
High school diploma or equivalent or less	594	0.38
Some college	594	0.48
Associate's degree (AA)	594	2.68
Bachelor's degree (BA)	594	2.48
Graduate or professional degree	594	2.49
Field of study includes early childhood education	581	2.71
Has state-sponsored credentials		
Child Development Associate (CDA)	590	2.59
State-awarded certificate	584	2.67
Teaching certificate or license	590	3.09
Has Bachelor's degree (BA) or higher and state-sponsored credential	588	2.77
Teacher earnings	**n**	**SE**
Annual salary	403	927.69

Source: Spring 2015 FACES Teacher Survey.

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

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

Table AA.9a. Standard errors for lead teacher experience, credentials, education, and earnings by agency type: Spring 2015

	Teachers					
	Community action agency		School system		All other agency types[a]	
Teacher experience, credentials, and education	n	SE	n	SE	n	SE
Years teaching in Head Start or Early Head Start						
1 – 2 years	224	3.20	89	5.70	280	3.33
3 – 4 years	224	2.26	89	4.51	280	2.83
5 – 9 years	224	4.21	89	6.24	280	2.72
10+ years	224	4.09	89	5.65	280	3.19
Highest level of education						
High school diploma or equivalent or less	224	0.61	91	0.00	279	0.63
Some college	224	0.75	91	0.00	279	0.85
Associate's degree (AA)	224	4.19	91	5.26	279	4.26
Bachelor's degree (BA)	224	3.76	91	7.80	279	3.66
Graduate or professional degree	224	3.73	91	6.82	279	3.73
Field of study includes early childhood education	219	4.51	91	5.84	271	3.80
Has state-sponsored credentials						
Child Development Associate (CDA)	225	4.63	88	5.49	277	3.46
State-awarded certificate	222	4.97	86	6.23	276	3.36
Teaching certificate or license	223	4.68	90	5.24	277	4.74
Has Bachelor's degree (BA) or higher and state-sponsored credential	222	4.07	89	5.97	277	4.31
Teacher earnings	n	SE	n	SE	n	SE
Annual salary	158	1711.94	60	1766.33	185	1088.32

Source: Spring 2015 FACES Teacher Survey and the 2013-2014 PIR.

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

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

Table AA.9b. Standard errors for lead teacher experience, credentials, education, and earnings by child enrollment: Spring 2015

	Teachers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Teacher experience, credentials, and education	**n**	**SE**	**n**	**SE**	**n**	**SE**	**n**	**SE**
Years teaching in Head Start or Early Head Start								
1 – 2 years	102	4.90	132	4.49	182	3.70	177	3.94
3 – 4 years	102	3.25	132	2.45	182	2.71	177	3.94
5 – 9 years	102	4.30	132	4.59	182	3.69	177	3.94
10+ years	102	6.12	132	3.91	182	4.46	177	4.12
Highest level of education								
High school diploma or equivalent or less	102	0.00	134	0.69	181	1.12	177	0.40
Some college	102	1.72	134	0.00	181	0.73	177	1.00
Associate's degree (AA)	102	5.45	134	4.14	181	5.33	177	4.98
Bachelor's degree (BA)	102	4.88	134	4.34	181	5.22	177	3.73
Graduate or professional degree	102	5.03	134	4.82	181	3.65	177	5.36
Field of study includes early childhood education	100	6.52	133	6.19	176	5.32	172	3.59
Has state-sponsored credentials								
Child Development Associate (CDA)	102	3.54	133	3.99	181	3.91	174	5.31
State-awarded certificate	101	4.15	128	6.82	182	3.96	173	4.23
Teaching certificate or license	102	5.83	133	5.65	180	5.35	175	5.98
Has Bachelor's degree (BA) or higher and state-sponsored credential	102	6.16	133	5.11	179	5.54	174	4.57
Teacher earnings	**n**	**SE**	**n**	**SE**	**n**	**SE**	**n**	**SE**
Annual salary	74	2086.25	87	1790.52	121	1592.04	121	1675.03

Source: Spring 2015 FACES Teacher Survey and the 2013-2014 PIR.

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

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

Enrollment is based on cumulative enrollment reported in the 2013-2014 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table AA.10. Standard errors for mentoring receipt and frequency reported by lead teachers: Spring 2015

Mentoring and frequency	Teachers	
	n	SE
Teacher has mentor	551	2.91
If teacher has mentor, mentoring usually conducted by		
Another teacher	405	1.44
Education coordinator, specialist	405	3.69
Center/program director	405	2.68
Someone from outside the program	405	1.07
Other	405	1.82
If teacher has mentor, frequency mentor visits classroom		
Once a week or more	404	2.94
Once every two weeks	404	2.31
Once a month	404	2.59
Less than once a month	404	3.04

Source: Spring 2015 FACES Teacher Survey.

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

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

Table AA.10a. Standard errors for mentoring receipt and frequency reported by lead teachers by agency type: Spring 2015

	Teachers					
	Community action agency		School system		All other agency types[a]	
Mentoring and frequency	n	SE	n	SE	n	SE
Teacher has mentor	211	4.72	85	3.9	255	4.02
If teacher has mentor, mentoring usually conducted by						
Another teacher	152	2.27	67	4.03	186	2.06
Education coordinator or specialist	152	5.43	67	8.63	186	5.95
Center/program director	152	3.00	67	8.77	186	4.37
Someone from outside the program	152	1.17	67	2.33	186	1.97
Other	152	4.09	67	3.42	186	1.45
If teacher has mentor, frequency mentor visits classroom						
At least once a week	152	4.47	66	4.66	186	4.48
Once every two weeks	152	4.28	66	6.73	186	1.96
Once a month	152	4.28	66	6.74	186	3.68
Less than once a month	152	5.06	66	5.37	186	4.55

Source: Spring 2015 FACES Teacher Survey and the 2013-2014 PIR.

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

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

Table AA.10b. Standard errors for mentoring receipt and frequency reported by lead teachers by child enrollment: Spring 2015

	Teachers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Mentoring and frequency	n	SE	n	SE	n	SE	n	SE
Teacher has mentor	94	6.38	124	7.65	165	3.70	168	4.23
If teacher has mentor, mentoring usually conducted by								
Another teacher	60	3.14	86	2.23	124	2.09	135	2.96
Education coordinator or specialist	60	6.57	86	6.30	124	6.25	135	6.04
Center/program director	60	3.61	86	6.58	124	5.82	135	2.57
Someone from outside the program	60	3.91	86	1.94	124	1.25	135	2.06
Other	60	2.29	86	2.55	124	3.97	135	3.20
If teacher has mentor, frequency mentor visits classroom								
At least once a week	60	7.27	86	6.35	123	4.34	135	5.52
Once every two weeks	60	2.68	86	3.66	123	2.59	135	4.23
Once a month	60	5.69	86	4.84	123	5.35	135	4.27
Less than once a month	60	6.44	86	3.76	123	5.71	135	5.39

Source: Spring 2015 FACES Teacher Survey and the 2013-2014 PIR.

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

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

Enrollment is based on cumulative enrollment reported in the 2013-2014 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table AA.11. Standard errors for lead teacher gender, age, and race/ethnicity: Spring 2015

Gender, age, and race/ethnicity	Teachers	
	n	SE
Gender		
Female	594	0.85
Male	594	0.85
Age		
18 – 29	583	1.74
30 – 39	583	2.32
40 – 49	583	1.79
50 – 59	583	2.77
60 or Older	583	1.63
Race/Ethnicity		
White, non-Hispanic	591	3.44
African-American, non-Hispanic	591	2.98
Hispanic/Latino	591	3.53
American Indian or Alaska Native, non-Hispanic	591	0.60
Asian or Pacific Islander, non-Hispanic	591	0.84
Multi-racial/bi-racial, non-Hispanic	591	0.66
Other, non-Hispanic	591	0.35

Source: Spring 2015 FACES Teacher Survey.

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

Table AA.12. Standard errors for lead teacher depressive symptoms, attitudes, and job satisfaction: Spring 2015

	Teachers	
Depressive symptoms and job satisfaction	**n**	**SE**
Level of depressive symptoms[a]		
Not depressed	586	2.78
Mildly depressed	586	2.42
Moderately depressed	586	2.29
Severely depressed	586	0.85
Job satisfaction		
Enjoys present teaching job[b]	595	1.29
Is making a difference in the lives of children s/he teaches[b]	595	0.61
Would choose teaching again as career[b]	594	1.78
Depressive symptoms, attitudes, and job satisfaction	**n**	**SE**
Level of depressive symptoms[a]	586	0.26
Teacher attitudes[c] (mean scores)		
Developmentally Appropriate Attitudes subscale	595	0.12
Didactic subscale	595	0.05
Child Initiated subscale	595	0.03
Mean teacher satisfaction scale[d]	594	0.03

Source: Spring 2015 FACES Teacher Survey.

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

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

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

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

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

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

This page has been left blank for double-sided copying.

SECTION BB

STANDARD ERRORS FOR PROGRAM AND CENTER CHARACTERISTICS DATA: SPRING 2015

This page has been left blank for double-sided copying.

Table BB.1. Standard errors for agency type, location, program day, and enrollment of programs in the FACES 2014-2015 sample

Agency type, location, program day, and enrollment	Programs	
	n	SE
Agency type		
Community action agency (CAA)	169	5.38
School system	169	4.12
Private or public non-profit (non-CAA)	169	5.23
Private or public for-profit	169	0.62
Government agency (non-CAA)	169	1.81
Location[a]		
Metropolitan	169	5.10
Non-metropolitan	169	5.10
Region		
Northeast	169	2.84
Midwest	169	2.86
South	169	3.87
West	169	3.78
Head Start program day[b,c]		
Full-day for all children	169	4.80
Part-day for all children	169	4.99
Full-day and part-day available to children	169	4.93
Length of Head Start program year[d]		
Full-year	169	5.17
Part-year	169	5.17
Full-year and full-day program		
Full-year and full-day for all children	169	2.76
Full-year and full-day for >=75 percent but not all children	169	0.73
Full-year and full-day for >=50 to 75 percent of children	169	1.87
Full-year and full-day for <50 percent of all children	169	2.94
Total enrollment[e]		
<300	169	5.83
>= 300 and < 600	169	4.56
>= 600 and < 1200	169	2.96
>= 1200	169	1.48

Table BB.1 *(continued)*

	Programs	
Enrollment[e]	**n**	**SE**
Mean	169	40.66

Source: 2013-2014 Program Information Report (PIR), an annual report of grantee-level data, and linked Census data.

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

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

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

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

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

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

[e]Total enrollment is based on cumulative enrollment reported in the 2013-2014 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table BB.2. Standard errors for sources and purposes of program revenue other than Head Start: Spring 2015

Sources and purposes of program revenue	Programs	
	n	SE
Sources of revenue other than Head Start		
Tuition and fees paid by parents	165	4.45
State government	167	5.72
Local government	164	5.27
Federal government other than Head Start	168	5.43
Community organizations or other grants	166	5.49
Fundraising activities, gifts, cash contributions	167	5.67
Number of other sources of revenue		
1	169	4.91
2	169	4.42
3	169	3.28
4	169	4.98
5	169	3.32
6	169	1.62
No sources of revenue other than Head Start	169	3.43
If more than two sources of revenue other than Head Start, the two largest		
Tuition and fees paid by parents	81	4.79
State government	81	8.12
Local government	81	7.26
Federal government other than Head Start	81	8.14
Community organizations or other grants	81	8.85
Fundraising activities, gifts, cash contributions	81	0.30
If other sources of revenue, purposes of that revenue		
Enrollment of additional children	144	5.84
Other services/supports for enrolled children	148	5.07
Services/interventions for parents	142	5.99
Professional development for program staff	144	6.17
Materials for program	143	5.81
Capital improvements	141	5.81

Source: Spring 2015 FACES Program Director Survey.

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

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

Table BB.3. Standard errors for program director and center director education and credentials: Spring 2015

	Programs		Centers	
Director education and credentials	**n**	**SE**	**n**	**SE**
Highest level of education				
High school diploma, equivalent, or less	169	0.11	321	0.20
Some college	169	0.39	321	0.86
Associate's degree (AA)	169	1.37	321	3.24
Bachelor's degree (BA)	169	5.81	321	3.60
Graduate or professional degree	169	5.68	321	3.42
Has state-sponsored credentials				
Child Development Associate (CDA)	n.a.	n.a.	321	3.19
State-awarded preschool certificate	n.a.	n.a.	319	3.07
Teaching certificate or license	n.a.	n.a.	321	3.95
Early Childhood program or school license/certificate/credential in administration	168	5.75	317	3.81
Any state sponsored credential	n.a.	n.a.	320	3.49
Has Bachelor's degree (BA) or higher and state-sponsored credential	168	5.77	317	4.00
Director experience	**n**	**SE**	**n**	**SE**
Years of experience as Head Start director prior to current year				
In current program				
Mean	169	0.83	315	0.46
In any program				
Mean	169	0.84	320	0.50

Source: Spring 2015 FACES Program Director and Center Director Surveys.

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

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

n.a. = not applicable.

Table BB.3a. Standard errors for program director and center director education, credentials, and experience by agency type: Spring 2015

	Programs						Centers					
	Community action agency		School system[a]		All other agency types[b]		Community action agency		School system		All other agency types[b]	
Director education, credentials, and experience	n	SE	n	SE	n	SE	n	SE	n	SE	n	SE
Highest level of education												
High school diploma, equivalent, or less	65	0.26	25	0.00	79	0.00	128	0.00	47	0.00	146	0.47
Some college	65	0.68	25	0.00	79	0.63	128	0.61	47	0.00	146	1.95
Associate's degree (AA)	65	3.27	25	0.00	79	0.00	128	5.88	47	1.40	146	2.71
Bachelor's degree (BA)	65	8.60	25	16.85	79	8.15	128	4.74	47	8.90	146	5.53
Graduate or professional degree	65	8.31	25	16.85	79	8.13	128	4.58	47	9.24	146	5.25
Has state-sponsored credentials												
Child Development Associate (CDA)	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	128	5.38	47	5.97	146	4.72
State-awarded preschool certificate	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	128	3.88	47	8.85	144	4.69
Teaching certificate or license	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	128	6.19	47	8.04	146	5.67
Early childhood program or school license/certificate/credential in administration	64	9.61	25	12.55	79	8.03	127	5.46	47	7.93	143	5.82
Any state sponsored credential	n.a.	n.a.	n.a	n.a.	n.a.	n.a.	127	4.37	47	4.44	146	6.55
Has Bachelor's degree (BA) or higher and state-sponsored credential	64	9.62	25	12.55	79	8.04	127	5.78	47	4.61	143	6.57
Director experience	n	SE	n	SE	n	SE	n	SE	n	SE	n	SE
Years of experience as Head Start director prior to current year												
In current program												
Mean	65	1.10	25	2.24	79	1.49	125	0.85	46	0.97	144	0.56
In any program												
Mean	65	1.08	25	2.07	79	1.56	127	0.90	46	1.06	147	0.64

Source: Spring 2015 FACES Program Director and Center Director Surveys and the 2013-2014 PIR.

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

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

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

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

n.a. = not applicable.

Table BB.3b. Standard errors for program director and center director education, credentials, and experience by child enrollment: Spring 2015

	Programs								Centers							
	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	
Director education, credentials, and experience	n	SE	n	SE	n	SE	n	SE	n	SE	n	SE	n	SE	n	SE
Highest level of education																
High school diploma, equivalent, or less	31	0.00	37	0.00	51	0.00	50	1.27	58	0.77	68	0.00	98	0.00	97	0.00
Some college	31	0.00	37	0.00	51	0.00	50	4.45	58	0.00	68	2.10	98	0.79	97	2.91
Associate's degree (AA)	31	3.09	37	0.00	51	0.00	50	0.00	58	7.33	68	3.79	98	6.62	97	3.54
Bachelor's degree (BA)	31	10.19	37	9.23	51	6.48	50	7.66	58	6.88	68	6.88	98	8.58	97	4.15
Graduate or professional degree	31	9.52	37	9.23	51	6.48	50	8.13	58	5.73	68	6.91	98	6.67	97	5.46
Has state-sponsored credentials																
Child Development Associate (CDA)	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	58	4.85	68	5.66	98	7.38	97	5.36
State-awarded preschool certificate	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	58	6.69	68	5.65	98	5.53	95	6.92
Teaching certificate or license	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	58	9.47	68	6.89	99	5.96	96	5.21
Early Childhood program or school license/certificate/credential in administration	31	9.18	37	7.74	51	5.84	49	6.20	57	7.56	67	7.66	98	6.57	95	6.76
Any state sponsored credential	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	58	5.39	67	5.56	99	8.15	96	4.36
Has Bachelor's degree (BA) or higher and state-sponsored credential	31	9.31	37	7.74	51	5.84	49	5.92	57	8.56	67	6.19	98	5.90	95	5.45
Director experience	n	SE	n	SE	n	SE	n	SE	n	SE	n	SE	n	SE	n	SE
Years of experience as Head Start director prior to current year																
In current program																
Mean	31	1.55	37	1.36	51	0.86	50	1.29	57	0.88	67	0.78	98	0.44	93	0.88
In any program																
Mean	31	1.54	37	1.36	51	0.97	50	1.49	57	0.77	68	0.95	99	0.75	96	1.10

Table BB.3b *(continued)*

Source: Spring 2015 FACES Program Director and Center Director Surveys and the 2013-2014 PIR.

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

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

Enrollment is based on cumulative enrollment reported in the 2013-2014 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.

n.a. = not applicable.

Table BB.4. Standard errors for amount of program and center director time various responsibilities take: Spring 2015

		Programs or centers			
		A lot of time	Some time	Only a little time	No time
Amount of time various responsibilities take in the course of a year	n	SE	SE	SE	SE
Program directors					
Monitoring progress toward school readiness goals	169	5.03	5.43	3.78	0.00
Providing educational leadership, establishing the curriculum	169	3.97	5.66	5.47	1.70
Designing the T/TA plan	169	5.70	5.72	3.78	1.81
Promoting parent and family engagement	169	3.13	5.19	4.62	0.67
Establishing partnerships with community organizations	169	4.92	5.43	3.45	0.00
Completing program self-assessment	169	5.82	5.72	2.72	0.21
Dealing with human resources issues	169	5.59	5.38	2.94	0.19
Ensuring compliance with federal Head Start standards	169	3.86	3.85	0.20	0.00
Evaluating managers, other staff	169	5.30	5.28	2.64	0.07
Strategic planning	169	5.20	5.16	1.11	0.00
Fiscal management	169	5.31	5.19	1.76	0.17
Addressing facilities, equipment, transportation issues	169	5.72	5.37	3.00	0.86
Center directors					
Monitoring progress toward school readiness goals	319	3.67	3.75	1.56	0.61
Providing educational leadership, establishing the curriculum	318	3.20	3.31	2.71	2.66
Designing the T/TA plan	317	2.38	3.73	3.37	2.93
Promoting parent and family engagement	320	3.80	3.79	2.91	0.78
Establishing partnerships with community organizations	318	2.72	3.66	3.27	0.92
Completing program self-assessment	317	2.43	3.67	3.80	1.59
Dealing with human resources issues	318	3.25	3.69	3.46	1.39
Ensuring compliance with federal Head Start standards	319	3.46	3.02	1.95	1.34
Evaluating teachers other staff	320	3.63	3.74	2.10	1.83
Strategic planning	317	3.26	3.59	3.31	1.53
Fiscal management	320	2.94	3.21	3.47	3.74
Addressing facilities, equipment, transportation issues	317	3.13	3.42	3.04	1.29

Source: Spring 2015 FACES Program Director and Center Director Surveys.

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

Table BB.5. Standard errors for top three areas where program and center directors report they need additional support to lead more effectively: Spring 2015

	Programs		Centers	
Areas directors need additional support to lead more effectively[a]	n	SE	n	SE
Educational/curriculum leadership	169	3.90	322	3.61
Child assessment	169	1.82	322	2.29
Creating positive learning environments	169	5.36	322	3.18
Working with parents and the community	169	4.53	322	3.44
Program improvement planning	169	5.47	322	3.63
Budgeting	169	5.13	322	2.00
Staffing (hiring)	169	5.44	322	3.23
Teacher evaluation	169	3.87	322	2.51
Evaluation of other staff	169	2.44	322	2.25
Teacher professional development	169	4.05	322	2.82
Data-driven decision making	169	4.55	322	3.69

Source: Spring 2015 FACES Program Director and Center Director Surveys.

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

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

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

Table BB.5a. Standard errors for top three areas where program and center directors report they need additional support to lead more effectively by agency type: Spring 2015

	Programs						Centers					
	Community action agency		School system[b]		All other agency types[c]		Community action agency		School system		All other agency types[c]	
Areas directors need additional support to lead more effectively[a]	n	SE	n	SE	n	SE	n	SE	n	SE	n	SE
Educational/curriculum leadership	65	3.51	25	2.21	79	7.87	128	3.22	47	7.46	147	5.99
Child assessment	65	0.73	25	1.97	79	4.05	128	2.80	47	1.67	147	4.32
Creating positive learning environments	65	9.39	25	11.17	79	7.81	128	4.51	47	6.16	147	5.16
Working with parents and the community	65	6.37	25	13.30	79	6.38	128	5.31	47	11.44	147	5.12
Program improvement planning	65	8.24	25	15.06	79	8.29	128	5.71	47	10.11	147	4.28
Budgeting	65	8.79	25	12.66	79	6.58	128	3.21	47	5.32	147	3.05
Staffing (hiring)	65	9.21	25	7.98	79	6.48	128	5.59	47	6.24	147	4.73
Teacher evaluation	65	0.82	25	7.91	79	7.85	128	4.24	47	8.03	147	2.94
Evaluation of other staff	65	3.04	25	7.88	79	4.01	128	4.48	47	4.90	147	2.34
Teacher professional development	65	3.39	25	16.90	79	5.35	128	4.07	47	7.76	147	4.47
Data-driven decision making	65	4.95	25	11.00	79	8.30	128	5.32	47	7.79	147	5.55

Source: Spring 2015 FACES Program Director and Center Director Surveys and the 2013-2014 PIR.

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

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

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

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

[c]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

Table BB.5b. Standard errors for top three areas where program and center directors report they need additional support to lead more effectively by child enrollment: Spring 2015

	Programs								Centers							
	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	
Areas directors need additional support to lead more effecitvely[a]	n	SE	n	SE	n	SE	n	SE	n	SE	n	SE	n	SE	n	SE
Educational/curriculum leadership	31	7.42	37	3.05	51	4.39	50	4.12	58	5.62	68	5.99	99	8.13	97	5.86
Child assessment	31	3.50	37	0.00	51	4.23	50	4.26	58	4.71	68	3.26	99	4.74	97	2.25
Creating positive learning environments	31	8.66	37	6.38	51	4.70	50	5.67	58	7.75	68	5.40	99	7.30	97	3.63
Working with parents and the community	31	7.47	37	8.95	51	7.52	50	6.35	58	7.18	68	7.81	99	5.58	97	5.77
Program improvement planning	31	9.97	37	9.45	51	7.88	50	7.42	58	8.47	68	5.89	99	7.33	97	5.52
Budgeting	31	8.77	37	8.55	51	6.42	50	6.42	58	1.82	68	5.41	99	3.40	97	3.55
Staffing (hiring)	31	9.95	37	6.16	51	8.38	50	6.82	58	7.13	68	6.35	99	4.91	97	6.71
Teacher evaluation	31	7.59	37	5.62	51	4.98	50	2.74	58	4.52	68	4.42	99	4.80	97	4.78
Evaluation of other staff	31	3.80	37	5.36	51	4.55	50	5.00	58	2.63	68	4.67	99	5.53	97	1.56
Teacher professional development	31	7.94	37	4.66	51	5.58	50	5.85	58	4.79	68	6.62	99	5.26	97	5.37
Data-driven decision making	31	7.17	37	8.73	51	7.79	50	6.32	58	6.86	68	7.39	99	8.23	97	6.41

Source: Spring 2015 FACES Program Director and Center Director Surveys and the 2013-2014 PIR.

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

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

Enrollment is based on cumulative enrollment reported in the 2013-2014 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

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

Table BB.6. Standard errors for lead teacher staffing and turnover in centers: Spring 2015

Staffing and turnover	Centers	
	n	SE
Number of lead teachers employed in centers		
Mean	321	0.32
Lead teacher turnover in centers[a]		
Mean percentage	314	2.37

Source: Spring 2015 FACES Center Director Survey.

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

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

[a]Turnover is defined as the number of teachers who left and had to be replaced in the last 12 months divided by the total number of teachers currently employed at the center. Center directors reported the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more (in all of these cases, the center was assigned a value of 3 for calculating turnover).

Table BB.6a. Standard errors for lead teacher staffing and turnover in centers by agency type: Spring 2015

	Centers					
	Community action agency		School system		All other agency types[a]	
Staffing and turnover	n	SE	n	SE	n	SE
Number of lead teachers employed in centers						
Mean	128	0.52	46	0.38	147	0.50
Lead teacher turnover in centers[b]						
Mean percentage	124	3.58	45	4.53	145	4.08

Source: Spring 2015 FACES Center Director Survey and the 2013-2014 PIR.

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

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

[b]Turnover is defined as the number of teachers who left and had to be replaced in the last 12 months divided by the total number of teachers currently employed at the center. Center directors reported the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more (in all of these cases, the center was assigned a value of 3 for calculating turnover).

Table BB.6b. Standard errors for lead teacher staffing and turnover in centers by child enrollment: Spring 2015

	Centers							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Staffing and turnover	n	SE	n	SE	n	SE	n	SE
Number of lead teachers employed in centers								
Mean	58	0.67	68	0.42	99	0.33	96	0.59
Lead teacher turnover in centers[a]								
Mean percentage	56	7.04	67	5.62	97	4.19	94	2.30

Source: Spring 2015 FACES Center Director Survey and the 2013-2014 PIR.

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

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

Enrollment is based on cumulative enrollment reported in the 2013-2014 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

[a]Turnover is defined as the number of teachers who left and had to be replaced in the last 12 months divided by the total number of teachers currently employed at the center. Center directors reported the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more (in all of these cases, the center was assigned a value of 3 for calculating turnover).

Table BB.7. Standard errors for program activities supported by Head Start training and technical assistance (T/TA) funds: Spring 2015

	Programs	
Program activities supported by Head Start T/TA funds	**n**	**SE**
Attendance at early childhood conferences	169	0.67
Paid preparation/planning time	169	5.99
Mentoring or coaching	169	5.71
Workshops/trainings sponsored by program	169	2.42
Support to attend workshops/trainings by other organizations	169	1.47
Visits to other child care classrooms or centers	169	4.99
A community of learners facilitated by an expert	169	5.53
Tuition assistance	169	5.07
Onsite associate's degree or bachelor's degree courses	169	2.06
Incentives such as gift cards for T/TA participation	169	1.26

Source: Spring 2015 FACES Program Director Survey.

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

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

Table BB.7a. Standard errors for program activities supported by Head Start training and technical assistance (T/TA) funds by agency type: Spring 2015

	Programs					
	Community action agency		School system[a]		All other agency types[b]	
Program activities supported by Head Start T/TA funds	n	SE	n	SE	n	SE
Attendance at early childhood conferences	65	0.00	25	0.83	79	1.54
Paid preparation/planning time	65	9.46	25	16.04	79	8.58
Mentoring or coaching	65	9.64	25	11.93	79	8.49
Workshops/trainings sponsored by program	65	1.10	25	7.48	79	4.72
Support to attend workshops/trainings by other organizations	65	1.68	25	7.40	79	1.32
Visits to other child care classrooms or centers	65	6.93	25	11.66	79	8.21
A community of learners facilitated by an expert	65	9.73	25	13.81	79	6.73
Tuition assistance	65	5.94	25	14.99	79	7.98
Onsite associate's degree or bachelor's degree courses	65	3.44	25	1.46	79	3.34
Incentives such as gift cards for T/TA participation	65	0.97	25	0.00	79	2.73

Source: Spring 2015 FACES Program Director Survey and 2013-2014 PIR.

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

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

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

[b]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

Table BB.7b. Standard errors for program activities supported by Head Start training and technical assistance (T/TA) funds by child enrollment: Spring 2015

	Programs							
	Small programs: enrollment < 300		Medium programs: enrollment >= 300 and < 600		Large programs: enrollment >= 600 and < 1200		Very large programs: enrollment >= 1200	
Program activities supported by Head Start T/TA funds	n	SE	n	SE	n	SE	n	SE
Attendance at early childhood conferences	31	0.00	37	0.00	51	3.62	50	1.94
Paid preparation/planning time	31	11.26	37	8.18	51	6.19	50	4.81
Mentoring or coaching	31	11.07	37	8.53	51	7.22	50	7.87
Workshops/trainings sponsored by program	31	5.09	37	0.00	51	3.01	50	0.00
Support to attend workshops/trainings by other organizations	31	2.51	37	0.00	51	4.49	50	4.54
Visits to other child care classrooms or centers	31	8.85	37	7.01	51	7.51	50	6.77
A community of learners facilitated by an expert	31	10.46	37	6.54	51	7.50	50	7.13
Tuition assistance	31	8.49	37	8.85	51	6.64	50	5.90
Onsite associate's degree or bachelor's degree courses	31	2.80	37	2.41	51	5.99	50	7.12
Incentives such as gift cards for T/TA participation	31	0.00	37	3.51	51	4.41	50	0.00

Source: Spring 2015 FACES Program Director Survey and 2013-2014 PIR.

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

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

Enrollment is based on cumulative enrollment reported in the 2013-2014 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

Table BB.8. Standard errors for professional development (PD) supports offered and how teacher input on PD needs is gathered in centers: Spring 2015

PD supports offered and how teacher input on PD is gathered	Centers	
	n	SE
PD supports offered to teachers		
Regular meetings with teachers to talk about work and progress	322	1.31
Attendance at early childhood conferences	322	3.31
Paid preparation or planning time	320	1.63
Mentoring or coaching	322	2.19
Workshops/trainings sponsored by program	322	0.83
Support to attend workshops/trainings by other organizations	322	2.41
Visits to other classrooms or centers	320	3.23
Community of learners facilitated by expert	319	3.76
Incentives such as gift cards for T/TA participation	320	2.69
How teacher input on own PD needs/interests gathered		
Very structured (protocol in place for systematically gathering teacher input)	321	3.86
Somewhat structured (input gathered by supervisors and mentors who use own procedures)	321	3.56
Naturalistic (teachers share input when and how they prefer to do so)	321	2.97

Source: Spring 2015 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.

Table BB.8a. Standard errors for professional development (PD) supports offered and how teacher input on PD needs is gathered in centers by agency type: Spring 2015

	Centers					
	Community action agency		School system		All other agency types[a]	
PD supports offered and how teacher input on PD is gathered	n	SE	n	SE	n	SE
PD supports offered to teachers						
Regular meetings with teachers to talk about work and progress	128	2.28	47	3.47	147	1.48
Attendance at early childhood conferences	128	5.62	47	6.57	147	4.91
Paid preparation or planning time	128	2.16	46	3.52	146	2.96
Mentoring or coaching	128	3.65	47	6.08	147	3.00
Workshops/trainings sponsored by program	128	0.28	47	5.53	147	0.98
Support to attend workshops/trainings by other organizations	128	3.81	47	4.83	147	3.97
Visits to other classrooms or centers	127	5.45	46	9.24	147	4.36
Community of learners facilitated by expert	127	6.46	46	9.31	146	4.95
Incentives such as gift cards for T/TA participation	127	3.86	47	8.65	146	4.30
How teacher input on own PD needs/interests gathered						
Very structured (protocol in place for systematically gathering teacher input)	128	5.55	46	10.31	147	6.24
Somewhat structured (input gathered by supervisors and mentors who use own procedures)	128	6.22	46	9.56	147	4.67
Naturalistic (teachers share input when and how they prefer to do so)	128	4.56	46	8.27	147	4.27

Source: Spring 2015 FACES Center Director Survey and 2013-2014 PIR.

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

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

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

Table BB.9. Standard errors for mentoring and characteristics of mentors reported in centers: Spring 2015

	Centers	
Mentoring and characteristics of mentors	**n**	**SE**
Center has mentor teachers or coaches who work in classrooms with teachers	322	2.90
If center has mentors, mentoring conducted by[a]		
More experienced teachers in program	249	4.25
Education coordinators	247	3.78
Consultants hired by program	244	3.50
Center directors/area managers/other managers	254	1.71
Mentors/coaches or specialists	254	2.67
If center has mentors, mentors are also supervisors	253	4.27
If center has mentors, whether teachers are mentored by own supervisor		
All teachers mentored by own supervisor	253	4.60
Some teachers mentored by own supervisor	253	3.28
None of the teachers mentored by own supervisor	253	3.94
If center has mentors, frequency mentor visits classroom		
Once a week or more	253	2.60
Once every two weeks	253	3.58
Once a month	253	4.32
Less than once a month	253	3.06
Mentor caseload	**n**	**SE**
If center has mentor teachers or coaches, number of classrooms one mentor or coach usually works with at one time[b]		
Mean	252	0.59

Source: Spring 2015 FACES Center Director Survey.

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

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

[a]Center directors could report more than one type of staff, so percentages may sum to greater than 100.

[b]This estimate reflects the center director report, which may focus on only classrooms in that center.

Table BB.9a. Standard errors for mentoring and characteristics of mentors reported in centers by agency type: Spring 2015

	Centers					
	Community action agency		School system		All other agency types[a]	
Mentoring and characteristics of mentors	n	SE	n	SE	n	SE
Center has mentor teachers or coaches who work in classrooms with teachers	128	4.71	47	4.86	147	4.10
If center has mentors, mentoring conducted by[b]						
More experienced teachers in program	98	5.92	37	12.47	114	6.43
Education coordinators	96	7.15	37	7.42	114	4.77
Consultants hired by program	95	4.43	36	6.92	113	5.60
Center directors/area managers/other managers	98	1.82	37	7.09	119	2.66
Mentors/coaches or specialists	98	5.03	37	3.48	119	2.83
If center has mentors, mentors are also supervisors	98	7.49	37	7.56	118	5.11
If center has mentors, whether teachers are mentored by own supervisor						
All teachers mentored by own supervisor	98	7.62	37	12.27	118	6.48
Some teachers mentored by own supervisor	98	4.45	37	7.60	118	5.73
None of the teachers mentored by own supervisor	98	6.72	37	10.80	118	5.01
If center has mentors, frequency mentor visits classroom						
Once a week or more	98	4.05	37	6.36	118	3.71
Once every two weeks	98	6.01	37	7.48	118	4.50
Once a month	98	7.34	37	8.98	118	6.16
Less than once a month	98	4.03	37	6.69	118	5.41
Mentor caseload	n	SE	n	SE	n	SE
If center has mentor teachers or coaches, number of classrooms one mentor or coach usually works with at one time[c]						
Mean	97	0.72	37	1.43	118	1.02

Source: Spring 2015 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.

Table BB.9a *(continued)*

[a]"All other agency types" includes private or public non-profits (non-community action agencies [non-CAA]), private or public for-profits, and government agencies (non-CAA). Private or public non-profits (non-CAA) comprise 88.0 percent of this group, and 11.0 percent are government agencies (non-CAA). The remaining one percent are private or public for-profits.

[b]Center directors could report more than one type of staff, so percentages may sum to greater than 100.

[c]This estimate reflects the center director report, which may focus on only classrooms in that center.

Table BB.10. Standard errors for minimum years of experience required for mentors reported in programs: Spring 2015

	Programs	
Minimum years of experience required for mentors (categorical)[a]	**n**	**SE**
Minimum years of experience working with preschool-age children		
None	160	2.10
1 or 2	160	5.34
3 or 4	160	5.05
5 or more	160	5.89
Minimum years of experience mentoring, coaching, or supporting teachers		
None	159	1.95
1 or 2	159	5.78
3 or 4	159	3.87
5 or more	159	5.43
Minimum years of experience required for mentors (continuous)[a]	**n**	**SE**
Minimum years of experience working with preschool-age children		
Mean	160	0.20
Minimum years of experience mentoring, coaching, or supporting teachers		
Mean	159	0.20

Source: Spring 2015 FACES Program Director Survey.

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

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

[a]Program directors were asked to report minimum requirements for mentors and coaches whether or not they reported currently having any mentors or coaches on staff.

Table BB.11. Standard errors for mentoring activities reported in centers: Spring 2015

Mentoring activities	Centers	
	n	SE
If center has mentors, mentor approaches to assessing teacher needs		
Observe the classroom using the CLASS	254	3.39
Observe the classroom using other tools	254	4.43
Directly ask the teachers about their needs	254	3.28
Review classroom-level assessment data (such as the CLASS)	254	3.79
Review child assessment data	254	4.06
Ask teachers to complete surveys or questionnaires	254	4.17
If center has mentors, mentor approaches to working with teachers		
Discuss what they observe	254	2.01
Provide written feedback on what they observe	254	2.72
Have teachers watch a video of themselves teaching	254	4.36
Have teachers observe other teachers (in classroom or by video)	254	4.21
Model teaching practices	254	3.97
Suggest trainings for teachers to attend	254	3.89
Provide trainings for teachers	254	4.00

Source: Spring 2015 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.

Table BB.12. Standard errors for use of national and regional Head Start T/TA resources by programs and centers: Spring 2015

	Programs		Centers	
T/TA resources and usage	**n**	**SE**	**n**	**SE**
Use of resources from National Centers by program or center staff[a]				
National Center on Program Management and Fiscal Operations				
Never/rarely	169	2.52	315	3.68
Sometimes	169	5.50	315	3.09
Often	169	5.31	315	2.68
Early Head Start National Resource Center				
Never/rarely	169	5.69	316	3.99
Sometimes	169	5.49	316	3.65
Often	169	4.78	316	2.77
National Center on Quality Teaching and Learning				
Never/rarely	169	2.62	318	3.40
Sometimes	169	5.04	318	3.65
Often	169	5.35	318	3.65
National Center on Parent, Family, and Community Engagement				
Never/rarely	169	2.21	318	3.46
Sometimes	169	5.68	318	3.65
Often	169	5.67	318	3.71
National Center on Cultural and Linguistic Responsiveness				
Never/rarely	169	5.01	315	3.77
Sometimes	169	5.49	315	3.65
Often	169	3.43	315	1.89
National Center on Health				
Never/rarely	169	4.38	314	3.93
Sometimes	169	5.55	314	3.55
Often	169	5.59	314	2.80
State T/TA provider ever conducts trainings for center staff	n.a.	n.a.	322	3.75
Center has consulted with state T/TA specialists	n.a.	n.a.	320	3.23

Source: Spring 2015 FACES Program Director and Center Director Surveys.

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

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

Table BB.12 *(continued)*

[a]Program and center directors were asked about use of resources from the National Centers that existed at the time of the spring 2015 survey. Since that time, several of the national centers have been reconfigured and/or have been given new names.

n.a. = not applicable.

Table BB.13. Standard errors for hours of curriculum and assessment training for staff reported in centers: Spring 2015

	Centers									
	New lead teachers		New assistant teachers		Returning lead teachers		Returning assistant teachers		Mentors/ coaches	
Hours of training and support in a typical year	n	SE	n	SE	n	SE	n	SE	n	SE
Curriculum training and support										
None	313	1.11	313	1.08	316	1.87	314	1.91	306	3.54
1 to 5	313	2.68	313	2.98	316	3.14	314	3.17	306	2.09
6 to 10	313	3.45	313	3.47	316	3.52	314	3.57	306	3.38
11 to 15	313	2.46	313	2.27	316	2.93	314	2.86	306	2.25
16 to 20	313	2.12	313	2.89	316	2.81	314	2.98	306	2.17
21 to 30	313	3.28	313	3.05	316	1.45	314	1.43	306	1.37
31 to 40	313	1.71	313	1.26	316	1.19	314	1.02	306	1.46
More than 40	313	1.84	313	1.68	316	1.38	314	1.39	306	1.64
Assessment training and support										
None	314	1.51	314	2.00	316	1.92	314	2.24	308	3.51
1 to 5	314	3.68	314	3.56	316	4.01	314	3.76	308	3.55
6 to 10	314	3.78	314	3.69	316	3.82	314	3.65	308	3.55
11 to 15	314	2.40	314	1.82	316	2.15	314	2.19	308	1.07
16 to 20	314	1.53	314	1.46	316	1.16	314	0.94	308	1.02
21 to 30	314	1.79	314	1.70	316	1.39	314	1.17	308	1.04
More than 30	314	0.95	314	0.94	316	1.02	314	1.02	308	0.98
Hours of training and support in a typical year	n	SE	n	SE	n	SE	n	SE	n	SE
Curriculum training and support										
Mean	313	1.13	313	1.14	316	0.92	314	0.96	306	1.33
Assessment training and support										
Mean	314	0.64	314	0.64	316	0.60	314	0.58	308	0.83

Source: Spring 2015 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.

Table BB.14. Standard errors for factors considered when selecting curricula and assessment tools for programs: Spring 2015

	Programs			
		Very important	Somewhat important	Slightly or not at all important
Factors considered when selecting	n	SE	SE	SE
Curriculum				
Comprehensive domains of learning	169	0.72	0.72	0.00
Specific learning goals that clearly define what to teach	169	4.85	4.66	1.94
Well-designed learning activities	169	5.02	4.24	3.13
Resources to help teachers plan intentional teacher-child interactions	169	3.10	3.01	0.71
Guidance on cultural and linguistic responsiveness	169	5.06	4.87	1.94
Guidance on individualizing instruction	169	2.14	2.14	0.18
Ongoing assessment	169	1.91	1.85	0.49
Guidance on family involvement	169	5.45	5.48	0.46
Evidence of success in similar settings	169	4.33	4.33	0.00
Assessment tool				
Comprehensive domains of learning	169	0.44	0.44	0.00
Useful to teachers for planning instruction	169	1.18	1.16	0.18
Useful to administrators for improving programs	168	2.10	2.09	0.18
Able to help identify children who may require special interventions	169	3.32	3.15	1.02
Provides information for program accountability	169	4.30	4.20	1.00
Collects data by observing children in a natural setting	168	3.73	3.69	0.57
Collects data through direct assessment	169	5.25	4.07	4.00
Child data can be aggregated to classroom, center, and program levels	169	1.50	1.50	0.00
Available in paper format	168	4.62	5.16	5.53
Available in computerized/web-based format	169	4.58	4.15	2.56
Provides automatic reports for children, classrooms, and the center or program	169	2.78	2.30	1.66
Aligned with the curriculum	169	1.00	1.00	0.00
Evidence of validity and reliability	169	0.45	0.45	0.00
Aligned with the Head Start Child Development and Early Learning Framework	169	0.20	0.20	0.00

Source: Spring 2015 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 BB.15. Standard errors for non-English languages spoken by families and staff in centers: Spring 2015

	Centers	
Family and staff languages	**n**	**SE**
Serves children or families that speak a language other than English at home	322	3.54
If serve children and families speaking non-English language(s), languages spoken by at least one family		
Spanish	262	3.19
Arabic	262	2.63
Chinese	262	3.22
French	262	1.86
Haitian Creole	262	2.07
Other East Asian languages[a]	262	2.54
Other	262	3.55
If Spanish spoken by families, has any lead or assistant teachers who speak Spanish	246	3.78
If serve children and families speaking non-English language(s), center unable to provide interpreters or provide translated materials in languages spoken by families	260	3.94
Number of family languages and whether spoken by staff	**n**	**SE**
If serve children and families speaking non-English language(s), number of languages other than English spoken by families		
Mean	259	0.10
If serve children and families speaking non-English language(s), percentage of family languages other than English also spoken by lead or assistant teachers		
Mean	259	3.69

Source: Spring 2015 FACES Center Director Survey.

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

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

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

Table BB.16. Standard errors for use of parent support curriculum in centers: Spring 2015

Parent support curriculum	Centers	
	n	SE
Use parent education or parent support curriculum[a]	320	3.82
If use parent curriculum, which curriculum		
Second Step	107	7.20
Parents as Teachers (PAT)	107	5.62
Systematic Training for Effective Parenting (STEP)	107	3.98
Positive Solutions for Families (Center on the Social Emotional Foundations for Early Learning)	107	4.19
Improving Parent-Child Relationships	107	2.64
Other[b]	107	6.27

Source: Spring 2015 FACES Center Director Survey.

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

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

[a]This estimate does not include an additional 44 centers in which directors reported a parent education or parent support curriculum was in use but the directors subsequently named a curriculum that is not actually a parent education or support curriculum. When asked to identify the curriculum they used, these directors identified a classroom curriculum (for example, Creative Curriculum) or referred to occasional activities that were not part of a curriculum or support program. While these responses indicate centers may be working with parents to, for example, reinforce at home what is being done in the classroom, they do not indicate use of a parent education or support curriculum.

[b]"Other" parent education or support curricula include such widely available materials as 21st Century Exploring Parenting (Exploring Parenting), Home Instruction for Parents of Preschool Youngsters (HIPPY), Growing Great Kids, Inc., Second Time Around: Grandparents Raising Grandchildren, Practical Parent Education, the Parenting Now! curriculum, and Abriendo Puertas.

Table BB.17. Standard errors for data systems and staff supporting use of data reported in programs: Spring 2015

	Programs	
Program data systems and staff supporting data use	**n**	**SE**
Data are stored in an electronic database	169	0.94
If data stored in electronic database, database was		
Set up by the program	166	2.09
Provided and managed by an external vendor	166	4.74
Set up by the program and provided and managed by an external vendor	166	4.31
Someone on staff analyzes/summarizes data to support decision-making	168	4.83
If someone on staff to analyze/summarize data, this person		
Only does analysis tasks	138	3.59
Has received training or taken course in data analysis	138	6.68
Data that can be linked electronically to child assessment information		
Child/family demographics	169	5.28
Results of screenings (for example, vision, developmental, behavioral)	169	5.61
Child attendance data	169	5.58
School readiness goals	169	5.63
Family needs	169	5.60
Service referrals for families	169	5.54
Services received by families	169	5.35
Parent/family attendance data	169	4.57
Parent/family goals	169	5.61
CLASS results or other quality measures	169	4.44
Staff/teacher performance evaluations	169	2.87
Personnel records	169	3.67
None of the above	169	4.69
Number of data types	**n**	**SE**
Types of data that can be linked electronically to child assessment information		
Mean	169	0.44

Source: Spring 2015 FACES Program Director Survey.

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

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

CLASS = Classroom Assessment Scoring System.

Table BB.18. Standard errors for use of web-based options for child assessment tools in programs: Spring 2015

Use of web-based option for child assessment tool	Programs	
	n	SE
Program's child assessment tool includes web-based option for storing information	169	3.54
If option available, program uses web-based option	157	0.56
If use web-based option, provides suggested activities based on data for		
Provided based on data for		
Individual children	152	3.81
Small groups	152	4.22
Whole classrooms	152	3.99
Not provided	152	3.61

Source: Spring 2015 FACES Program Director Survey.

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

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

Table BB.19. Standard errors for teachers' use of and barriers to use of child-level data in centers: Spring 2015

Use of child-level data and barriers to use	Centers	
	n	SE
Supervisors, mentors, or other specialists review individual children's data with teachers	322	2.92
Barriers to teachers using child-level data to guide and individualize instruction		
Lack of understanding what child-level data mean		
Not a barrier	319	3.99
A little barrier	319	3.25
Somewhat of a barrier	319	2.88
A barrier	319	1.25
Not enough time to use data to guide instruction		
Not a barrier	319	3.21
A little barrier	319	3.70
Somewhat of a barrier	319	2.89
A barrier	319	3.42
Inadequate technology resources to track and analyze child data		
Not a barrier	320	3.88
A little barrier	320	2.83
Somewhat of a barrier	320	2.92
A barrier	320	1.55
Lack of buy-in to value of data		
Not a barrier	319	3.86
A little barrier	319	3.50
Somewhat of a barrier	319	2.34
A barrier	319	2.34

Source: Spring 2015 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.

FACES 2014 COPYRIGHT PERMISSIONS

This page has been left blank for double-sided copying.

This page has been left blank for double-sided copying.