



# **Staff Experiences in Head Start FACES Programs, Centers, and Classrooms in Spring 2022: The 2021–2022 Study**

**OPRE Report #2024-188**

**September 2024**

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## **ACKNOWLEDGMENTS**

The authors would like to express their appreciation to our Project Officers, Nina Philipsen, Alysia Blandon, and Laura Hoard; to Krystal Bichay-Awadalla, Casey Gunn, Jacquelyn Gross, Kylee Probert, Neda Senehi, and Brian Tchen; and to other federal staff at OPRE and the Office of Head Start. We thank the Mathematica team, including Andrew Weiss, Sara Skidmore, Alex Hollister, Barbara Lepidus Carlson, Louisa Tarullo, Hanzhi Zhou, Cathy Lu, Scilla Albanese, Kathleen Feeney, Maya Reid, Diletta Mittone, Morgan Woods, Rhiannon Jones, Tatiana Santiago, Timothy Luyster, John McCarthy, David Naglee, Sam Lem, Scott Peters, Lauren O'Keefe, Joe McClurkin, John Carsley, James Valenzuela, Ryan McInerney, Andrew MacTaggart, Cole Garvey, Tiffany Waits, Cheri Vogel, Mary Kalb, Macy Miller, Amelia Forman, Kevin Manbodh, Meghan Clough, Max Miller, Raquel Whitt, Kelsey Bagwell, Eric Grau, Sharon Clark, Effie Metropoulos, and Jennifer Brown, as well as Season Bedell; Richard Godwin; Karen Markoswki; Lucy Tindall; Sean Harrington; and Daniella Turner at the Survey Operations Center and all of the Mathematica field and telephone staff who collected the data. Most of all, we offer our gratitude to the staff, families, and children of the programs across the country, who once again opened their doors and shared their time with us, particularly in such a difficult time as during the COVID-19 pandemic.

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**Contract Number:** 47QRAA18D00BQ/ 75D30121F12883

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## **OVERVIEW**

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Head Start is a national program that helps prepare young children from families with low incomes and other eligible families to succeed in school by promoting their early learning and health as well as their families' well-being. Head Start connects families with medical, dental, and mental health services to ensure that children receive the services they need to support their development. Head Start also involves parents in their children's learning and development and helps parents make progress on their own goals, such as housing stability, continuing education, and financial security (Administration for Children and Families 2020). Head Start provides grants to local public and private nonprofit and for-profit agencies, which in turn deliver comprehensive services to children and families with low incomes.

### **Introduction**

In 2021, the Office of Planning, Research, and Evaluation in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services, contracted with Mathematica to design and conduct the 2021–2022 Study of Family and Staff Well-Being in Head Start Family and Child Experiences Survey Programs (the 2021–2022 Study). The 2021–2022 Study builds on the Head Start Family and Child Experiences Survey (FACES).

The 2021–2022 Study collected data in Regions I through X from Head Start parents and teachers in fall 2021 and spring 2022, and from Head Start program directors and center directors in spring 2022. These data provide descriptive information about the characteristics, experiences, well-being, and needs of Head Start children, families, and staff. This report presents data from spring 2022 on Head Start staff: program directors, center directors, and teachers. Nguyen and colleagues present data from spring 2022 on Head Start children and their families (2024). For more information about data from fall 2021 from Head Start parents and teachers, see Doran and colleagues (2024).

### **Methods**

The 2021–2022 Study gathered data from three sources in spring 2022 that are presented in this report:

1. A program director survey
2. A center director survey
3. A teacher survey

In the surveys, staff answered questions about their program, center, or classroom, and about themselves.

One hundred eighty programs were sampled and 176 agreed to participate in the study. Within those programs, 340 centers and 631 teachers were selected for and agreed to participate in the study. Of those, we received 132 completed program director surveys, 237 completed center director surveys, and 358 completed teacher surveys (yielding marginal response rates of 75 percent, 70 percent, and 57 percent, respectively).

Spring 2022 data collection for the 2021–2022 Study occurred during the COVID-19 pandemic and participation and response rates were low. The data in this report provide a window into the experiences of a sample of Head Start program directors, center directors, and teachers who were able to participate in spring 2022 data collection between April and July 2022. Readers should not assume the data are nationally representative of all Head Start programs, centers, classrooms, or staff. These data provide a snapshot of the experiences of Head Start programs, centers, classrooms, and staff during this difficult time and describe them in spring 2022 as COVID-19 continued to impact the country.

## **Topics**

The findings in this report explore the characteristics, experiences, well-being, and needs of:

1. Programs and program directors
2. Centers and center directors
3. Classrooms and teachers

## **Purpose**

This report (1) provides information about the 2021–2022 Study, including the background, design, methodology, assessments, and analytic methods, and (2) reports detailed findings on program and program director characteristics, center and center director characteristics, and classroom and teacher characteristics from spring 2022.

## **Key Findings and Highlights**

For program and program director characteristics (Section A), the tables show:

- Programs' structures, such as metropolitan status, census region, agency type, and program size
- Sources of programs' revenue
- Staff compensation in programs
- State licensing requirements for programs' centers
- Programs' participation in quality rating and improvement systems
- Programs' emergency management and disaster preparedness
- Programs' data management
- Programs' need for additional support
- Program directors' professional development
- Mentoring and coaching
- Programs' well-being supports
- Substance use and related problems in program communities and supports available to staff



- Children’s kindergarten transition
- Program director race/ethnicity
- Program directors’ education, credentials, and years of experience
- Program directors’ salaries
- Program directors’ mental health and job-related stress due to the COVID-19 pandemic

For center and center director characteristics (Section B), the tables show:

- State licensing requirements for centers
- Centers’ participation in quality rating and improvement systems
- Centers’ need for additional support
- Professional development activities, trainings, and support
- Teacher turnover and related challenges
- Centers’ curricula implementation
- Language environment of centers
- Center director race/ethnicity
- Center directors’ education, credentials, and years of experience
- Center directors’ salaries
- Center directors’ mental health and job-related stress due to the COVID-19 pandemic
- Centers’ staff wellness and overall well-being supports

For classroom and teacher characteristics (Section C), the tables show:

- Classroom practices, curricula, and assessment tools
- Mentoring and training teachers received
- Staff wellness and overall well-being supports provided by programs
- Teacher experience, credentials, and education
- Teachers’ salaries
- Teacher demographic characteristics (for example, gender, age, and race/ethnicity)
- Teacher’s mental health and physical health
- Teachers’ beliefs about teaching and job satisfaction
- Likelihood of teachers continuing to teach Head Start
- Teachers’ job-related stress and job-related stress due to the COVID-19 pandemic

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## **GLOSSARY OF KEY TERMS**

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**2021–2022 Study.** The 2021–2022 Study of Family and Staff Well-Being in Head Start Family and Child Experiences Survey Programs.

**Analysis weights.** A value applied to each child, parent, or staff observation to help results better represent the broader population of Head Start children, programs, classrooms, and teachers in Regions I–X.

**Anxiety symptoms.** Feelings of nervousness, worrying, restlessness, or irritability.

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

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

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

**Composite.** A characteristic created from more than one question.

**Confidence interval.** A range of values within which the true estimate is expected to lie.

**Covariate.** A variable, or data item, that is plausibly related to key study outcomes and included in an analysis of relationships between variables.

**COVID-19 (coronavirus disease 19).** An infectious disease that was declared a pandemic by the World Health Organization and a public health emergency by the U.S. Centers for Disease Control and Prevention in March 2020. The public health emergency ended in May 2023.

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

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

**Fall–spring change.** A calculation of the difference between the fall and spring estimates, and specifically, whether mean values or percentages statistically differed between fall and spring.

**Head Start Program Information Report (PIR).** The PIR provides data on the services, staff, children, and families in Head Start programs. All grantees and delegates must submit a PIR annually for Head Start programs.

**Lead teacher.** The head or primary teacher in the classroom, as identified by center staff.

**Nationally representative.** A sample that represents a national population. For example, FACES collected data from a sample of Head Start staff and their programs, centers, and classrooms in Regions I–X that represent the national Head Start population in Regions I–X.

**Nonresponse bias analysis.** An analysis examining (1) whether important outcomes seem like they might be biased because of the people who did not respond and (2) whether weights the researcher applied lessen the severity of this bias for the items tested.

**Ordinal variable.** A type of categorical variable where the values have a specific order or ranking.

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

**Standard deviation.** The amount of variation or spread of a set of scores or values.

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

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

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

**Weighted percentage.** Analysis weights were applied to program director, center director, and teacher data so estimates would better represent the broader population of Head Start staff in Regions I–X.

**LIST OF ACRONYMS**

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CAA	Community action agency
CACFP	Child and Adult Care Food Program
CCEE	Child care and early education
CDA	Child Development Associate
CES–D	Center for Epidemiological Studies Depression Scale
CLASS	Classroom Assessment Scoring System
COVID-19	Coronavirus disease 2019 (year of origin)
ECE	Early care and education
ECLKC	Early Childhood Learning and Knowledge Center
FACES	Head Start Family and Child Experiences Survey
FCC	Family child care
GAD–7	Generalized Anxiety Disorder 7-Item Scale
MSA	Metropolitan statistical area
PIR	Program Information Report
QRIS	Quality Rating and Improvement System
TA	Technical assistance

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## I. INTRODUCTION

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Head Start is a national program that helps prepare young children from families with low incomes and other eligible families to succeed in school by promoting their early learning and health as well as their families' well-being. Head Start connects families with medical, dental, and mental health services to ensure that children receive the services they need to support their development. Head Start also involves parents in their children's learning and development and helps them make progress on their own goals, such as housing stability, continuing education, and financial security (Administration for Children and Families 2020). Head Start provides grants to local public and private nonprofit and for-profit agencies, which in turn deliver these comprehensive services to children and families with low incomes.

### A. The 2021–2022 Study

In 2021, the Office of Planning, Research, and Evaluation, in the Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services, contracted with Mathematica to design and conduct the 2021–2022 Study of Family and Staff Well-Being in Head Start Family and Child Experiences Survey (FACES) Programs (the 2021–2022 Study).

The 2021–2022 Study collected data in Regions I through X from Head Start parents and teachers in fall 2021 and spring 2022, and from Head Start program directors and center directors in spring 2022. These data provide descriptive information about the characteristics, experiences, well-being, and needs of Head Start children, families, and staff. This report presents data from spring 2022 on Head Start staff: program directors, center directors, and teachers. Nguyen and colleagues present data from spring 2022 on Head Start children and their families (2024). For more information about data from fall 2021 on Head Start parents and teachers, see Doran and colleagues (2024).

The 2021–2022 Study differs from the previous FACES in two key ways:

1. Although we selected a nationally representative sample of program directors, center directors, and teachers<sup>1</sup> in spring 2022, fewer programs participated and fewer staff responded to their respective surveys during the 2021–2022 Study data collection period than expected. Therefore, the responding sample may not be fully representative of all Head Start staff even when weighted (see [Chapter III, Overview of Analytic Methods](#), for more information on response rates).
2. Due to health and safety precautions related to the ongoing COVID-19 pandemic, we did not collect classroom observation data.

### B. Data tables in the current report

The tables in Chapter V of this report include findings on Head Start programs, centers, and classrooms from spring 2022. Spring 2022 data collection for the 2021–2022 Study occurred during the COVID-19 pandemic and participation and response rates were low. The data in this report provide a window into the experiences of a sample of Head Start program directors, center directors, and teachers who were able to participate in spring 2022 data collection between April

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<sup>1</sup> Teachers in the study were either the lead, head, or primary teacher in the classroom. We refer to them simply as teachers throughout the introductory text.

and July 2022. Readers should not assume the data are nationally representative of all Head Start programs, centers, classrooms, or staff. These data provide a snapshot of the experiences of Head Start programs, centers, classrooms, and staff during this difficult time and describe them in spring 2022 as COVID-19 continued to impact the country:

- [Section A](#) includes tables on program characteristics, such as staff recruitment and compensation, professional development activities, and data use and management. It also includes tables about program directors, such as their demographics, education, experience, and mental health. We examine these characteristics to understand how program directors are faring and the structures and policies in their programs. Learning more about Head Start program operations and program directors may indicate how well programs are meeting the needs of staff, families, and children and how to better support them.
- [Section B](#) includes tables on center characteristics, such as turnover and related challenges, supports for staff well-being, the availability of training on trauma-informed care, and how center staff engage parents. It also includes tables on characteristics of center directors, such as their demographics, mental health, and job-related stress. Together, these characteristics provide information on center directors' well-being and the capacity of centers to support children, families, and staff.
- [Section C](#) includes tables on classroom and teacher characteristics, such as classroom practices, curricula and assessment tools, mentoring and training, teachers' beliefs about teaching, and teachers' education, experience, and mental and physical health. Understanding how teachers are doing, both personally and in the classroom, could provide information to better support their well-being, professional development, and retention in the field.

The data reported are based on aspects of the Head Start logic model, which suggests that program inputs (such as resources and funding or staff characteristics) are linked with the activities provided by Head Start (such as staff support, curricula, and assessments) and that those activities produce key outputs (such as quality of instruction and children's attendance) that lead to child and family development and well-being outcomes (Reid et al. 2024a).

Some data tables present similar kinds of information for different types of Head Start staff to present a range of staff perspectives. For example, we present data from the center director survey that describes whether centers offered training to staff on providing trauma-informed care, and if so, who conducted those trainings. Similarly, we present data from the teacher survey that describes whether teachers received training on providing trauma-informed care in the past year, and if so, who conducted those trainings.

Some tables also report descriptive information by subgroups, including program agency type, program size, and whether the program was in a metropolitan area. We did not statistically test for differences between any of the subgroup categories. However, comparisons may provide readers an opportunity to identify themes and a basis on which to explore future analyses.

- **Agency type.** Head Start programs receive Head Start grants to provide direct services to children and families. Programs operate within different types of agencies (for example, within a school system). They may also operate more than one Head Start center within their program. Programs may be subject to additional standards or regulations depending upon the type of agency they operate within. These additional standards or regulations depend

upon programs' funding streams, which can shape their program services and professional development environments and opportunities for professional growth (Connors and Friedman-Krauss 2017). Because recent theory and research have suggested the importance of both the quality of services for children and families and the quality of the professional environment for children's outcomes (Connors 2016), we examined key aspects of the services and professional environment for these different agency types.

- **Program size.** We examined certain aspects of the professional environment by program size (meaning the number of children enrolled). Program size may influence aspects of program operations—for example, the type of professional development supports offered to staff or whether programs increased staff wages.
- **Metropolitan area.** We examined substance use in the community and related program supports by metropolitan area, as prior research indicates a potential relationship between rurality and substance use (Villapiano et al. 2017).<sup>2</sup>

We further describe our approach for subgroup analyses in [Chapter III, Overview of Analytic Methods](#), and how we constructed the subgroups and their categories in [Chapter IV, Overview of Composite Variables and Scores](#).

The accompanying appendix (Reid et al. 2024b) includes standard error tables in Section AA (program characteristics), Section BB (center characteristics), and Section CC (classroom and teacher characteristics). These tables show the standard deviation of each reported average (also called a weighted mean) or percentage. Readers can use the standard deviations presented in the standard error tables to determine the precision of the estimates. A larger standard error signifies a wider confidence interval around the estimate. For example, a 95 percent confidence interval means that we can be 95 percent sure that the range of values included in the confidence interval contains the true mean or percentage of the population, based on our sample design. We describe precision of estimates in [Chapter III](#).

This report uses several specialized terms that are commonly used in the early childhood field. We define those terms in a [glossary of key terms](#) (pages xxi-xxii). We also include a list of [acronyms](#) (page xxiii).

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<sup>2</sup> A program is typically considered metropolitan if it is in a city with 50,000 or more inhabitants or in the same county as such a city.

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## **II. OVERVIEW OF SAMPLE AND DATA COLLECTION METHODS FOR HEAD START STAFF, PROGRAMS, CENTERS, AND CLASSROOMS**

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In this chapter, we describe how we used the sample from a previous study, FACES 2019, as a basis for the 2021–2022 Study sample and how the spring 2022 sample builds from the fall 2021 sample. We also discuss our methods for collecting data from Head Start program directors, center directors, and teachers, including the surveys we fielded in the spring 2022 data collection period, the context of the COVID-19 pandemic, and the number of completed surveys.

### **A. The 2021–2022 Study sample**

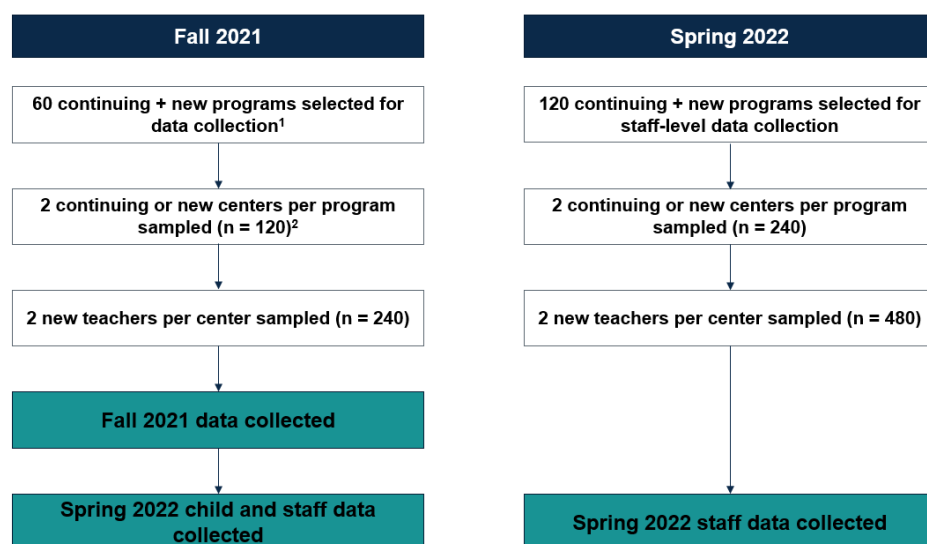
The 2021–2022 Study was designed to sample 60 programs, two centers per program, and two teachers per center in fall 2021, as shown in Exhibit II.1. To select a sample of Head Start programs for the 2021–2022 Study, we freshened the program sample from FACES 2019.<sup>3</sup> Of the 59 sampled programs that participated in FACES 2019 in fall 2019, 40 programs agreed to participate again in fall 2021. We then used backup programs from the fall 2019 sample to add 15 more programs. We also updated the program sample in an effort to ensure that it was nationally representative of all Head Start programs by sampling programs that were newly funded since the time of the 2019 sample. This resulted in five new programs in fall 2021, for a total of 60 sampled and participating programs. The fall 2021 sample included two centers per program. If the program participated in fall 2019, we selected the same centers from 2019. If any of these centers had closed, we sampled a new center from the program. We also sampled two teachers per center.

The spring 2022 sample, which builds from the fall 2021 sample, was designed to include the 60 programs that participated in the fall 2021 data collection and an additional 120 new and continuing (from FACES 2019) programs. As in fall 2021, we sampled two centers per program and two teachers per center. We show the intended sample sizes in Exhibit II.1. To prepare for the spring 2022 data collection, we began recruiting the selected 120 programs and released backup programs as necessary. In addition to the 60 programs that agreed to participate from the fall 2021 data collection, we ultimately recruited 116 additional programs for spring 2022. More specifically, this included 79 programs that participated in FACES 2019 in spring 2020, eight that did not participate in FACES 2019 in spring 2020 but had not refused, 23 backup programs from FACES 2019 that were not released in spring 2020, and six new programs from the sample freshening that were newly funded and had no prior chance of selection for FACES data collection. For more information on sampling in the 2021–2022 Study, see Reid and colleagues (2024a).

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<sup>3</sup> For information on FACES 2019 sampling, see Kopack Klein and colleagues (2021a).

**Exhibit II.1. Flow of the 2021–2022 Study sample selection**



<sup>1</sup> Programs continued from 2019–2020, with freshening to reflect Head Start programs in 2021.

<sup>2</sup> For continuing programs whose sampled centers had not closed, we kept the same centers; otherwise, we selected new centers.

In total, 176 programs, 340 centers, and 631 teachers who were sampled agreed to participate in the study in spring 2022 (that is, they did not refuse to participate but may not have completed their surveys).

**B. Spring 2022 data collection methods**

Following procedures for the fall 2021 data collection, the sampling, recruitment, and data collection for spring 2022 took place remotely, because the COVID-19 pandemic continued to have widespread effects on child care and early education (CCEE) settings, including on program and center operations, classroom environments, staff, and children and families.

Although most CCEE settings, including Head Start programs, reopened their physical buildings by the start of the fall 2021 data collection, most faced increased health and safety protocols and staffing challenges compared to before the COVID-19 pandemic (Grose 2021). The COVID-19 pandemic affected CCEE educators’ mental and physical health (Swigonski et al. 2021). In addition, many CCEE staff reported that they felt more stressed, burned out, or anxious than before the COVID-19 pandemic because of staffing shortages at work and financial insecurity (The Rapid-EC Survey Project 2021; Bassok et al. 2023).

Marginal participation rates are the percentage of sampled participants that agreed to participate and were 88 percent or higher for staff in spring 2022 (Exhibit II.2). Program directors, center directors, and teachers were invited to complete web<sup>4</sup> surveys from April 2022 to July 2022. Although we sent surveys to all program directors, center directors, and teachers who agreed to participate, some did not complete their surveys. The marginal response rates—the percentage of respondents that completed data collection among those who agreed to participate—were lower

<sup>4</sup> Teachers were given the option to complete their surveys on paper. Of the completed teacher surveys from the fall 2021–2022 Study, 92 percent were completed online and 8 percent on paper.

than expected, which was consistent with other CCEE research during the pandemic (Tout et al. 2023).

### Exhibit II.2. Spring 2022 participation and response rates

Instrument	Selected sample in the 2021–2022 Study	Participants in spring 2022 <sup>1</sup>	Participation rate in spring 2022 (percentage) <sup>2</sup>	Number of completed instruments in spring 2022 <sup>3,4,5</sup>	Response rates in spring 2022 (percentage) <sup>6</sup>
Program director survey	180	176	98	132	75
Center director survey	360	340	94	237	70
Teacher survey	720	631	88	358	57

<sup>1</sup>Participation means that they did not refuse to participate in the study. They may not have completed all the relevant instruments. For programs, it means they were recruited into the study and allowed the study team to select centers. For centers, it means they did not refuse to participate in the study and provided classroom lists for the study team to sample classrooms and enrollment rosters to allow the study team to sample children (if applicable). All sampled classrooms are considered study participants.

<sup>2</sup>This is a marginal (not cumulative) unweighted participation rate.

<sup>3</sup>Four program directors who directed both a program and one of its centers received an extended version of the program director survey, that included items from the center director survey that had not already been asked in the program director survey. For example, directors who received the extended version of the program director survey were not asked about their age, race, or educational background twice. In addition, three program directors who directed a program and multiple centers received the standard program director survey and the extended center director survey that included items from the center director survey that had not already been asked in the program director survey and that asked about each center separately.

<sup>4</sup>Twenty center directors who oversaw multiple centers completed more than one center director survey. They received a single extended center director survey that asked about each center separately.

<sup>5</sup>Fourteen teachers who taught multiple classrooms completed more than teacher survey. They received a single extended teacher survey that asked about each classroom separately.

<sup>6</sup>This is a marginal (not cumulative) response rate.

Of those who completed surveys, most did so in May and June 2022. Exhibit II.3 shows the number of program directors, center directors, and teachers who completed surveys in each month during data collection.

### Exhibit II.3. Completed program director, center director, and teacher surveys, by month

Instrument	April 2022	May 2022	June 2022	July 2022	Total
Program director survey	2	72	44	14	132
Center director survey	2	157	60	18	237
Teacher survey	32	152	111	63	358

Note: These values reflect the monthly distribution of 132 program directors who completed spring 2022 Program Director Surveys, 237 center directors who completed spring 2022 Center Director Surveys, and 358 teachers who completed spring 2022 Teacher Surveys.

### III. OVERVIEW OF ANALYTIC METHODS FOR HEAD START STAFF, PROGRAMS, CENTERS, AND CLASSROOMS

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*Because participation and response rates were lower than expected, readers should not assume the 2021–2022 Study data are nationally representative of all Head Start classrooms, centers, or programs. Estimates are based on Head Start staff who were able to respond to the surveys during the COVID-19 pandemic. The findings in this report provide a snapshot of the experiences of Head Start program directors, center directors, and teachers during this difficult time.*

In this chapter, we describe our methods for analyzing spring 2022 data from program directors, center directors, and teachers in the 2021–2022 Study. We address missing data and key concerns raised by low participation and response rates (nonresponse bias, its limitations, our approach for weighting, and precision). In addition, we describe our approach to analyzing data from open-ended questions and questions with “other” as a response option; how we indicate when respondents could select all response options that applied to a question; and how we conducted fall–spring change and subgroup analyses.

#### A. Missing data

The number of program directors, center directors, and teachers within and across the tables in this report varies depending upon item nonresponse, which happens when there are data from a survey (for example, a program director survey for a program director) but a specific question, also called an item, within that instrument is missing. This can happen if someone chooses not to respond to a particular item. For example, a program director might respond to items about their depressive symptoms but choose to skip items about their anxiety symptoms. Rates of item-level missing data were low in the 2021–2022 Study. Data on key characteristics of staff—such as race and ethnicity and age—were missing in less than 3 percent of cases. We include a table note when sample sizes are lower than expected due to high item-level missingness.

Another type of missing data is unit nonresponse, which occurs when the entire survey is missing for a program director, center director, or teacher. Rates of unit nonresponse are higher in the 2021–2022 Study than in FACES studies conducted before 2020. Our approach to addressing unit nonresponse is to use analysis weights and conduct nonresponse bias analyses.<sup>5</sup>

#### B. Limitations and features of nonresponse bias analysis

Nonresponse bias can occur when people who did not complete surveys (nonrespondents) would have responded differently enough from those who did complete the survey (respondents) to change the results. That is, they could bias the results by not participating in data collection. This is of particular concern when response rates are low. A lower response rate does not necessarily indicate the presence of nonresponse bias, but a higher response rate does lower the risk of it.

For the 2021–2022 Study and as described in [Chapter II](#), although we selected a nationally representative sample of Head Start programs, centers, and teachers, fewer agreed to participate and completed surveys than expected. We set a response rate target of 85 percent for each

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<sup>5</sup> For more information about how to handle nonresponse in 2021–2022 Study data, see the 2021–2022 Study User’s Manual (Reid et al. 2024a).



survey, meaning we aimed to receive completed surveys from 85 percent of respondents who agreed to participate in the study.

Bias cannot be measured directly. This is because we do not know how nonrespondents would have responded to a given question, so we are unable to measure bias in our survey outcomes (for example, we cannot know whether nonrespondents have different levels of depressive symptoms than respondents). Instead, we conducted a nonresponse bias analysis (Bose 2001). We were only able to test for potential bias using information (covariates) we had for both respondents and nonrespondents to see whether there are differences (for example, size of the program by total enrollment). Specifically, we tested whether 10 covariates differed for respondents and nonrespondents.<sup>6</sup> There may be other characteristics that we were not able to test that are also related to nonresponse bias after weighting.

We then applied statistical weights that adjusted the estimates—to the extent possible—to account for those who did not respond to the surveys.<sup>7</sup> For the 10 covariates, we examined whether the nonresponse-adjusted weights had lessened differences between the weighted respondents' estimate and the full sample. This would indicate the weights lessened the risk for bias. For the spring center director and teacher surveys, the weights decreased differences between respondents and nonrespondents for the 10 covariates that were tested. For the program director survey, some differences between respondents and nonrespondents were large enough to conclude there may be remaining indicators of nonresponse bias after weighting for the 9 covariates that were tested. We did not conduct a nonresponse bias analysis for spring program participation, instead using the program director survey nonresponse bias analysis as a proxy because it accounts for both program participation and program director survey response. As program-level participation is a building block for other weights, any remaining indicators of nonresponse bias in the program director survey (as a proxy for program participation) could carry through to center director and teacher estimates. There may be other characteristics that we were not able to test that could also indicate nonresponse bias after weighting. Detailed information on nonresponse and the nonresponse bias analyses is in the 2021–2022 Study User's Manual (Reid et al. 2024a).

### **C. Weighting for sample selection and nonresponse**

We included weighted data in all tables in this report. The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the staff surveys. However, **because the response rates were lower than expected, readers should not assume the data are nationally representative of Head Start staff in the 2021–2022 program year. For the same reason, data are not comparable to data from other FACES studies and should not be used as evidence of national trends in the Head Start population (see Reid et al. 2024a for**

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<sup>6</sup> The center director and teacher nonresponse bias analyses both used 10 covariates. The program director nonresponse bias analysis, however, used only 9 covariates because one (centers' number of classrooms) was not available for program director-level data. See Reid and colleagues (2024a) for more information about the covariates used in the nonresponse bias analyses.

<sup>7</sup> The weights used to analyze program director and center director survey data adjust for program directors and center directors who did not complete the surveys, respectively. Two weights were used for teacher survey data. The first adjusts for teachers who did not complete the spring survey and the second (used for longitudinal data we present in fall–spring change tables) adjusts for teachers who completed neither the fall nor spring survey.

**more information).** Further, readers should use caution when interpreting weighted data from the program director survey, as the associated weight had remaining indicators of nonresponse bias for the covariates we tested.

#### **D. Precision of estimates**

The tables in this report include unweighted sample sizes which, along with standard errors, give a sense of the precision of the estimates in the 2021–2022 Study. A precise estimate is one that is close to the true value of the population. Tables include a notation indicating estimates with low precision, which is defined as an estimate in which the standard error represents more than 30 percent of the estimate and indicates that the true population value could have a large range of actual values (National Center for Health Statistics 2015). Therefore, readers should interpret estimates with low precision with caution because they are unreliable. For each table of sample estimates (Tables A to C), we also provide standard error tables in an accompanying technical appendix (Reid et al. 2024b; Tables AA to CC) based on the weighted estimates.

#### **E. Open-ended questions**

Some questions in the surveys are open-ended and intended to elicit more information and nuance from respondents than would come from traditional close-ended questions. We analyzed responses to open-ended questions asked in the teacher, center director, and program director surveys for common themes. To capture nuance in responses, we often identified more than one theme from a single open-ended response. Readers should interpret the frequency of responses per category with caution because respondents did not choose from a list of response options. Instead, they entered text into an open text box, which may have resulted in different results than if they had chosen from a list of response options. As is common with open-ended survey questions, these questions had higher rates of nonresponse (that is, missing data) than other questions (Millar and Dillman 2012) and may reflect answers from those with the strongest opinions (Poncheri et al. 2007) or with the most available time or mental capacity (Dillman 2007).

#### **F. Questions with “other” response options**

Other survey questions gave program directors, center directors, and teachers the option of filling in text boxes (labeled “other”) if they did not feel that the listed survey responses accurately or fully captured their experiences. For example, when asked about the top reasons they would continue working for Head Start through the next program year, teachers were able provide a response if none of the provided response options adequately captured their experience. Before analyzing the data, we determined whether we could code these “other” responses into any of the existing response options, or whether we had enough similar responses to create a new response category. Where applicable, we give examples of these responses in table footnotes. The “other” responses described here differ from the open-ended responses described in section F because they are meant to offer an avenue for respondents to describe their experience when the available survey responses do not meet their needs—that is, within a closed-ended question, they are an addition to the set of responses already included.

#### **G. Questions with “select all that apply” response options**

Some survey questions allowed program directors, center directors, and teachers to select all response options (or in some cases, up to a certain number of response options) that applied to a

question.<sup>8</sup> For example, when asked who conducted staff trainings on trauma-informed care, center directors could select all response options that applied from the following list: mental health consultants or specialists, counselors or therapists, behavior specialists, another center or grantee staff person, or another type of trainer. Because they could select as many responses as applied, percentages may not sum to 100 percent. We identify these types of survey questions in the tables with a footnote on the specific item. If we do not include this footnote, respondents could select only one response option.

## **H. Fall–spring change analyses**

We surveyed some teachers in both fall 2021 and spring 2022, which allowed us to ask key questions of those teachers at both time points and to test whether there were differences between responses in fall and spring. To examine whether fall estimates differed significantly from spring estimates, we conducted ordinal regressions (for ordinal variables) and linear regressions (for continuous variables) to examine whether mean values differed between fall and spring or whether the percentage of teachers with a specific characteristic differed between the two time points. We report whether the differences were statistically significant at the  $p < .05$  level, using chi-squared tests for ordinal (that is, categorical) variables and  $t$  tests for continuous variables. Some differences, although statistically significant, are very small and may not always be practically meaningful.<sup>9</sup> When conducting multiple tests of statistical significance, it is possible that some differences may be statistically significant by chance. We did not adjust analyses for this possibility.

## **I. Subgroup analyses and sample size suppression**

We present some tables by agency type, program size, and/or metropolitan area. We did not statistically examine whether characteristics were significantly different across subgroup categories. Instead, we present descriptive findings by these subgroups. Sample sizes (and, in particular, of the subgroups) may be small depending upon the type of survey respondent, size of the subgroup, and what variables we used. Estimates with smaller sample sizes may be less reliable than estimates with larger sample sizes. To ensure the precision of the estimates and protect the confidentiality of study respondents, we do not report estimates based on fewer than 10 responses (that is, the unweighted sample size must be 10 or greater) and add a note to tables where we suppress (that is, do not report) the estimates. We collapsed categories whenever possible to limit the number of estimates that could not be reported.

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<sup>8</sup> For all questions asked in the program director, center director, and teacher surveys, see the 2021–2022 Study User’s Manual (Reid et al. 2024a).

<sup>9</sup> For example, teachers’ average anxiety symptoms score in fall 2021 was 3.1 and in spring 2022 was 1.9, and the difference was statistically significant (Table C.20a). However, anxiety symptoms scores of 3.1 and 1.9 are categorized as “minimal anxiety,” so while there was a statistically significant decrease from fall 2021 to spring 2022, there was no change in the overall anxiety symptoms category.

## IV. OVERVIEW OF COMPOSITE VARIABLES AND SCORES FOR HEAD START STAFF, PROGRAMS, CENTERS, AND CLASSROOMS

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In this chapter, we discuss how we measured the characteristics for programs and program directors, centers and center directors, and classrooms and teachers shown in the tables. We give details about select composite variables where we used more than one survey item to create a variable. For example, we constructed the total number of coaches or mentors in a program composite variable from four items, each of which asked program directors about the number of different types of coaches or mentors in their program. Together, these four items made up the composite variable that indicated the total number of coaches or mentors in a program. We also provide details about scores, which are calculated by adding or averaging the items in an assessment or scale. In addition, we include variables that are recoded from a single survey item, such as highest level of education, which we constructed for each staff type by recoding one survey item that asks about their highest grade or year of school completed.

### A. Head Start programs and program directors

Composite variables that describe the characteristics of Head Start programs and program directors primarily came from the program director survey in spring 2022 and, in some cases, from the Program Information Report (PIR).<sup>10</sup> In their surveys, program directors provided information on their programs' structures, policies, and processes and responded to questions on professional development supports, including mentoring and coaching. We also asked about their credentials, employment background, and areas where support would help them lead the program more effectively.

Variables that describe the length of program day and year were based on 2021–2022 PIR data. We used information on the number of program slots with at least 1,020 hours annually that were available for the full day and full year to create *Head Start program day* and *full-year and full-day for all children*.<sup>11</sup> Full-working-day classes or groups operated 10 hours per day and full-calendar-year classes or groups operated all days of the year other than Saturday, Sunday, holidays, and 15 or fewer vacation days. For center-based programs, PIR respondents identified the number of funded enrollment slots that were full day, full year, and at least 1,020 annual hours as well as the number of funded enrollment slots that were full day and less than 1,020 annual hours. We exclude family child care (FCC) homes from the percentage of full-year and full-day slots.

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<sup>10</sup> The Office of Head Start (OHS) Program Information Report (PIR) collects comprehensive administrative data on Head Start and Early Head Start programs nationwide, including on their services and the staff, children, and families they serve. OHS requires all programs funded by the federal government to operate Head Start and Early Head Start programs to complete a PIR for each grant recipient and delegate agency. For more information about the PIR, see <https://eclkc.ohs.acf.hhs.gov/data-ongoing-monitoring/article/program-information-report-pir>.

<sup>11</sup> Each year, programs report funded enrollment (the number of enrollment slots the program is funded to serve through ACF and nonfederal sources) by program option. Funded enrollment is based on the center and family child care (FCC) options only; home-based and combination options are not included. When programs use more than one option, they record in the PIR the program option they used for the greatest part of the year. For center-based programs, PIR respondents identify the number of funded enrollment slots that are part or full day. All FCCs are assumed to offer full-day services.

*Metropolitan status* and *census region* were based on 2021–2022 PIR data. Programs were categorized as metropolitan if their zip code was part of a metropolitan statistical area (MSA), based on census data updated with annual population estimates. An MSA usually includes one city with 50,000 or more inhabitants and the county that city is in. Nearby counties can be included if they are within commuting distance. All other programs are considered nonmetropolitan, which includes all rural programs. Programs were categorized as being part of a particular census region (Northeast, Midwest, South, or West), based on the state included in the PIR-reported address.

*Agency type* includes community action agencies (CAAs), school-based programs (including charter schools), and all other agency types. Other agency types include private or public nonprofit agencies (for example, a church); private or public for-profit agencies (for example, a for-profit hospital); and government agencies.<sup>12</sup> These groups were also based on the 2021–2022 PIR.

*Program size* includes four groups based on the total number of children served during the program year: small (enrollment of fewer than 300 children); medium (enrollment of at least 300 but fewer than 600 children); large (enrollment of at least 600 but fewer than 1,200 children); or very large (enrollment of at least 1,200 children).<sup>13</sup> These groups were based on cumulative enrollment reported in the 2021–2022 PIR.

We constructed the *largest sources of funding* from program directors' reports on the sources of funding other than Head Start that programs receive, including parent tuition or fees; state government; local government; federal government other than Head Start; grants or community organizations; fundraising, gifts, bequests, or special events; state or local pre-K; child care subsidies; or another source of funding. For programs that reported more than three sources of funding other than Head Start, we ask which three of the sources are the largest. For programs that reported fewer than three sources of funding other than Head Start, we consider those to be their largest sources. We also included *the total number of program revenue sources other than Head Start*, which we calculated by summing the number of sources of revenue that programs said they received.

We constructed *data types linked electronically to child assessment information* as a count of program directors' reports of each type of data and information that their program linked electronically to child assessment information. The data types included child or family demographics; vision, hearing, developmental, social, emotional, and/or behavioral screenings; child attendance data; school readiness goals; family needs; service referrals for families; services received by families; parent or family attendance data; parent or family goals; Pre-K Classroom Assessment Scoring System (CLASS) results or other quality measures; staff or teacher performance evaluations; and personnel records. Program directors selected all types of data and information that applied, and we summed these to get a total number of the data types linked electronically to child assessment information for the program.

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<sup>12</sup> Private or public nonprofits that were not community action agencies comprised 83 percent of the group of all other agency types; 13 percent were government agencies. The remaining 4 percent were private or public for profits.

<sup>13</sup> We present select data tables using program size as a subgroup. In these tables, we combined the large and very large categories into one category (that is, at least 600 children), so that the tables present estimates by small, medium, and large programs.

We constructed *coaches or mentors in the program* by using reports from the program director survey of how many coaches or mentors worked with teaching staff, FCC providers, or home visitors among the program directors who reported having coaches or mentors. Program directors reported the number of coaches or mentors in each of four categories: (1) employees and staff hired by the program to serve as mentors or coaches and whose coaching or mentoring is their main job responsibility; (2) consultants or contractors hired by the program to serve as mentors or coaches; (3) other program employees and staff who serve as mentors or coaches but whose coaching or mentoring is not their main job responsibility; and (4) individuals from other organizations or agencies that provide free coaching or mentoring services to early childhood programs—for example, an individual from a Child Care Resource and Referral Agency or a Quality Rating and Improvement System. We summed the numbers across these four categories to get the total number of coaches or mentors in the program.

We reported *major changes in support for kindergarten transitions due to the COVID-19 pandemic* based on program directors' responses to the following open-ended question: "Have there been any major changes in the way your program helps transition children to kindergarten due to the COVID-19 pandemic? If so, how has the way your program helps children transition to kindergarten changed?" We examined responses to this question for common themes and coded responses into categories based on the themes we identified. We coded some responses into more than one category, if appropriate. The themes are: (1) increased virtual tours, activities, or events, (2) no or few in-person tours, activities, or events, (3) remote transition meetings or meetings with parents, (4) changes to the registration process, (5) increased remote communication, (6) increased resources for remote communication, (7) other changes, and (8) no changes.

*Program directors' highest level of education* was constructed from a question in the program director survey asking for the highest grade or year of school completed. We constructed five categories: (1) high school diploma, its equivalent, or less, (2) some college or a vocational or technical program after high school, (3) associate's degree, (4) bachelor's degree, or (5) graduate or professional degree.<sup>14</sup>

Two variables to describe program directors' years of experience were constructed using reports from the program director survey. Program directors reported their years of experience in Head Start programs overall and in their current program. We constructed two categorical variables: (1) *program directors' years of experience in any Head Start program* and (2) *program directors' years of experience in their current Head Start program*. We grouped the years into the following categories: 3 years or less, 4 to 9 years, 10 to 19 years, and 20 years or more.

We constructed both a continuous and categorical variable for *program directors' salaries* by using their self-reported salaries from the program director survey. For both variables, we removed the few cases where program directors reported salaries of \$0. To lessen the effect of extremely low and

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<sup>14</sup> In prior reports, program directors who reported that they completed a vocational or technical program after high school were included in the category for high school diploma, its equivalent, or less instead of as a part of the category for some college. However, for the 2021–2022 Study, program directors who selected this response were included in the category that was previously only for some college, because taking part in a vocational or technical program may require a high school diploma or its equivalent and because training for a profession through such specialized education may extend beyond the general knowledge required for a high school diploma or its equivalent.

extremely high salaries in the continuous variable, we set the minimum and maximum salaries to the 10th and 90th percentile values of the data distribution, respectively. That is, we applied bottom coding to the salaries such that we replaced any values where the salary was less than the 10th percentile of the data distribution with the 10th percentile value. Similarly, we applied top coding to the salaries such that we replaced any values where the salary was more than the 90th percentile of the data distribution with the 90th percentile value. We constructed the categorical variable by using the data distribution to determine appropriate categorical groupings: \$70,000 or less; \$70,001 to \$90,000; \$90,001 to \$110,000; and more than \$110,000.

*Program directors' race and ethnicity* was constructed from two questions that asked program directors whether they belonged to one or more race categories and whether they were Spanish, Hispanic, Latino/a/x, or Chicano/a/x. If program directors indicated that their ethnicity was Spanish, Hispanic, Latino/a/x, or Chicano/a/x, then we categorized them as (1) Hispanic, Latino/a/x, or Chicano/a/x, regardless of the race categories that they selected. If program directors indicated that they were not Spanish, Hispanic, Latino/a/x, or Chicano/a/x, then we used the one or more race categories they selected to categorize them as follows: (2) White, non-Hispanic; (3) Black, non-Hispanic; (4) American Indian or Alaska Native, non-Hispanic; (5) Asian or Pacific Islander, non-Hispanic; (6) multiracial or biracial, non-Hispanic, and (7) another race, non-Hispanic.

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

*Program directors' total anxiety symptoms* was constructed from the Generalized Anxiety Disorder 7-Item (GAD-7) Scale (Spitzer et al. 2006). Program directors reported how often each item in a list of seven statements applied to them over the past two weeks using a 4-point scale: (1) not at all, (2) several days, (3) more than half the days, and (4) nearly every day. Responses of not at all were recoded as 0; several days were recoded as 1; more than half the days were recoded as 2; and nearly every day were recoded as 3. Scores of the recoded items were summed for a possible range of 0 to 21. Scores for total anxiety symptoms were categorized as no to minimal anxiety symptoms (0 to 4), mild anxiety symptoms (4 to 9), moderate anxiety symptoms (10 to 14), and severe anxiety symptoms (15 and above). The GAD-7 is a screening tool, not a diagnostic tool, but its scores have been correlated with a clinical diagnosis (Plummer et al. 2016).

*Program directors' job-related stress due to the COVID-19 pandemic* was constructed using four items from the program director survey: (1) worried about exposure to COVID-19 while at work, (2) felt COVID-19 safety rules and regulations were stressful, (3) could not meet performance expectations due to COVID-19, and (4) felt more stress at work "now" (that is, at the time of the survey) compared to before the COVID-19 pandemic. Ratings were on a 5-point scale that ranged

from strongly disagree to strongly agree. It is a mean score of these four items and has a possible range of 1 to 5. Higher scores indicate higher job-related stress due to the COVID-19 pandemic.

Findings on these topics and composite variables, in addition to other topics, are reported in [Section A](#).

## **B. Head Start centers and center directors**

Composite variables that describe the characteristics of Head Start centers and center directors came from the center director survey in spring 2022. In their surveys, center directors provided information on centers' structures and environments. We also asked center directors about their credentials, employment background, and mental well-being.

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

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

We constructed the language environment of centers with information from center directors, who told us the languages other than English spoken by children and their families as well as the languages other than English spoken by the center's lead or assistant teachers.<sup>15</sup> Within each center, we compared the languages other than English spoken by children and families with the languages spoken by teachers. We then used that information to calculate (1) *the percentage of centers with Spanish-speaking families that also had Spanish-speaking lead or assistant teachers*, (2) *the total number of languages other than English spoken by children and families*, and (3) *the percentage of family languages other than English spoken by children and families in a center that were also spoken by that center's lead or assistant teachers*.

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<sup>15</sup> Assistant teachers were defined as teachers who supported lead teachers in the classroom.



We constructed *center directors' highest level of education* from a question in the center director survey that asked for the highest grade or year of school completed. We constructed five categories: (1) high school diploma, its equivalent, or less, (2) some college or a vocational or technical program after high school, (3) associate's degree, (4) bachelor's degree, or (5) graduate or professional degree.<sup>16</sup>

We constructed *any state-sponsored credential* by using center directors' reports of whether they had the following state-sponsored credentials: Child Development Associate (CDA); teaching certificate or license for preschool; teaching certificate or license for grades other than preschool; or an early childhood program or school license, certificate, or credential in administration. We included center directors who reported having at least one of the four credentials in the yes category for this construct and those who did not report having any of the credentials in the no category.

Two variables to describe center directors' years of experience were constructed using reports from the center director survey. Center directors reported their years of experience in Head Start programs overall and in their current program. We constructed two categorical variables: (1) *center directors' years of experience in any Head Start center* and (2) *center directors' years of experience in their current Head Start center*. We grouped the years into the following categories: 3 years or less, 4 to 9 years, 10 to 19 years, and 20 years or more.

We constructed both a continuous and categorical variable *center directors' salaries* by using their self-reported salaries from the center director survey. To lessen the effect of extremely low and extremely high salaries in the continuous variable, we set the minimum and maximum salaries to the 10th and 90th percentile values of the data distribution, respectively. That is, we applied bottom coding to the salaries such that we replaced any values where the salary was less than the 10th percentile of the data distribution with the 10th percentile value. Similarly, we applied top coding to the salaries such that we replaced any values where the salary was more than the 90th percentile of the data distribution with the 90th percentile value. We constructed the categorical variable by using the data distribution to determine the appropriate category: \$30,000 or less; \$30,001 to \$40,000; \$40,001 to \$50,000; \$50,001 to \$60,000; and more than \$60,000.

*Center directors' race and ethnicity* was constructed from two questions that asked center directors whether they belonged to one or more race categories and whether they were Spanish, Hispanic, Latino/a/x, or Chicano/a/x. If center directors indicated that their ethnicity was Spanish, Hispanic, Latino/a/x, or Chicano/a/x, then we categorized them as (1) Hispanic, Latino/a/x, or Chicano/a/x, regardless of the race categories that they selected. If center directors indicated that they were not Spanish, Hispanic, Latino/a/x, or Chicano/a/x, then we used the one or more race categories they selected to categorize them as follows: (2) White, non-Hispanic; (3) Black, non-Hispanic; (4) American Indian or Alaska Native, non-Hispanic; (5) Asian or Pacific Islander, non-Hispanic; (6) multiracial or biracial, non-Hispanic and (7) another race, non-Hispanic.

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<sup>16</sup> In prior reports, center directors who reported that they completed a vocational or technical program after high school were included in the category for high school diploma, its equivalent, or less instead of as a part of the category for some college. However, for the 2021–2022 Study, center directors who selected this response were included in the category that was previously only for some college, because taking part in a vocational or technical program may require a high school diploma or its equivalent and because training for a profession through such specialized education may extend beyond the general knowledge required for a high school diploma or its equivalent.

*Center directors' total depressive symptoms* was constructed from the short form of the CES–D Scale (Radloff 1977; Ross et al. 1983). Center directors reported how often each item in a list of 12 statements applied to them in the past week using a 4-point scale: (1) rarely or never, (2) some or a little, (3) occasionally or moderately, and (4) most or all of the time. Scores for individual items were recoded from 0 to 3 and summed for a possible range of 0 to 36. Scores for total depressive symptoms were categorized as no to few depressive symptoms (0 to 4), mild depressive symptoms (5 to 9), moderate depressive symptoms (10 to 14), and severe depressive symptoms (15 and above). The CES–D is a screening tool, not a diagnostic tool, but its scores have been correlated with a clinical diagnosis (Radloff 1977).

*Center directors' total anxiety symptoms* was constructed from the GAD–7 Scale (Spitzer et al. 2006). Center directors reported how often each item in a list of seven statements applied to them over the past two weeks using a 4-point scale: (1) not at all, (2) several days, (3) more than half the days, and (4) nearly every day. Responses of not at all were recoded as 0; several days were recoded as 1; more than half the days were recoded as 2; and nearly every day were recoded as 3. Scores of the recoded items were summed for a possible range of 0 to 21. Scores for total anxiety symptoms were categorized as no to minimal anxiety symptoms (0 to 4), mild anxiety symptoms (4 to 9), moderate anxiety symptoms (10 to 14), and severe anxiety symptoms (15 and above). The GAD–7 is a screening tool, not a diagnostic tool, but its scores have been correlated with a clinical diagnosis (Plummer et al. 2016).

*Center directors' job-related stress due to the COVID-19 pandemic* was constructed by using four items from the center director survey: (1) worried about exposure to COVID-19 while at work, (2) felt COVID-19 safety rules and regulations were stressful, (3) could not meet performance expectations due to COVID-19, and (4) felt more stress at work “now” (that is, at the time of the survey) compared to before the COVID-19 pandemic. Ratings were on a 5-point scale that ranged from strongly disagree to strongly agree. It is a mean score of these four items and has a possible range of 1 to 5. Higher scores indicate higher job-related stress due to the COVID-19 pandemic.

Findings on these topics and composites, in addition to other topics, are reported in [Section B](#).

### **C. Head Start classrooms and teachers**

Composite variables that describe the characteristics of Head Start teachers and classrooms came from the teacher survey. Teacher composites may be calculated from survey questions that were asked in one of three ways: (1) in the spring only, (2) in both fall and spring, or (3) in the fall or spring, depending on when the teacher completed their first survey (which could have been in fall 2021 or spring 2022).<sup>17</sup> We indicate the study wave (fall 2021 and/or spring 2022) that we used to calculate composites derived from the teacher survey in the source notes of the data tables and indicate when survey questions were asked of teachers on the composite descriptions below.

We constructed *primary curriculum* from questions that asked teachers which curricula they used and whether they had a primary curriculum that guided their classroom activities. Teachers could choose from a variety of curricula, such as Creative Curriculum and HighScope; report a locally

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<sup>17</sup> As noted in [Chapter II](#), teachers in 60 of the 180 programs were asked to complete surveys in fall 2021 and spring 2022. Teachers in the remaining 120 programs were only asked to complete surveys in spring 2022.

designed curriculum; or respond “other curriculum” if the curriculum they used fit none of the other categories.<sup>18</sup> If teachers indicated that they used multiple curricula in the classroom, then we used their response to a follow-up question asking which curriculum was their primary curriculum. If teachers indicated that they used only one curriculum, we used that as their primary curriculum. Teachers could also report that they used multiple curricula equally. The survey questions were asked of teachers in spring 2022.

We constructed *aligned curriculum and assessment tools* for teachers who reported that they used a curriculum with an available assessment tool. This construct was available only for teachers who reported using the Creative Curriculum, HighScope, Montessori, and Galileo curricula. We constructed this as a binary variable, where teachers who reported using one of the four curricula that had an available assessment tool and also reported using the assessment tool were included in the yes category. Teachers who reported using one of the four curricula that had an available assessment tool but did not report using the assessment tool were included in the no category. The survey questions were asked of teachers in spring 2022.

We constructed *teachers’ highest level of education* from a question in the teacher survey that asked for the highest grade or year of school completed. There were five categories: (1) high school diploma, its equivalent, or less, (2) some college or a vocational or technical program after high school, (3) associate’s degree, (4) bachelor’s degree, or (5) graduate or professional degree. The survey question was asked of teachers in both fall 2021 and spring 2022.

*Any state-sponsored credential* used teachers’ reports of whether they had the following state-sponsored credentials: CDA, teaching certificate or license for preschool, or teaching certificate or license for grades other than preschool. We included teachers who reported having at least one of the three credentials in the yes category for this construct and those who did not report having any of the credentials in the no category. The survey questions were asked once, in the teacher’s first survey, which could have been fall 2021 or spring 2022.

Whether the teacher *had a bachelor’s degree or higher and any state-sponsored credential* used teachers’ reports of whether they had *any state-sponsored credentials* (as described previously) in addition to a bachelor’s degree or higher (using *teachers’ highest level of education* as described previously). We included teachers who had at least a bachelor’s degree and at least one state-sponsored credential in the yes category for this construct and those who did not meet those criteria in the no category.

We constructed both a continuous and categorical variable for *teachers’ salaries* by using their self-reported salaries from the teacher survey. For both variables, we removed the few cases where teachers reported salaries of \$0. To lessen the effect of extremely low and extremely high salaries in

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<sup>18</sup> Most teachers indicated using Creative Curriculum and HighScope. Due to low frequencies, we categorized teachers as using *widely available curriculum* if they indicated using any of the following curricula: Let’s Begin with the Letter People, Montessori, Creating Child Centered Classrooms – Step by Step, Scholastic Curriculum, Building Blocks Math Curriculum, DLM Early Childhood Express, Everyday Mathematics, Foundations, Handwriting without Tears, Learn Every Day, Number Worlds, Open Circle, Opening the World of Learning (OWL), Preschool Paths (Promoting Alternative Thinking Strategies), Pyramid for Supporting Social Emotional Competence, Second Step, Tools of the Mind, and Zoophonics. We categorized teachers as using *another primary curriculum* if they indicated using Frog Street or responded “other curriculum.” See table C.6 in Chapter V for estimates.

the continuous variable, we set the minimum and maximum salaries to the 10th and 90th percentile values of the data distribution, respectively. That is, we applied bottom coding to the salaries such that we replaced any values where the salary was less than the 10th percentile of the data distribution with the 10th percentile value. Similarly, we applied top coding to the salaries such that we replaced any values where the salary was more than the 90th percentile of the data distribution with the 90th percentile value. We constructed the categorical variable by using the data distribution to determine the appropriate categorical groupings: \$20,000 or less; \$20,001 to \$30,000; \$30,001 to \$35,000; \$35,001 to \$45,000; and more than \$45,000. The survey question was asked of teachers in spring 2022.

*Teachers' age* was constructed from a question in the teacher survey that asked what year the teacher was born. We subtracted the year given from 2021 and constructed the following age categories: 18 to 29, 30 to 39, 40 to 49, 50 to 59, and 60 or older. The survey question was asked once, in the teacher's first survey, which could have been fall 2021 or spring 2022. For consistency across fall and spring analyses, we used 2021 as the reference year for calculating age.

*Teachers' race and ethnicity* used two questions that asked teachers whether they belonged to one or more race categories and whether they were Spanish, Hispanic, Latino/a/x, or Chicano/a/x. If teachers indicated that their ethnicity was Spanish, Hispanic, Latino/a/x, or Chicano/a/x, then we categorized them as (1) Hispanic, Latino/a/x, or Chicano/a/x, regardless of the race categories that they selected. If teachers indicated that they were not Spanish, Hispanic, Latino/a/x, or Chicano/a/x, then we used the one or more race categories they selected to categorize them as follows: (2) White, non-Hispanic; (3) Black, non-Hispanic; (4) American Indian or Alaska Native, non-Hispanic; (5) Asian or Pacific Islander, non-Hispanic; (6) multiracial or biracial, non-Hispanic; and (7) another race, non-Hispanic. The survey questions were asked once, in the teacher's first survey, which could have been fall 2021 or spring 2022.

*Teachers' total depressive symptoms* was constructed from the short form of the CES-D Scale (Radloff 1977; Ross et al. 1983). Teachers reported how often each item in a list of 12 statements applied to them in the past week using a 4-point scale: (1) rarely or never, (2) some or a little, (3) occasionally or moderately, and (4) most or all of the time. Scores for individual items were recoded as 0 to 3 and summed for a possible range of 0 to 36. Scores for total depressive symptoms were categorized as no to few depressive symptoms (0 to 4), mild depressive symptoms (5 to 9), moderate depressive symptoms (10 to 14), and severe depressive symptoms (15 and above). The CES-D is a screening tool, not a diagnostic tool, but its scores have been correlated with a clinical diagnosis (Radloff 1977). The survey question was asked of teachers in both fall 2021 and spring 2022.

*Teachers' total anxiety symptoms* was constructed from the GAD-7 Scale (Spitzer et al. 2006). Teachers reported how often each item in a list of seven statements applied to them over the past two weeks using a 4-point scale: (1) not at all, (2) several days, (3) more than half the days, and (4) nearly every day. Responses of not at all were recoded as 0; several days were recoded as 1; more than half the days were recoded as 2; and nearly every day were recoded as 3. Scores of the recoded items were summed for a possible range of 0 to 21. Scores for total anxiety symptoms were categorized as no to minimal anxiety symptoms (0 to 4), mild anxiety symptoms (4 to 9), moderate anxiety symptoms (10 to 14), and severe anxiety symptoms (15 and above). The GAD-7 is a

screening tool, not a diagnostic tool, but its scores have been correlated with a clinical diagnosis (Plummer et al. 2016). The survey question was asked of teachers in both fall 2021 and spring 2022.

*Teachers' job satisfaction* used three items from the teacher survey: (1) how much teachers enjoy their present teaching job, (2) how much teachers feel they are making a difference in the lives of the children they teach, and (3) whether they would choose teaching again as a career. Teachers rated the items on a 5-point scale that ranged from strongly disagree to strongly agree. The satisfaction subscale score is a mean score based on these three items, that has a possible range of 1 to 5. Higher scores indicate stronger satisfaction. The survey question was asked of teachers in spring 2022.

*Teachers' beliefs about teaching* used 15 items from the Teacher Beliefs Scale (Burts et al. 1990), which consists of statements that reflect positive attitudes and knowledge of generally accepted practices in preschool settings or a lack of such attitudes and knowledge. Teachers rated the degree to which they agreed with each statement on a 5-point scale ranging from strongly disagree to strongly agree. We present scores for three subscales:<sup>19</sup> (1) *the Developmentally Appropriate Practice subscale* is a sum score based on nine items, with a possible range of 1 to 10;<sup>20</sup> (2) *the Child-Initiated Practice subscale* is a mean score based on five items, with a possible range of 1 to 5;<sup>21</sup> and (3) *the Didactic subscale* is a mean score based on six items, with a possible range of 1 to 5.<sup>22</sup> For all three subscales, higher scores indicate stronger agreement with the construct being measured. The survey question was asked of teachers in spring 2022.

*Teachers' job-related stress* used four items from the teacher survey adapted from the Survey of Organizational Functioning Stress subset (Institute of Behavioral Research 2005): (1) under too many pressures to do their job effectively, (2) staff members often showed signs of stress and strain, (3) the heavy workload at their center reduced effectiveness, and (4) staff frustration was common at their center. Ratings were on a 5-point scale that ranged from strongly disagree to strongly agree. The mean score for job-related stress has a possible range of 10 to 50. Higher scores indicate higher job-related stress. The survey question was asked of teachers in spring 2022.

*Teachers' job-related stress due to the COVID-19 pandemic* was constructed using four items from the teacher survey: (1) worried about exposure to COVID-19 while at work, (2) felt COVID-19 safety rules and regulations were stressful, (3) could not meet performance expectations due to

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<sup>19</sup> See West and colleagues (2010) for details on how FACES 2006 developed these subscales.

<sup>20</sup> Scores on this composite started at a value of 1 and then increased by 1 point for certain responses to each item. As such, since there is the possibility to add up to 9 additional points, this composite score ranges from 1 to 10. For example, if the teacher responds disagree or strongly agree to the item "children should work silently and alone on seatwork," then this item response receives 1 point towards the subscale score. Similarly, if the teacher responds agree or strongly agree to the item "children in Head Start classrooms should learn through active exploration," then this item receives 1 point towards the subscale score.

<sup>21</sup> Examples of items in the Child-Initiated Practice subscale include "Head Start classroom activities should be responsive to individual differences in development" and "children should be involved in establishing rules for the classroom."

<sup>22</sup> The Didactic subscale was reverse-coded, meaning higher scores represent less didactic teaching. Examples of items in the Didactic subscale include "children should be instructed in recognizing the single letters of the alphabet, isolated from words" and "children should form letters correctly before they are allowed to create a story."

COVID-19, and (4) felt more stress at work “now” (that is, at the time of the survey) compared to before the COVID-19 pandemic. Ratings were on a 5-point scale that ranged from strongly disagree to strongly agree. It is a mean score of these four items and has a possible range of 1 to 5. Higher scores indicate higher job-related stress due to the COVID-19 pandemic. The survey question was asked of teachers in both fall 2021 and spring 2022. Findings on these topics and composites, in addition to other topics, are reported in [Section C](#).

**V. DATA TABLES**  
**FINDINGS ON HEAD START PROGRAMS, CENTERS, AND CLASSROOMS IN**  
**SPRING 2022**

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**SECTION A: PROGRAM AND PROGRAM DIRECTOR CHARACTERISTICS: SPRING**

**2022**

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

## **PROGRAM ADMINISTRATION, RECRUITMENT, AND FUNDING**

**Table A.1. Agency type, location, program day, and program enrollment in the spring 2022 sample**

	Unweighted total sample size (n)	Weighted percentage
<b>Agency type</b>	132	
Community action agency (CAA)		42.4
Private or public non-profit (non-CAA)		39.7
School system		12.2 <sup>^</sup>
Government agency (non-CAA)		5.5 <sup>^</sup>
Private or public for profit		0.2 <sup>^</sup>
<b>Location<sup>a,b</sup></b>	132	
Metropolitan		68.1
Non-metropolitan		31.9
<b>Region<sup>b</sup></b>	132	
South		36.8
Midwest		22.8
Northeast		20.5
West		20.0
<b>Total program enrollment (categories)<sup>c</sup></b>	132	
< 300		49.4
≥ 300 and < 600		33.1
≥ 600 and < 1200		11.9
≥ 1200		5.5
<b>Head Start program day<sup>d</sup></b>	131	
Full-day for all children		12.8 <sup>^</sup>
Full-day for at least 75 percent but not all children		1.1 <sup>^</sup>
Full-day for 50 to 75 percent of children		0.0
Full-day for less than 50 percent of children		86.1
<b>Full-year and full-day for all children<sup>e</sup></b>	131	
Full-year and full-day for all children		13.9 <sup>^</sup>
Full-year and full-day for at least 75 percent but not all children		0.0
Full-year and full-day for 50 to 75 percent of children		1.5 <sup>^</sup>
Full-year and full-day for less than 50 percent of children		84.6
	<b>Unweighted total sample size (n)</b>	<b>Weighted mean (Reported range)</b>
<b>Total program enrollment<sup>c,f</sup></b>	132	412.0 (55 - >2,600)

Source: 2021-2022 Program Information Report, an annual report of grantee-level data, and linked Census data.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

**Table A.1** (*continued*)

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

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

<sup>b</sup>These characteristics draw on Census data in addition to the Program Information Report. All other characteristics draw on only the Program Information Report.

<sup>c</sup>The study based “total program enrollment” on cumulative enrollment reported in the 2021-2022 Program Information Report. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or received at least one home visit (for programs with home-based options).

<sup>d</sup>“Full-day” reflects classes or groups that operate for 10 hours per day. The length of the program day may vary among centers in a program, and within those centers. We include family child care homes in “Head Start program day” percentages.

<sup>e</sup>“Full-year and full-day for all children” is calculated using PIR information on the number of center-based program slots with at least 1,020 hours annually that are available for the full day and full year. Full-year reflects classes or groups that operate all days of the year other than Saturday, Sunday, holidays, and 15 or fewer vacation days. We exclude family child care homes from the “full-year and full-day for all children” percentages.

<sup>f</sup>To lessen the effect of a small number of respondents who reported extremely low and high numbers of “total program enrollment,” we limit “total program enrollment” at a maximum of 2,600 in our analysis.

**Table A.2. Types of families for which programs increased recruitment efforts in fall 2021 compared to previous years<sup>a</sup>**

	Weighted percentage (unweighted n = 132)
Families experiencing homelessness	69.6
Families living in poverty	67.1
Families with children in foster care	63.5
Families experiencing unemployment or underemployment	62.5
Families eligible for public assistance programs	61.7
Families of children with developmental concerns	57.2
Families struggling with mental health problems	43.6
Families struggling with substance misuse	33.2
Teen parent households	32.5
Single parent households	13.5 <sup>^</sup>
Another type of family <sup>b</sup>	11.8 <sup>^</sup>

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample size identifies the number of programs with valid data on the construct out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Program directors could select all types of families with different experiences that applied.

<sup>b</sup>“Another type of family” includes examples such as families expecting babies, refugee families, and families impacted by COVID-19.

**Table A.3. Types of families for which programs experienced recruitment difficulties in fall 2021<sup>a</sup>**

	Weighted percentage (unweighted n = 132)
Families experiencing homelessness	25.4
Families living in poverty	34.6
Families with children in foster care	25.5
Families experiencing unemployment or underemployment	27.1
Families eligible for public assistance programs	21.6
Families of children with developmental concerns	23.6
Families struggling with mental health problems	26.8
Families struggling with substance misuse	30.2
Teen parent households	32.4
Single parent households	27.8
Another type of family <sup>b</sup>	9.0 <sup>^</sup>

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See page X for more information.

The unweighted sample size identifies the number of programs with valid data on the construct out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Program directors could select all types of families with different experiences that applied.

<sup>b</sup>“Another type of family” includes examples such as families expecting babies and families impacted by COVID-19.

**Table A.4. Sources of program revenue other than Head Start and how they were used<sup>a</sup>**

	Unweighted total sample size (n)	Weighted percentage
<b>Tuition and fees paid by parents</b>	131	
Yes		21.4
No		77.2
Don't know		1.4 <sup>^</sup>
<b>State or local pre-K funds</b>	131	
Yes		65.0
No		35.0
Don't know		0.0
<b>Child care subsidy programs<sup>b</sup></b>	131	
Yes		32.4
No		67.6
Don't know		0.0
<b>Other state government funding</b>	127	
Yes		20.7
No		79.3
Don't know		0.0
<b>Other local government funding</b>	128	
Yes		20.3
No		79.7
Don't know		0.0
<b>Federal government other than Head Start<sup>c</sup></b>	130	
Yes		83.0
No		17.0
Don't know		0.0
<b>Revenues from community organizations or other grants</b>	129	
Yes		41.1
No		58.9
Don't know		0.0
<b>Revenues from fund raising activities, cash contributions, gifts, bequests, special events</b>	131	
Yes		40.7
No		59.3
Don't know		0.0
<b>Another source of revenue<sup>d</sup></b>	108	
Yes		2.2 <sup>^</sup>
No		81.6
Don't know		16.3

Table A.4 (continued)

	Unweighted total sample size (n)	Weighted percentage
<b>Among programs with sources of revenue other than Head Start, how they were used</b>		
<b>Enrollment of additional children</b>	119	
Yes		42.4
No		57.6
Don't know		0.0
<b>Make care affordable for children from low-income families</b>	120	
Yes		44.7
No		55.0
Don't know		0.3 <sup>^</sup>
<b>Other services/supports for enrolled children</b>	120	
Yes		71.6
No		28.1
Don't know		0.3 <sup>^</sup>
<b>Improve or enhance the current services offered to children or families</b>	119	
Yes		84.6
No		15.0
Don't know		0.3 <sup>^</sup>
<b>Services/interventions for parents</b>	121	
Yes		46.1
No		50.9
Don't know		3.0 <sup>^</sup>
<b>Professional development for program staff</b>	121	
Yes		50.8
No		46.9
Don't know		2.2 <sup>^</sup>
<b>Materials for program</b>	121	
Yes		70.2
No		27.5
Don't know		2.2 <sup>^</sup>
<b>Capital improvements</b>	121	
Yes		31.9
No		61.7
Don't know		6.4 <sup>^</sup>



**Table A.4** (continued)

	Unweighted total sample size (n)	Weighted percentage
<b>Program received non-Head Start funding that required meeting performance standards or other guidelines</b>	131	
Yes		48.4
No		51.6
Don't know		0.0

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup> Many Head Start programs serve non-Head Start children through other funding sources (including tuition). In addition, because many programs also serve Head Start families for longer than the Head Start day, they may require additional funds. This represents 93.3 percent of programs (Table A.5).

<sup>b</sup> “Child care subsidy programs” support the care of children from families with low incomes through vouchers, certificates, or state contracts.

<sup>c</sup> Examples of “federal government other than Head Start” include funding from Title I, the Child and Adult Care Food Program (CACFP), and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).

<sup>d</sup> “Another source of revenue” includes examples such as scholarships.

**Table A.4a. Sources of program revenue other than Head Start and how they were used, by program agency type<sup>a</sup>**

	Community action agency		School system		All other agency types <sup>b</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Tuition and fees paid by parents</b>	57		15		59	
Yes		12.9 <sup>^</sup>		24.4 <sup>^</sup>		28.9 <sup>^</sup>
No		87.1		64.6		71.1
Don't know		0.0		11.1 <sup>^</sup>		0.0
<b>State or local pre-K funds</b>	57		14		60	
Yes		52.3		69.0		76.0
No		47.7		31.0 <sup>^</sup>		24.0
Don't know		0.0		0.0		0.0
<b>Child care subsidy programs<sup>c</sup></b>	57		15		59	
Yes		24.1		12.5 <sup>^</sup>		45.6
No		75.9		87.5		54.4
Don't know		0.0		0.0		0.0
<b>Other state government funding</b>	57		13		57	
Yes		22.9 <sup>^</sup>		45.6 <sup>^</sup>		12.7 <sup>^</sup>
No		77.1		54.4 <sup>^</sup>		87.3
Don't know		0.0		0.0		0.0
<b>Other local government funding</b>	57		13		58	
Yes		23.7 <sup>^</sup>		4.3 <sup>^</sup>		20.9 <sup>^</sup>
No		76.3		95.7		79.1
Don't know		0.0		0.0		0.0

Table A.4a (continued)

	Community action agency		School system		All other agency types <sup>b</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Federal government other than Head Start<sup>d</sup></b>	57		14		59	
Yes		80.7		74.6		87.3
No		19.3		25.4 <sup>^</sup>		12.7 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Revenues from community organizations or other grants</b>	57		14		58	
Yes		45.0		20.7 <sup>^</sup>		42.3
No		55.0		79.3		57.7
Don't know		55.0		0.0		0.0
<b>Revenues from fund raising activities, cash contributions, gifts, bequests, special events</b>	57		14		60	
Yes		40.5		23.6 <sup>^</sup>		45.1
No		59.5		76.4		54.9
Don't know		0.0		0.0		0.0
<b>Another source of revenue<sup>e</sup></b>	47		12		49	
Yes		3.3 <sup>^</sup>		4.3 <sup>^</sup>		0.7 <sup>^</sup>
No		78.4		82.8		83.8
Don't know		18.3 <sup>^</sup>		12.9 <sup>^</sup>		15.5 <sup>^</sup>
<b>Among programs with sources of revenue other than Head Start, how they were used</b>						
<b>Enrollment of additional children</b>	52		12		55	
Yes		29.0		95.9		41.6
No		71.0		4.1 <sup>^</sup>		58.4
Don't know		0.0		0.0		0.0

Table A.4a (continued)

	Community action agency		School system		All other agency types <sup>b</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Make care affordable for children from low-income families</b>	53		12		55	
Yes		22.0 <sup>^</sup>		56.5 <sup>^</sup>		62.9
No		78.0		43.5 <sup>^</sup>		36.4
Don't know		0.0		0.0		0.7 <sup>^</sup>
<b>Other services/supports for enrolled children</b>	53		12		55	
Yes		56.2		82.1		83.2
No		43.8		17.9 <sup>^</sup>		16.1 <sup>^</sup>
Don't know		0.0		0.0		0.7 <sup>^</sup>
<b>Improve or enhance the current services offered to children or families</b>	52		12		55	
Yes		70.8		95.8		94.7
No		29.2		4.2 <sup>^</sup>		4.6 <sup>^</sup>
Don't know		0.0		0.0		0.7 <sup>^</sup>
<b>Services/interventions for parents</b>	53		12		56	
Yes		30.2		45.9 <sup>^</sup>		60.8
No		68.8		41.1 <sup>^</sup>		36.7
Don't know		0.9 <sup>^</sup>		12.9 <sup>^</sup>		2.5 <sup>^</sup>
<b>Professional development for program staff</b>	53		12		56	
Yes		39.1		41.9 <sup>^</sup>		63.9
No		60.9		41.1 <sup>^</sup>		35.4
Don't know		0.0		17.0 <sup>^</sup>		0.7 <sup>^</sup>

Table A.4a (continued)

	Community action agency		School system		All other agency types <sup>b</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Materials for program</b>	53		12		56	
Yes		55.5		77.6		82.0
No		44.5		5.4 <sup>^</sup>		17.3 <sup>^</sup>
Don't know		0.0		17.0 <sup>^</sup>		0.7 <sup>^</sup>
<b>Capital improvements</b>	53		12		56	
Yes		21.0 <sup>^</sup>		32.0 <sup>^</sup>		41.9
No		72.9		47.4 <sup>^</sup>		55.0
Don't know		6.0 <sup>^</sup>		20.6 <sup>^</sup>		3.2 <sup>^</sup>
<b>Program received non-Head Start funding that required meeting performance standards or other guidelines</b>	57		14		60	
Yes		45.9		67.9		45.7
No		54.1		32.1 <sup>^</sup>		54.3
Don't know		0.0		0.0		0.0

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup> Many Head Start programs serve non-Head Start children through other funding sources (including tuition). In addition, because many programs also serve Head Start families for longer than the Head Start day, they may require additional funds. This represents 93.3 percent of programs (Table A.5).

<sup>b</sup> "All other agency types" includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>c</sup> "Child care subsidy programs" support the care of children from families with low incomes through vouchers, certificates, or state contracts.

<sup>d</sup> Examples of "federal government other than Head Start" include funding from Title I, the Child and Adult Care Food Program (CACFP), and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).

**Table A.4a** (*continued*)

<sup>e</sup>“Another source of revenue” includes examples such as scholarships.

**Table A.4b. Sources of program revenue other than Head Start and how they were used, by program size<sup>a,b</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Tuition and fees paid by parents</b>	33		45		53	
Yes		22.0 <sup>^</sup>		23.8 <sup>^</sup>		15.3 <sup>^</sup>
No		78.0		72.1		84.7
Don't know		0.0		4.1 <sup>^</sup>		0.0
<b>State or local pre-K funds</b>	34		44		53	
Yes		64.7		64.3		67.3
No		35.3		35.7		32.7
Don't know		0.0		0.0		0.0
<b>Child care subsidy programs<sup>c</sup></b>	34		44		53	
Yes		29.8 <sup>^</sup>		39.3		26.9
No		70.2		60.7		73.1
Don't know		0.0		0.0		0.0
<b>Other state government funding</b>	34		42		51	
Yes		23.4 <sup>^</sup>		18.2 <sup>^</sup>		17.5 <sup>^</sup>
No		76.6		81.8		82.5
Don't know		0.0		0.0		0.0
<b>Other local government funding</b>	34		43		51	
Yes		18.0 <sup>^</sup>		27.2 <sup>^</sup>		14.2 <sup>^</sup>
No		82.0		72.8		85.8
Don't know		0.0		0.0		0.0

Table A.4b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Federal government other than Head Start<sup>d</sup></b>	34		44		52	
Yes		90.2		80.7		66.7
No		9.8 <sup>^</sup>		19.3 <sup>^</sup>		33.3
Don't know		0.0		0.0		0.0
<b>Revenues from community organizations or other grants</b>	34		43		52	
Yes		46.6		35.1		35.8
No		53.4		64.9		64.2
Don't know		0.0		0.0		0.0
<b>Revenues from fund raising activities, cash contributions, gifts, bequests, special events</b>	34		44		53	
Yes		57.5		26.8		18.9
No		42.5		73.2		81.1
Don't know		0.0		0.0		0.0
<b>Another source of revenue<sup>e</sup></b>	29		37		42	
Yes		2.5 <sup>^</sup>		2.7 <sup>^</sup>		0.0
No		85.5		73.6		85.2
Don't know		12.1 <sup>^</sup>		23.7 <sup>^</sup>		14.8 <sup>^</sup>
<b>Among programs with sources of revenue other than Head Start, how they were used</b>						
<b>Enrollment of additional children</b>	32		42		45	
Yes		50.5		32.2		38.4
No		49.5		67.8		61.6
Don't know		0.0		0.0		0.0



Table A.4b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Make care affordable for children from low-income families</b>	32		42		46	
Yes		48.1		40.7		42.3
No		51.9		59.3		55.6
Don't know		0.0		0.0		2.1^
<b>Other services/supports for enrolled children</b>	32		42		46	
Yes		76.2		66.8		66.8
No		23.8^		33.2		31.1
Don't know		0.0		0.0		2.1^
<b>Improve or enhance the current services offered to children or families</b>	32		42		45	
Yes		89.5		79.7		79.4
No		10.5^		20.3^		18.5^
Don't know		0.0		0.0		2.1^
<b>Services/interventions for parents</b>	32		42		47	
Yes		51.1		41.5		39.9
No		48.9		50.8		57.5
Don't know		0.0		7.7^		2.5^
<b>Professional development for program staff</b>	32		42		47	
Yes		54.3		51.5		38.4
No		45.7		44.2		56.6
Don't know		0.0		4.3^		5.0^

Table A.4b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Materials for program</b>	32		42		47	
Yes		83.7		59.6		49.8
No		16.3 <sup>^</sup>		36.1		45.2
Don't know		0.0		4.3 <sup>^</sup>		5.0 <sup>^</sup>
<b>Capital improvements</b>	32		42		47	
Yes		48.9		16.2 <sup>^</sup>		11.2 <sup>^</sup>
No		47.5		76.1		76.6
Don't know		3.6 <sup>^</sup>		7.7 <sup>^</sup>		12.2 <sup>^</sup>
<b>Program received non-Head Start funding that required meeting performance standards or other guidelines</b>	34		45		52	
Yes		58.9		29.2		55.4
No		41.1		70.8		44.6
Don't know		0.0		0.0		0.0

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>Many Head Start programs serve non-Head Start children through other funding sources (including tuition). In addition, because many programs also serve Head Start families for longer than the Head Start day, they may require additional funds. This represents 93.3 percent of programs (Table A.5).

<sup>c</sup>“Child care subsidy programs” support the care of children from families with low incomes through vouchers, certificates, or state contracts.

<sup>d</sup>Examples of “federal government other than Head Start” include funding from Title I, the Child and Adult Care Food Program (CACFP), and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).

<sup>e</sup>“Another source of revenue” includes examples such as scholarships.

**Table A.5. Number of sources of program revenue and largest sources of revenue other than Head Start**

	Unweighted total sample size (n)	Weighted percentage
<b>Number of sources of revenue other than Head Start (categories)</b>	126	
1		12.4
2		19.7
3		19.1
4		20.6
5		6.0 <sup>^</sup>
6		12.5 <sup>^</sup>
7		2.5 <sup>^</sup>
8		0.5 <sup>^</sup>
No sources of revenue other than Head Start		6.6 <sup>^</sup>
<b>Among programs with sources of revenue other than Head Start, the largest sources<sup>a,b</sup></b>		
<b>Tuition and fees paid by parents</b>	116	
Yes		3.8 <sup>^</sup>
No		96.2
<b>State or local pre-K funds</b>	117	
Yes		48.5
No		51.5
<b>Child care subsidy programs</b>	117	
Yes		19.5
No		80.5
<b>State government</b>	117	
Yes		7.4 <sup>^</sup>
No		92.6
<b>Local government</b>	117	
Yes		1.5 <sup>^</sup>
No		98.5
<b>Federal government other than Head Start</b>	117	
Yes		34.2
No		65.8
<b>Community organizations or other grants</b>	117	
Yes		17.3 <sup>^</sup>
No		82.7

**Table A.5** (continued)

	Unweighted total sample size (n)	Weighted percentage
<b>Fundraising activities, gifts, cash contributions</b>	117	
Yes		4.9 <sup>^</sup>
No		95.1
<b>Another major source of funding</b>	78	
Yes		1.7 <sup>^</sup>
No		98.3
	Unweighted total sample size (n)	Weighted mean (reported range)
<b>Number of sources of revenue other than Head Start</b>	126	3.2 (0-8)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

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

<sup>b</sup>Program directors could select up to three sources of revenue.

**Table A.5a. Number of sources of program revenue and largest sources of revenue other than Head Start, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Number of sources of revenue other than Head Start (categories)</b>	57		13		56	
1		18.6 <sup>^</sup>		4.2 <sup>^</sup>		8.2 <sup>^</sup>
2		18.9 <sup>^</sup>		16.9 <sup>^</sup>		21.2 <sup>^</sup>
3		16.1 <sup>^</sup>		35.5 <sup>^</sup>		18.1 <sup>^</sup>
4		25.5 <sup>^</sup>		22.3 <sup>^</sup>		15.3 <sup>^</sup>
5		7.0 <sup>^</sup>		0.0		6.5 <sup>^</sup>
6		5.5 <sup>^</sup>		0.0		22.7 <sup>^</sup>
7		4.3 <sup>^</sup>		0.0		1.4 <sup>^</sup>
8		0.0		4.3 <sup>^</sup>		0.0
No sources of revenue other than Head Start		4.1 <sup>^</sup>		16.7 <sup>^</sup>		6.6 <sup>^</sup>
<b>Among programs with sources of revenue other than Head Start, the three largest sources<sup>b,c</sup></b>						
<b>Tuition and fees paid by parents</b>	54		10		52	
Yes		0.4 <sup>^</sup>		26.8 <sup>^</sup>		2.2 <sup>^</sup>
No		99.6		73.2		97.8
<b>State or local pre-K funds</b>	54		10		53	
Yes		33.4		57.4 <sup>^</sup>		61.7
No		66.6		42.6 <sup>^</sup>		38.3
<b>Child care subsidy programs</b>	54		10		53	
Yes		16.7 <sup>^</sup>		0.0		26.5 <sup>^</sup>
No		83.3		100.0		73.5

Table A.5a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>State government</b>	54		10		53	
Yes		11.9 <sup>^</sup>		11.6 <sup>^</sup>		2.1 <sup>^</sup>
No		88.1		88.4		97.9
<b>Local government</b>	54		10		53	
Yes		3.3 <sup>^</sup>		0.0		0.0
No		96.7		100.0		100.0
<b>Federal government other than Head Start</b>	54		10		53	
Yes		43.7		13.9 <sup>^</sup>		29.1
No		56.3		86.1		70.9
<b>Community organizations or other grants</b>	54		10		53	
Yes		19.2 <sup>^</sup>		0.0		19.0 <sup>^</sup>
No		80.8		100.0		81.0
<b>Fundraising activities, gifts, cash contributions</b>	54		10		53	
Yes		5.8 <sup>^</sup>		0.0		5.1 <sup>^</sup>
No		94.2		100.0		94.9
<b>Another major source of funding</b>	35		8		35	
Yes		4.3 <sup>^</sup>		!		0.0
No		95.7		!		100.0
	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage (reported range)	Unweighted total sample size (n)	Weighted percentage (reported range)	Unweighted total sample size (n)	Weighted percentage (reported range)
<b>Number of sources of revenue other than Head Start</b>	57	3.0 (0-7)	13	2.7 (0-8)	56	3.4 (0-7)

Source: Spring 2022 Program Director Survey.

**Table A.5a** (continued)

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

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

! This estimate is not reported because fewer than 10 respondents answered this question.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

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

<sup>c</sup>Program directors could select up to three sources of revenue.

**Table A.5b. Number of sources of program revenue and largest sources of revenue other than Head Start, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Number of sources of revenue other than Head Start (categories)</b>	33		42		51	
1		4.4 <sup>^</sup>		20.9 <sup>^</sup>		19.7
2		19.8 <sup>^</sup>		16.9 <sup>^</sup>		24.5 <sup>^</sup>
3		21.4 <sup>^</sup>		16.3 <sup>^</sup>		18.0 <sup>^</sup>
4		23.8 <sup>^</sup>		19.6 <sup>^</sup>		13.4 <sup>^</sup>
5		8.2 <sup>^</sup>		1.5 <sup>^</sup>		7.8 <sup>^</sup>
6		16.5 <sup>^</sup>		10.8 <sup>^</sup>		4.4 <sup>^</sup>
7		0.0		6.4 <sup>^</sup>		2.6 <sup>^</sup>
8		0.0		1.5 <sup>^</sup>		0.0
No sources of revenue other than Head Start		5.9 <sup>^</sup>		6.1 <sup>^</sup>		9.6 <sup>^</sup>
<b>Among programs with sources of revenue other than Head Start, the three largest sources<sup>b,c</sup></b>						
<b>Tuition and fees paid by parents</b>	31		39		46	
Yes		5.2 <sup>^</sup>		0.0		6.9 <sup>^</sup>
No		94.8		100.0		93.1
<b>State or local pre-K funds</b>	32		39		46	
Yes		47.9		52.2		43.5
No		52.1		47.8		56.5
<b>Child care subsidy programs</b>	32		39		46	
Yes		17.4 <sup>^</sup>		21.0 <sup>^</sup>		23.4 <sup>^</sup>
No		82.6		79.0		76.6



Table A.5b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>State government</b>	32		39		46	
Yes		9.2^		6.6^		3.5^
No		90.8		93.4		96.5
<b>Local government</b>	32		39		46	
Yes		2.5^		0.0		0.9^
No		97.5		100.0		99.1
<b>Federal government other than Head Start</b>	32		39		46	
Yes		31.6		38.8		33.5
No		68.4		61.2		66.5
<b>Community organizations or other grants</b>	32		39		46	
Yes		23.1^		10.7^		11.7^
No		76.9		89.3		88.3
<b>Fundraising activities, gifts, cash contributions</b>	32		39		46	
Yes		7.2^		2.9^		1.9^
No		92.8		97.1		98.1
<b>Another major source of funding</b>	24		39		46	
Yes		3.0^		0.0		0.0
No		97.0		100.0		100.0

**Table A.5b** (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage (reported range)	Unweighted total sample size (n)	Weighted percentage (reported range)	Unweighted total sample size (n)	Weighted percentage (reported range)
<b>Number of sources of revenue other than Head Start</b>	33	3.4 (0-6)	42	3.1 (0-8)	51	2.6 (0-7)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

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

<sup>c</sup>Program directors could select up to three sources of revenue.

**Table A.6. Whether programs had an Early Head Start grant and the number of Early Head Start and Head Start grants received**

	Unweighted total sample size (n)	Weighted percentage
<b>Program had an Early Head Start grant</b>	132	
Yes		67.2
No		32.8
Don't know		0.0
	Unweighted total sample size (n)	Weighted mean (Reported range)
<b>Number of Early Head Start grants program received<sup>a</sup></b>	128	1.0 (0 - >3)
<b>Number of Head Start grants program received<sup>a</sup></b>	131	1.2 (1 - >2)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>Very high values are not displayed in order to prevent the identification of participating programs.

**Table A.6a. Whether programs had an Early Head Start grant and the number of Early Head Start and Head Start grants received, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program had Early Head Start grant</b>	57		15		60	
Yes		79.5		29.8 <sup>^</sup>		65.9
No		20.5 <sup>^</sup>		70.2		34.1
Don't know		0.0		0.0		0.0

	Community action agency		School system		All other agency types <sup>b</sup>	
	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean reported range)	Unweighted total sample size (n)	Weighted mean (reported range)
<b>Number of Early Head Start grants program received<sup>b</sup></b>	56	1.0 (0 - >3)	15	0.3 <sup>^</sup> (0 - >3)	57	1.1 (0 - >3)
<b>Number of Head Start grants program received<sup>b</sup></b>	57	1.2 (0 - >3)	15	1.0 (1 - >2)	59	1.4 (1 - >2)

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>Very high values are not displayed in order to prevent the identification of participating programs.

**Table A.6b. Whether programs had an Early Head Start grant and the number of Early Head Start and Head Start grants received, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program had Early Head Start grant</b>	34		45		53	
Yes		51.8		82.3		82.4
No		48.2		17.7 <sup>^</sup>		17.6 <sup>^</sup>
Don't know		0.0		0.0		0.0

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)
<b>Number of Early Head Start grants programs received<sup>b</sup></b>	32	0.8 (0 - >3)	44	1.2 (0 - >3)	52	1.2 (0 - >3)
<b>Number of Head Start grants program received<sup>b</sup></b>	34	1.2 (1 - >2)	44	1.3 (1 - >2)	53	1.2 (1 - >2)

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>Very high values are not displayed in order to prevent the identification of participating programs.

**Table A.7. Whether programs operated centers that did not receive Head Start funds and the number of centers that provided Head Start services**

	Unweighted total sample size (n)	Weighted percentage
<b>Program operated centers that did not receive Head Start funds</b>	131	
Yes		22.4
No		77.6
Don't know		0.0
	Unweighted total sample size (n)	Weighted mean (Reported range)
<b>Number of centers that provided Head Start services<sup>a</sup></b>	131	11.5 (1 - >2)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>Very high values are not displayed in order to prevent the identification of participating programs.

**Table A.7a. Whether programs operated centers that did not receive Head Start funds and the number of centers that provided Head Start services, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program operated centers that did not receive Head Start funds</b>	57		15		59	
Yes		11.1 <sup>^</sup>		27.1 <sup>^</sup>		31.9
No		88.9		72.9		68.1
Don't know		0.0		0.0		0.0

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)
<b>Number of centers that provided Head Start services<sup>b</sup></b>	57	11.6 (5 - >50)	15	13.7 <sup>^</sup> (1 - >50)	59	10.8 (1 - >50)

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>Very high values are not displayed in order to prevent the identification of participating programs.

**Table A.7b. Whether programs operated centers that did not receive Head Start funds and the number of centers that provided Head Start services, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program operated centers that did not receive Head Start funds</b>	34		44		53	
Yes		27.7 <sup>^</sup>		18.3 <sup>^</sup>		15.0 <sup>^</sup>
No		72.3		81.7		85.0
Don't know		0.0		0.0		0.0

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)
<b>Number of centers that provided Head Start services<sup>b</sup></b>	34	7.1 (1-45)	45	11.9 (2-38)	52	23.2 (7 - >50)

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>Very high values are not displayed in order to prevent the identification of participating programs.



**Table A.8. Whether individual children were funded by multiple sources and how children funded with different sources were assigned to classrooms**

	Unweighted total sample size (n)	Weighted percentage
<b>Program enrolled individual children who were supported by both Head Start and state or local pre-K funds</b>	77	
Yes		68.4
No		31.6
Don't know		0.0
<b>Program enrolled individual children who were supported by both Head Start and child care subsidies</b>	37	
Yes		72.5
No		27.5^
Don't know		0.0
<b>Program enrolled individual children who were supported by both Head Start and community organizations, grants, and/or fundraising</b>	69	
Yes		36.9
No		63.1
Don't know		0.0
<b>Among programs receiving state or local pre-K funds, classroom assignment strategy for Head Start children and children supported by state or local pre-K funding</b>	74	
Always assigned to different classrooms		29.4
Sometimes assigned to the same classroom		26.6
Always assigned to the same classrooms		44.0
Don't know		0.0
<b>Among programs receiving child care subsidies, classroom assignment strategy for Head Start children and children supported by child care subsidy funding</b>	35	
Always assigned to different classrooms		16.2^
Sometimes assigned to the same classroom		19.6^
Always assigned to the same classrooms		64.1
Don't know		0.0

Source: Spring 2022 Program Director Survey.

**Table A.8** (*continued*)

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size. Sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

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

**Table A.8a. Whether individual children were funded by multiple sources and how children funded with different sources were assigned to classrooms, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program enrolled individual children who were supported by both Head Start and state or local pre-K funds</b>	31		9		37	
Yes		65.5		!		72.6
No		34.5 <sup>^</sup>		!		27.4 <sup>^</sup>
Don't know		0.0		!		0.0
<b>Program enrolled individual children who were supported by both Head Start and child care subsidies</b>	17		1		19	
Yes		84.5		!		65.9
No		15.5 <sup>^</sup>		!		34.1 <sup>^</sup>
Don't know		0.0		!		0.0
<b>Program enrolled individual children who were supported by both Head Start and community organizations, grants, and/or fundraising</b>	32		5		32	
Yes		25.2 <sup>^</sup>		!		53.1
No		74.8		!		46.9
Don't know		0.0		!		0.0
<b>Among programs receiving state or local pre-K funds, classroom assignment strategy for Head Start children and children supported by state or local pre-K funding</b>	31		8		35	
Always assigned to different classrooms		18.3 <sup>^</sup>		!		37.9 <sup>^</sup>
Sometimes assigned to the same classroom		21.8 <sup>^</sup>		!		20.0 <sup>^</sup>
Always assigned to the same classrooms		59.9		!		42.1
Don't know		0.0		!		0.0

Table A.8a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Among programs receiving child care subsidies, classroom assignment strategy for Head Start children and children supported by child care subsidy funding</b>	17		1		17	
Always assigned to different classrooms		6.4 <sup>^</sup>		!		22.2 <sup>^</sup>
Sometimes assigned to the same classroom		29.2 <sup>^</sup>		!		14.2 <sup>^</sup>
Always assigned to the same classrooms		64.5		!		63.6
Don't know		0.0		!		0.0

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size. Sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

! This estimate is not reported because fewer than 10 respondents answered this question.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

**Table A.8b. Whether individual children were funded by multiple sources and how children funded with different sources were assigned to classrooms, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program enrolled individual children who were supported by both Head Start and state or local pre-K funds</b>	20		26		31	
Yes		60.5		83.0		65.1
No		39.5 <sup>^</sup>		17.0 <sup>^</sup>		34.9
Don't know		0.0		0.0		0.0
<b>Program enrolled individual children who were supported by both Head Start and child care subsidies</b>	10		12		15	
Yes		48.4 <sup>^</sup>		94.3		100.0
No		51.6 <sup>^</sup>		5.7 <sup>^</sup>		0.0
Don't know		0.0		0.0		0.0
<b>Program enrolled individual children who were supported by both Head Start and community organizations, grants, and/or fundraising</b>	21		21		27	
Yes		44.2		22.5 <sup>^</sup>		33.0
No		55.8		77.5		67.0
Don't know		0.0		0.0		0.0
<b>Among programs receiving state or local pre-K funds, classroom assignment strategy for Head Start children and children supported by state or local pre-K funding</b>	20		24		30	
Always assigned to different classrooms		32.7 <sup>^</sup>		35.0 <sup>^</sup>		11.4 <sup>^</sup>
Sometimes assigned to the same classroom		21.0 <sup>^</sup>		33.1 <sup>^</sup>		31.8
Always assigned to the same classrooms		46.3		31.8 <sup>^</sup>		56.8
Don't know		0.0		0.0		0.0

Table A.8b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Among programs receiving child care subsidies, classroom assignment strategy for Head Start children and children supported by child care subsidy funding</b>	9		12		14	
Always assigned to different classrooms		!		0.0		39.9 <sup>^</sup>
Sometimes assigned to the same classroom		!		11.3 <sup>^</sup>		30.5 <sup>^</sup>
Always assigned to the same classrooms		!		88.7		29.6 <sup>^</sup>
Don't know		!		0.0		0.0

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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! This estimate is not reported because fewer than 10 respondents answered this question.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

## **STAFF WAGES AND COMPENSATION**

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**Table A.9. Whether programs increased staff wages in the past 12 months**

	Unweighted total sample size (n)	Weighted Percentage
<b>Program increased staff wages for educational personnel</b>	130	
Increased staff wages		71.2
Did not increase staff wages		17.9
Position includes contracted staff only		0.4 <sup>^</sup>
No staff in this position <sup>a</sup>		10.6 <sup>^</sup>
<b>Program increased staff wages for family service workers and child counselors or therapists</b>	130	
Increased staff wages		67.7
Did not increase staff wages		22.8
Position includes contracted staff only		0.4 <sup>^</sup>
No staff in this position <sup>a</sup>		9.2
<b>Program increased staff wages for managers or coordinators</b>	130	
Increased staff wages		60.6
Did not increase staff wages		27.8
Position includes contracted staff only		0.4 <sup>^</sup>
No staff in this position <sup>a</sup>		11.2 <sup>^</sup>
<b>Program increased staff wages for other staff<sup>b</sup></b>	130	
Increased staff wages		62.4
Did not increase staff wages		23.9
Position includes contracted staff only		0.4 <sup>^</sup>
No staff in this position <sup>a</sup>		13.4 <sup>^</sup>

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Responses to other items in the program director surveys indicate that programs that selected “no staff in this position” generally did have staff in the position. Some program directors may have interpreted “no staff in this position” as meaning that they did not increase wages for any staff in the position.

<sup>b</sup>Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

**Table A.9a. Whether programs increased staff wages in the past 12 months, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program increased staff wages for educational personnel</b>	57		14		59	
Increased staff wages		80.5		56.3 <sup>^</sup>		66.0
Did not increase staff wages		11.9 <sup>^</sup>		39.6 <sup>^</sup>		18.3 <sup>^</sup>
Position includes contracted staff only		0.8 <sup>^</sup>		0.0		0.0
No staff in this position <sup>b</sup>		6.8 <sup>^</sup>		4.1 <sup>^</sup>		15.7 <sup>^</sup>
<b>Program increased staff wages for family service workers and child counselors or therapists</b>	57		14		59	
Increased staff wages		75.2		43.2 <sup>^</sup>		66.5
Did not increase staff wages		16.3 <sup>^</sup>		52.8 <sup>^</sup>		21.7
Position includes contracted staff only		0.8 <sup>^</sup>		0.0		0.0
No staff in this position <sup>b</sup>		7.7 <sup>^</sup>		4.1 <sup>^</sup>		11.8 <sup>^</sup>
<b>Program increased staff wages for managers or coordinators</b>	57		14		59	
Increased staff wages		72.1		43.2 <sup>^</sup>		54.1
Did not increase staff wages		19.4 <sup>^</sup>		52.8 <sup>^</sup>		29.6
Position includes contracted staff only		0.8 <sup>^</sup>		0.0		0.0
No staff in this position <sup>b</sup>		7.7 <sup>^</sup>		4.1 <sup>^</sup>		16.3 <sup>^</sup>
<b>Program increased staff wages for other staff<sup>c</sup></b>	57		14		59	
Increased staff wages		77.9		40.8 <sup>^</sup>		53.2
Did not increase staff wages		12.0 <sup>^</sup>		55.1		27.4
Position includes contracted staff only		0.8 <sup>^</sup>		0.0		0.0
No staff in this position <sup>b</sup>		9.3 <sup>^</sup>		4.1 <sup>^</sup>		19.4 <sup>^</sup>

**Table A.9a** (continued)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>Responses to other items in the program director surveys indicate that programs that selected “no staff in this position” generally did have staff in the position. Some program directors may have interpreted “no staff in this position” as meaning that they did not increase wages for any staff in the position.

<sup>c</sup>Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

**Table A.9b. Whether programs increased staff wages in the past 12 months, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program increased staff wages for educational personnel</b>	34		44		52	
Increased staff wages		70.7		71.6		71.5
Did not increase staff wages		19.7 <sup>^</sup>		14.6 <sup>^</sup>		18.7 <sup>^</sup>
Position includes contracted staff only		0.0		0.0		2.0 <sup>^</sup>
No staff in this position <sup>b</sup>		9.5 <sup>^</sup>		13.8 <sup>^</sup>		7.7 <sup>^</sup>
<b>Program increased staff wages for family service workers and child counselors or therapists</b>	34		44		52	
Increased staff wages		72.7		67.6		53.5
Did not increase staff wages		24.3 <sup>^</sup>		13.6 <sup>^</sup>		35.4
Position includes contracted staff only		0.0		0.0		2.0 <sup>^</sup>
No staff in this position <sup>b</sup>		3.0 <sup>^</sup>		18.8 <sup>^</sup>		9.2 <sup>^</sup>
<b>Program increased staff wages for managers or coordinators</b>	34		44		52	
Increased staff wages		57.7		66.6		58.1
Did not increase staff wages		32.8		18.5 <sup>^</sup>		30.7
Position includes contracted staff only		0.0		0.0		2.0 <sup>^</sup>
No staff in this position <sup>b</sup>		9.5 <sup>^</sup>		15.0 <sup>^</sup>		9.2 <sup>^</sup>
<b>Program increased staff wages for other staff<sup>c</sup></b>	34		44		52	
Increased staff wages		56.4		67.8		69.9
Did not increase staff wages		30.5		14.6 <sup>^</sup>		21.7
Position includes contracted staff only		0.0		0.0		2.0 <sup>^</sup>
No staff in this position <sup>b</sup>		13.1 <sup>^</sup>		17.6 <sup>^</sup>		6.4 <sup>^</sup>

**Table A.9b** (continued)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>a</sup> Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup> Responses to other items in the program director surveys indicate that programs that selected “no staff in this position” generally did have staff in the position. Some program directors may have interpreted “no staff in this position” as meaning that they did not increase wages for any staff in the position.

<sup>c</sup> Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

**Table A.10. Whether programs increased staff wages from within two dollars of minimum wage**

	Unweighted total sample size (n)	Weighted percentage
<b>Program increased wages for at least one non-contracted educational personnel or other staff, including facilities or support staff, in the past 12 months</b>	117	
Yes		33.9
Yes, from within two dollars of minimum wage		48.9
No		17.2
<b>Among programs that increased wages for at least one non-contracted educational personnel or other staff from within two dollars of minimum wage</b>		
<b>Program increased wages for custodians</b>	86	
Yes		35.7
No		34.9
Did not increase staff wages for this position		0.0
No staff in this position		29.4
Don't know		0.0
<b>Program increased wages for food service staff</b>	92	
Yes		45.9
No		37.9
Did not increase staff wages for this position		0.0
No staff in this position		8.5 <sup>^</sup>
Don't know		7.7 <sup>^</sup>
<b>Program increased wages for secretaries and other front office staff</b>	88	
Yes		32.9
No		55.6
Did not increase staff wages for this position		1.5 <sup>^</sup>
No staff in this position		10.0 <sup>^</sup>
Don't know		0.0
<b>Program increased wages for substitute teachers</b>	88	
Yes		36.6
No		54.1
Did not increase staff wages for this position		3.3 <sup>^</sup>
No staff in this position		6.0 <sup>^</sup>
Don't know		0.0
<b>Program increased wages for other staff, including facilities and support staff</b>	88	
Yes		15.1 <sup>^</sup>
No		64.9
Did not increase staff wages for this position		0.0
No staff in this position		7.8 <sup>^</sup>
Don't know		12.3 <sup>^</sup>

**Table A.10** (*continued*)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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**Table A.10a. Whether programs increased staff wages from within two dollars of minimum wage, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program increased wages for at least one non-contracted educational personnel or other staff, including facilities or support staff, in the past 12 months</b>	52		13		52	
Yes		39.2		40.0 <sup>^</sup>		26.7 <sup>^</sup>
Yes, from within two dollars of minimum wage		48.5		18.7 <sup>^</sup>		57.7
No		12.3 <sup>^</sup>		41.3 <sup>^</sup>		15.6 <sup>^</sup>
<b>Among programs that increased wages for at least one non-contracted educational personnel or other staff from within two dollars of minimum wage</b>						
<b>Increased wages for custodians</b>	42		4		40	
Yes		28.8 <sup>^</sup>		!		42.9
No		41.6		!		28.6 <sup>^</sup>
Did not increase staff wages for this position		0.0		!		0.0
No staff in this position		29.6		!		28.5 <sup>^</sup>
Don't know		0.0		!		0.0
<b>Increased wages for food service staff</b>	42		8		42	
Yes		41.1		!		54.3
No		49.6		!		31.7 <sup>^</sup>
Did not increase staff wages for this position		0.0		!		0.0
No staff in this position		6.2 <sup>^</sup>		!		12.4 <sup>^</sup>
Don't know		3.1 <sup>^</sup>		!		1.7 <sup>^</sup>



Table A.10a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Increased wages for secretaries and other front office staff</b>	42		6		40	
Yes		18.3 <sup>^</sup>		!		48.0
No		64.1		!		45.8
Did not increase staff wages for this position		3.1 <sup>^</sup>		!		0.0
No staff in this position		14.6 <sup>^</sup>		!		6.2 <sup>^</sup>
Don't know		0.0		!		0.0
<b>Increased wages for substitute teachers</b>	43		6		39	
Yes		34.0		!		36.7
No		62.0		!		47.3
Did not increase staff wages for this position		0.0		!		7.2 <sup>^</sup>
No staff in this position		4.0 <sup>^</sup>		!		8.8 <sup>^</sup>
Don't know		0.0		!		0.0
<b>Increased wages for other staff, including facilities and support staff</b>	41		7		40	
Yes		7.8 <sup>^</sup>		!		24.4 <sup>^</sup>
No		75.3		!		64.3
Did not increase staff wages for this position		0.0		!		0.0
No staff in this position		12.6 <sup>^</sup>		!		4.2 <sup>^</sup>
Don't know		4.3 <sup>^</sup>		!		7.1 <sup>^</sup>

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

**Table A.10a** (*continued*)

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! This estimate is not reported because fewer than 10 respondents answered this question.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

**Table A.10b. Whether programs increased staff wages from within two dollars of minimum wage, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program increased wages for at least one non-contracted educational personnel or other staff, including facilities or support staff, in the past 12 months</b>	31		38		48	
Yes		31.4		39.7		30.7
Yes, from within two dollars of minimum wage		49.8		43.4		56.0
No		18.8 <sup>^</sup>		16.9 <sup>^</sup>		13.3 <sup>^</sup>
<b>Among programs that increased wages for at least one non-contracted educational personnel or other staff from within two dollars of minimum wage</b>						
<b>Increased wages for custodians</b>	22		27		37	
Yes		33.7 <sup>^</sup>		34.0 <sup>^</sup>		43.3
No		25.6 <sup>^</sup>		47.5		38.3
Did not increase staff wages for this position		0.0		0.0		0.0
No staff in this position		40.7		18.5 <sup>^</sup>		18.4 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Increased wages for food service staff</b>	23		29		40	
Yes		46.2		46.4		44.5
No		32.5 <sup>^</sup>		44.3		40.4
Did not increase staff wages for this position		0.0		0.0		0.0
No staff in this position		9.0 <sup>^</sup>		7.3 <sup>^</sup>		9.1 <sup>^</sup>
Don't know		12.3 <sup>^</sup>		2.0 <sup>^</sup>		6.0 <sup>^</sup>

Table A.10b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Increased wages for secretaries and other front office staff</b>	22		28		38	
Yes		34.8 <sup>^</sup>		21.8 <sup>^</sup>		46.1
No		45.7		72.6		51.7
Did not increase staff wages for this position		3.2 <sup>^</sup>		0.0		0.0
No staff in this position		16.3 <sup>^</sup>		5.5 <sup>^</sup>		2.1 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Increased wages for substitute teachers</b>	22		28		38	
Yes		36.8		24.4 <sup>^</sup>		56.4
No		52.5		66.4		37.7
Did not increase staff wages for this position		6.1 <sup>^</sup>		0.0		2.1 <sup>^</sup>
No staff in this position		4.6 <sup>^</sup>		9.2 <sup>^</sup>		3.8 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Increased wages for other staff, including facilities and support staff</b>	23		27		38	
Yes		13.5 <sup>^</sup>		9.5 <sup>^</sup>		27.2 <sup>^</sup>
No		64.3		71.3		56.8
Did not increase staff wages for this position		0.0		0.0		0.0
No staff in this position		10.7 <sup>^</sup>		5.8 <sup>^</sup>		3.2 <sup>^</sup>
Don't know		11.5 <sup>^</sup>		13.4 <sup>^</sup>		12.8 <sup>^</sup>

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

**Table A.10b** (*continued*)

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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. Types of compensation programs provided to staff**

	Unweighted total sample size (n)	Weighted percentage
<b>Program provided paid sick days to<sup>a</sup></b>	130	
Educational personnel		98.4
Family service workers or child counselors/therapists		96.8
Managers or coordinators		99.6
Other staff <sup>b</sup>		94.8
<b>Program provided paid holidays to<sup>a</sup></b>	130	
Educational personnel		95.7
Family service workers or child counselors/therapists		97.3
Managers or coordinators		99.0
Other staff <sup>b</sup>		96.4
<b>Program provided health benefits to<sup>a</sup></b>	130	
Educational personnel		99.7
Family service workers or child counselors/therapists		98.0
Managers or coordinators		99.7
Other staff <sup>b</sup>		94.7
<b>Program provided retirement benefits to<sup>a</sup></b>	130	
Educational personnel		91.6
Family service workers or child counselors/therapists		89.8
Managers or coordinators		91.6
Other staff <sup>b</sup>		85.8
<b>Program provided reduced tuition rates for continuing education to<sup>a</sup></b>	126	
Educational personnel		53.8
Family service workers or child counselors/therapists		47.6
Managers or coordinators		43.3
Other staff <sup>b</sup>		38.3
<b>Program provided assistance to complete postsecondary coursework to<sup>a</sup></b>	125	
Educational personnel		65.6
Family service workers or child counselors/therapists		54.7
Managers or coordinators		49.8
Other staff <sup>b</sup>		46.2
<b>Program provided support for increased credentials to<sup>a</sup></b>	124	
Educational personnel		57.2
Family service workers or child counselors/therapists		54.8
Managers or coordinators		43.3
Other staff <sup>b</sup>		38.9

Table A.11 (continued)

	Unweighted total sample size (n)	Weighted percentage
<b>Program provided career development programs to<sup>a</sup></b>	127	
Educational personnel		65.0
Family service workers or child counselors/therapists		56.0
Managers or coordinators		54.7
Other staff <sup>b</sup>		48.8
<b>Program provided employee assistance services to<sup>a</sup></b>	129	
Educational personnel		73.8
Family service workers or child counselors/therapists		76.7
Managers or coordinators		76.8
Other staff <sup>b</sup>		76.3
<b>Program provided another type of compensation to<sup>a</sup></b>	105	
Educational personnel		0.0
Family service workers or child counselors/therapists		0.0
Managers or coordinators		0.0
Other staff <sup>b</sup>		0.0

	Unweighted total sample size (n)	Weighted mean (Reported range <sup>c</sup> )
<b>Number of types of compensation provided to educational personnel</b>	121	7.0 (1-9)
<b>Number of types of compensation provided to family service workers or child counselors</b>	121	6.7 (0-9)
<b>Number of types of compensation provided to managers or coordinators</b>	121	6.6 (1-9)
<b>Number of types of compensation provided to other staff<sup>b</sup></b>	121	6.2 (0-9)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>Program directors could select the staff for whom they provided types of compensation. Percentages do not sum to 100 and may be the same if programs provided that type of compensation for all staff.

<sup>b</sup>Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

<sup>c</sup>“Number of types of compensation” has a possible range of 0 to 10.

**Table A.11a. Types of compensation programs provided to staff, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program provided paid sick days to<sup>b</sup></b>	56		14		60	
Educational personnel		96.9		100.0		99.4
Family service workers or child counselors/therapists		96.2		100.0		96.7
Managers or coordinators		99.8		100.0		99.4
Other staff <sup>c</sup>		93.3		92.1		96.7
<b>Program provided paid holidays to<sup>b</sup></b>	56		14		60	
Educational personnel		100.0		100.0		90.7
Family service workers or child counselors/therapists		98.8		100.0		95.3
Managers or coordinators		100.0		100.0		97.9
Other staff <sup>c</sup>		98.8		92.1		95.3
<b>Program provided health benefits to<sup>b</sup></b>	56		14		60	
Educational personnel		100.0		100.0		99.4
Family service workers or child counselors/therapists		98.8		100.0		96.7
Managers or coordinators		100.0		100.0		99.4
Other staff <sup>c</sup>		98.8		70.5		96.7
<b>Program provided retirement benefits to<sup>b</sup></b>	56		14		60	
Educational personnel		96.2		100.0		85.3
Family service workers or child counselors/therapists		95.0		100.0		82.6
Managers or coordinators		96.2		100.0		85.3
Other staff <sup>c</sup>		95.0		70.5		81.1
<b>Program provided reduced tuition rates for continuing education to<sup>b</sup></b>	55		14		57	
Educational personnel		58.1		37.7 <sup>^</sup>		53.9
Family service workers or child counselors/therapists		57.5		12.0 <sup>^</sup>		47.3
Managers or coordinators		51.7		12.0 <sup>^</sup>		43.3
Other staff <sup>c</sup>		44.1		3.4 <sup>^</sup>		41.5



Table A.11a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program provided assistance to complete postsecondary coursework to<sup>b</sup></b>	55		14		56	
Educational personnel		76.9		33.1 <sup>^</sup>		63.2
Family service workers or child counselors/therapists		69.0		7.3 <sup>^</sup>		53.4
Managers or coordinators		63.0		3.4 <sup>^</sup>		49.1
Other staff <sup>c</sup>		57.1		7.3 <sup>^</sup>		45.9
<b>Program provided support for increased credentials to<sup>b</sup></b>	56		14		54	
Educational personnel		67.2		18.0 <sup>^</sup>		57.4
Family service workers or child counselors/therapists		58.1		33.3 <sup>^</sup>		57.0
Managers or coordinators		49.9		26.8 <sup>^</sup>		41.1
Other staff <sup>c</sup>		43.5		6.0 <sup>^</sup>		42.9
<b>Program provided career development programs to<sup>b</sup></b>	56		14		57	
Educational personnel		69.7		41.5 <sup>^</sup>		66.4
Family service workers or child counselors/therapists		63.9		11.3 <sup>^</sup>		59.6
Managers or coordinators		61.4		19.9 <sup>^</sup>		56.9
Other staff <sup>c</sup>		57.7		26.4 <sup>^</sup>		45.9
<b>Program provided employee assistance services to<sup>b</sup></b>	56		14		59	
Educational personnel		88.8		66.3		61.9
Family service workers or child counselors/therapists		87.6		66.3		69.2
Managers or coordinators		88.0		66.3		69.2
Other staff <sup>c</sup>		86.8		66.3		69.2
<b>Program provided another type of compensation to<sup>b</sup></b>	44		11		50	
Educational personnel		0.0		0.0		0.0
Family service workers or child counselors/therapists		0.0		0.0		0.0
Managers or coordinators		0.0		0.0		0.0
Other staff <sup>c</sup>		0.0		0.0		0.0

Table A.11a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted mean (reported range <sup>d</sup> )	Unweighted total sample size (n)	Weighted mean (reported range <sup>d</sup> )	Unweighted total sample size (n)	Weighted mean (reported range <sup>d</sup> )
<b>Number of types of compensation provided to educational personnel</b>	55	7.5 (4-9)	14	6.0 (4-9)	52	6.7 (1-9)
<b>Number of types of compensation provided to family service workers or child counselors</b>	55	7.2 (0-9)	14	5.3 (4-9)	52	6.6 (0-9)
<b>Number of types of compensation provided to managers or coordinators</b>	55	7.1 (4-9)	14	5.3 (4-9)	52	6.4 (1-9)
<b>Number of types of compensation provided to other staff<sup>c</sup></b>	55	6.7 (0-9)	14	4.3 (2-9)	52	6.1 (0-9)

Source: Spring 2022 Program Director Survey and 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>Program directors could select the staff for whom they provided types of compensation. Percentages do not sum to 100 and may be the same if programs provided that type of compensation for all staff.

<sup>c</sup>Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

<sup>d</sup>“Number of types of compensation” has a possible range of 0 to 10.

**Table A.11b. Types of compensation programs provided to staff, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program provided paid sick days to<sup>b</sup></b>	34		43		53	
Educational personnel		97.6		100.0		97.8
Family service workers or child counselors/therapists		98.0		96.1		95.0
Managers or coordinators		100.0		100.0		97.8
Other staff <sup>c</sup>		93.9		96.1		95.0
<b>Program provided paid holidays to<sup>b</sup></b>	34		43		53	
Educational personnel		100.0		87.3		98.4
Family service workers or child counselors/therapists		100.0		93.9		95.6
Managers or coordinators		100.0		97.9		98.4
Other staff <sup>c</sup>		98.3		93.9		95.6
<b>Program provided health benefits to<sup>b</sup></b>	34		43		53	
Educational personnel		100.0		100.0		98.4
Family service workers or child counselors/therapists		100.0		96.1		95.6
Managers or coordinators		100.0		100.0		98.4
Other staff <sup>c</sup>		93.5		96.1		95.6
<b>Program provided retirement benefits to<sup>b</sup></b>	34		43		53	
Educational personnel		88.0		94.9		95.6
Family service workers or child counselors/therapists		88.0		91.0		92.8
Managers or coordinators		88.0		94.9		95.6
Other staff <sup>c</sup>		81.6		88.7		92.8

Table A.11b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program provided reduced tuition rates for continuing education to<sup>b</sup></b>	34		42		50	
Educational personnel		56.4		48.5		55.8
Family service workers or child counselors/therapists		51.7		40.4		48.5
Managers or coordinators		43.5		40.4		48.0
Other staff <sup>c</sup>		38.5		33.5		46.6
<b>Program provided assistance to complete postsecondary coursework to<sup>b</sup></b>	34		41		50	
Educational personnel		62.4		72.0		63.7
Family service workers or child counselors/therapists		49.8		65.9		49.5
Managers or coordinators		41.9		62.2		51.4
Other staff <sup>c</sup>		41.1		54.0		47.7
<b>Program provided support for increased credentials to<sup>b</sup></b>	34		41		49	
Educational personnel		51.2		64.5		62.0
Family service workers or child counselors/therapists		52.8		54.6		61.1
Managers or coordinators		39.3		44.2		53.7
Other staff <sup>c</sup>		33.0		42.2		51.1
<b>Program provided career development programs to<sup>b</sup></b>	34		42		51	
Educational personnel		64.7		65.3		65.1
Family service workers or child counselors/therapists		56.0		54.7		58.1
Managers or coordinators		52.5		56.2		58.3
Other staff <sup>c</sup>		43.4		51.8		59.1

Table A.11b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program provided employee assistance services to<sup>b</sup></b>	34		43		52	
Educational personnel		70.4		74.0		83.1
Family service workers or child counselors/therapists		70.4		84.6		80.3
Managers or coordinators		70.4		83.6		83.1
Other staff <sup>c</sup>		70.4		83.6		80.3
<b>Program provided another type of compensation to<sup>b</sup></b>	30		36		39	
Educational personnel		0.0		0.0		0.0
Family service workers or child counselors/therapists		0.0		0.0		0.0
Managers or coordinators		0.0		0.0		0.0
Other staff <sup>c</sup>		0.0		0.0		0.0
	Unweighted total sample size (n)	Weighted mean (reported range <sup>d</sup> )	Unweighted total sample size (n)	Weighted mean (reported range <sup>d</sup> )	Unweighted total sample size (n)	Weighted mean (reported range <sup>d</sup> )
<b>Number of types of compensation provided to educational personnel</b>	34	6.9 (4-9)	41	7.0 (4-9)	46	7.0 (1-9)
<b>Number of types of compensation provided to family service workers or child counselors</b>	34	6.7 (4-9)	41	6.8 (0-9)	46	6.6 (0-9)
<b>Number of types of compensation provided to managers or coordinators</b>	34	6.4 (4-9)	41	6.8 (4-9)	46	6.7 (1-9)
<b>Number of types of compensation provided to other staff<sup>c</sup></b>	34	5.9 (2-9)	41	6.4 (0-9)	46	6.5 (0-9)

Source: Spring 2022 Program Director Survey and 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

**Table A.11b** (continued)

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>Program directors could select the staff for whom they provided types of compensation. Percentages do not sum to 100 and may be the same if programs provided that type of compensation for all staff.

<sup>c</sup>Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

<sup>d</sup>“Number of types of compensation” has a possible range of 0 to 10.

**Table A.12. Types of compensation that programs added or increased for staff in the past 12 months**

	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased paid sick days for<sup>a</sup></b>	127	
Educational personnel		25.4
Family service workers or child counselors/therapists		24.0
Managers or coordinators		24.0
Other staff <sup>b</sup>		24.0
<b>Program added or increased paid holidays for<sup>a</sup></b>	128	
Educational personnel		28.6
Family service workers or child counselors/therapists		27.9
Managers or coordinators		27.9
Other staff <sup>b</sup>		27.5
<b>Program added or increased health benefits for<sup>a</sup></b>	127	
Educational personnel		17.4
Family service workers or child counselors/therapists		13.3
Managers or coordinators		13.3
Other staff <sup>b</sup>		16.7
<b>Program added or increased retirement benefits for<sup>a</sup></b>	128	
Educational personnel		8.5 <sup>^</sup>
Family service workers or child counselors/therapists		8.5 <sup>^</sup>
Managers or coordinators		8.5 <sup>^</sup>
Other staff <sup>b</sup>		8.5 <sup>^</sup>
<b>Program added or increased reduced tuition rates for continuing education for<sup>a</sup></b>	124	
Educational personnel		6.5 <sup>^</sup>
Family service workers or child counselors/therapists		6.0 <sup>^</sup>
Managers or coordinators		6.0 <sup>^</sup>
Other staff <sup>b</sup>		6.0 <sup>^</sup>

Table A.12 (continued)

	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased assistance to complete postsecondary coursework for<sup>a</sup></b>	123	
Educational personnel		2.4 <sup>^</sup>
Family service workers or child counselors/therapists		1.9 <sup>^</sup>
Managers or coordinators		1.9 <sup>^</sup>
Other staff <sup>b</sup>		1.9 <sup>^</sup>
<b>Program added or increased support for increased credentials for<sup>a</sup></b>	123	
Educational personnel		7.8 <sup>^</sup>
Family service workers or child counselors/therapists		7.3 <sup>^</sup>
Managers or coordinators		6.8 <sup>^</sup>
Other staff <sup>b</sup>		6.8 <sup>^</sup>
<b>Program added or increased career development programs for<sup>a</sup></b>	125	
Educational personnel		9.1 <sup>^</sup>
Family service workers or child counselors/therapists		7.6 <sup>^</sup>
Managers or coordinators		7.6 <sup>^</sup>
Other staff <sup>b</sup>		7.6 <sup>^</sup>
<b>Program added or increased employee assistance services for<sup>a</sup></b>	128	
Educational personnel		22.8
Family service workers or child counselors/therapists		22.8
Managers or coordinators		22.5
Other staff <sup>b</sup>		22.3
<b>Program added or increased another type of compensation for<sup>a</sup></b>	106	
Educational personnel		0.0
Family service workers or child counselors/therapists		0.0
Managers or coordinators		0.0
Other staff <sup>b</sup>		0.0



Table A.12 (continued)

	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased one or more types of compensation for educational personnel</b>	125	
Yes		56.2
No		43.8
<b>Program added or increased one or more types of compensation for family service workers or child counselors</b>	124	
Yes		54.3
No		45.7
<b>Program added or increased one or more types of compensation for managers or coordinators</b>	124	
Yes		54.3
No		45.7
<b>Program added or increased one or more types of compensation for other staff<sup>b</sup></b>	124	
Yes		54.3
No		45.7

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Program directors could select the staff for whom they added or increased types of compensation. Percentages do not sum to 100 and may be the same if programs added or increased that type of compensation for all staff.

<sup>b</sup>Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

**Table A.12a. Types of compensation that programs added or increased for staff in the past 12 months, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased paid sick days for<sup>b</sup></b>	56		14		57	
Educational personnel		22.5		34.3 <sup>^</sup>		25.8
Family service workers or child counselors/therapists		21.0		34.3 <sup>^</sup>		24.3 <sup>^</sup>
Managers or coordinators		21.0		34.3 <sup>^</sup>		24.3 <sup>^</sup>
Other staff <sup>c</sup>		21.0		34.3 <sup>^</sup>		24.3 <sup>^</sup>
<b>Program added or increased paid holidays for<sup>b</sup></b>	56		14		58	
Educational personnel		27.2		6.0 <sup>^</sup>		35.3
Family service workers or child counselors/therapists		27.2		6.0 <sup>^</sup>		33.8
Managers or coordinators		27.2		6.0 <sup>^</sup>		33.8
Other staff <sup>c</sup>		27.2		6.0 <sup>^</sup>		33.0
<b>Program added or increased health benefits for<sup>b</sup></b>	56		14		57	
Educational personnel		14.8 <sup>^</sup>		4.1 <sup>^</sup>		23.0 <sup>^</sup>
Family service workers or child counselors/therapists		14.8 <sup>^</sup>		4.1 <sup>^</sup>		14.1 <sup>^</sup>
Managers or coordinators		14.8 <sup>^</sup>		4.1 <sup>^</sup>		14.1 <sup>^</sup>
Other staff <sup>c</sup>		14.8 <sup>^</sup>		4.1 <sup>^</sup>		21.5 <sup>^</sup>
<b>Program added or increased retirement benefits for<sup>b</sup></b>	56		14		58	
Educational personnel		12.3 <sup>^</sup>		4.1 <sup>^</sup>		6.1 <sup>^</sup>
Family service workers or child counselors/therapists		12.3 <sup>^</sup>		4.1 <sup>^</sup>		6.1 <sup>^</sup>
Managers or coordinators		12.3 <sup>^</sup>		4.1 <sup>^</sup>		6.1 <sup>^</sup>
Other staff <sup>c</sup>		12.3 <sup>^</sup>		4.1 <sup>^</sup>		6.1 <sup>^</sup>

Table A.12a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased reduced tuition rates for continuing education for<sup>b</sup></b>	55		14		55	
Educational personnel		4.5 <sup>^</sup>		4.1 <sup>^</sup>		9.0 <sup>^</sup>
Family service workers or child counselors/therapists		4.5 <sup>^</sup>		0.0		9.0 <sup>^</sup>
Managers or coordinators		4.5 <sup>^</sup>		0.0		9.0 <sup>^</sup>
Other staff <sup>c</sup>		4.5 <sup>^</sup>		0.0		9.0 <sup>^</sup>
<b>Program added or increased assistance to complete postsecondary coursework for<sup>b</sup></b>	55		14		54	
Educational personnel		4.5 <sup>^</sup>		4.1 <sup>^</sup>		0.0
Family service workers or child counselors/therapists		4.5 <sup>^</sup>		0.0		0.0
Managers or coordinators		4.5 <sup>^</sup>		0.0		0.0
Other staff <sup>c</sup>		4.5 <sup>^</sup>		0.0		0.0
<b>Program added or increased support for increased credentials for<sup>b</sup></b>	56		14		53	
Educational personnel		8.6 <sup>^</sup>		2.6 <sup>^</sup>		8.3 <sup>^</sup>
Family service workers or child counselors/therapists		8.1 <sup>^</sup>		0.0		8.3 <sup>^</sup>
Managers or coordinators		7.0 <sup>^</sup>		0.0		8.3 <sup>^</sup>
Other staff <sup>c</sup>		7.0 <sup>^</sup>		0.0		8.3 <sup>^</sup>
<b>Program added or increased career development programs for<sup>b</sup></b>	56		14		55	
Educational personnel		7.5 <sup>^</sup>		0.0		12.9 <sup>^</sup>
Family service workers or child counselors/therapists		7.5 <sup>^</sup>		0.0		9.6 <sup>^</sup>
Managers or coordinators		7.5 <sup>^</sup>		0.0		9.6 <sup>^</sup>
Other staff <sup>c</sup>		7.5 <sup>^</sup>		0.0		9.6 <sup>^</sup>

Table A.12a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased employee assistance services for<sup>b</sup></b>	56		14		58	
Educational personnel		20.8 <sup>^</sup>		2.6 <sup>^</sup>		29.5 <sup>^</sup>
Family service workers or child counselors/therapists		20.8 <sup>^</sup>		2.6 <sup>^</sup>		29.5 <sup>^</sup>
Managers or coordinators		20.8 <sup>^</sup>		2.6 <sup>^</sup>		28.9 <sup>^</sup>
Other staff <sup>c</sup>		20.8 <sup>^</sup>		2.6 <sup>^</sup>		28.4 <sup>^</sup>
<b>Program added or increased another type of compensation for<sup>b</sup></b>	44		12		50	
Educational personnel		0.0		0.0		0.0
Family service workers or child counselors/therapists		0.0		0.0		0.0
Managers or coordinators		0.0		0.0		0.0
Other staff <sup>c</sup>		0.0		0.0		0.0
<b>Program added or increased one or more types of compensation for educational personnel</b>	56		14		55	
Yes		43.2		40.3 <sup>^</sup>		72.4
No		56.8		59.7		27.6
<b>Program added or increased one or more types of compensation for family service workers or child counselors</b>	56		14		54	
Yes		41.6		40.3 <sup>^</sup>		70.0
No		58.4		59.7		30.0
<b>Program added or increased one or more types of compensation for managers or coordinators</b>	56		14		54	
Yes		41.6		40.3 <sup>^</sup>		70.0
No		58.4		59.7		30.0

Table A.12a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased one or more types of compensation for other staff<sup>c</sup></b>	56		14		54	
Yes		41.6		40.3 <sup>^</sup>		70.0
No		58.4		59.7		30.0

Source: Spring 2022 Program Director Survey and 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>Program directors could select the staff for whom they added or increased types of compensation. Percentages do not sum to 100 and may be the same if programs added or increased that type of compensation for all staff.

<sup>c</sup>Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

**Table A.12b. Types of compensation that programs added or increased for staff in the past 12 months, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased paid sick days for<sup>b</sup></b>	34		43		50	
Educational personnel		25.1 <sup>^</sup>		21.2		34.0
Family service workers or child counselors/therapists		25.1 <sup>^</sup>		19.0 <sup>^</sup>		30.2
Managers or coordinators		25.1 <sup>^</sup>		19.0 <sup>^</sup>		30.2
Other staff <sup>c</sup>		25.1 <sup>^</sup>		19.0 <sup>^</sup>		30.2
<b>Program added or increased paid holidays for<sup>b</sup></b>	34		43		51	
Educational personnel		22.1 <sup>^</sup>		31.8		41.4
Family service workers or child counselors/therapists		22.1 <sup>^</sup>		29.7 <sup>^</sup>		41.4
Managers or coordinators		22.1 <sup>^</sup>		29.7 <sup>^</sup>		41.4
Other staff <sup>c</sup>		22.1 <sup>^</sup>		29.7 <sup>^</sup>		39.2
<b>Program added or increased health benefits for<sup>b</sup></b>	34		43		50	
Educational personnel		10.2 <sup>^</sup>		27.9 <sup>^</sup>		19.3 <sup>^</sup>
Family service workers or child counselors/therapists		10.2 <sup>^</sup>		15.1 <sup>^</sup>		19.3 <sup>^</sup>
Managers or coordinators		10.2 <sup>^</sup>		15.1 <sup>^</sup>		19.3 <sup>^</sup>
Other staff <sup>c</sup>		10.2 <sup>^</sup>		25.7 <sup>^</sup>		19.3 <sup>^</sup>
<b>Program added or increased retirement benefits for<sup>b</sup></b>	34		43		51	
Educational personnel		4.5 <sup>^</sup>		10.5 <sup>^</sup>		16.7 <sup>^</sup>
Family service workers or child counselors/therapists		4.5 <sup>^</sup>		10.5 <sup>^</sup>		16.7 <sup>^</sup>
Managers or coordinators		4.5 <sup>^</sup>		10.5 <sup>^</sup>		16.7 <sup>^</sup>
Other staff <sup>c</sup>		4.5 <sup>^</sup>		10.5 <sup>^</sup>		16.7 <sup>^</sup>

Table A.12b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased reduced tuition rates for continuing education for<sup>b</sup></b>	34		42		48	
Educational personnel		0.0		18.8 <sup>^</sup>		3.5 <sup>^</sup>
Family service workers or child counselors/therapists		0.0		17.3 <sup>^</sup>		3.5 <sup>^</sup>
Managers or coordinators		0.0		17.3 <sup>^</sup>		3.5 <sup>^</sup>
Other staff <sup>c</sup>		0.0		17.3 <sup>^</sup>		3.5 <sup>^</sup>
<b>Program added or increased assistance to complete postsecondary coursework for<sup>b</sup></b>	34		41		48	
Educational personnel		0.0		5.8 <sup>^</sup>		3.5 <sup>^</sup>
Family service workers or child counselors/therapists		0.0		4.3 <sup>^</sup>		3.5 <sup>^</sup>
Managers or coordinators		0.0		4.3 <sup>^</sup>		3.5 <sup>^</sup>
Other staff <sup>c</sup>		0.0		4.3 <sup>^</sup>		3.5 <sup>^</sup>
<b>Program added or increased support for increased credentials for<sup>b</sup></b>	34		41		48	
Educational personnel		0.0		17.1 <sup>^</sup>		14.9 <sup>^</sup>
Family service workers or child counselors/therapists		0.0		17.1 <sup>^</sup>		11.9 <sup>^</sup>
Managers or coordinators		0.0		15.5 <sup>^</sup>		11.9 <sup>^</sup>
Other staff <sup>c</sup>		0.0		15.5 <sup>^</sup>		11.9 <sup>^</sup>
<b>Program added or increased career development programs for<sup>b</sup></b>	34		42		49	
Educational personnel		0.0		20.2 <sup>^</sup>		16.2 <sup>^</sup>
Family service workers or child counselors/therapists		0.0		17.3 <sup>^</sup>		12.9 <sup>^</sup>
Managers or coordinators		0.0		17.3 <sup>^</sup>		12.9 <sup>^</sup>
Other staff <sup>c</sup>		0.0		17.3 <sup>^</sup>		12.9 <sup>^</sup>

Table A.12b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased employee assistance services for<sup>b</sup></b>	34		43		51	
Educational personnel		21.3 <sup>^</sup>		21.1 <sup>^</sup>		30.2
Family service workers or child counselors/therapists		21.3 <sup>^</sup>		21.1 <sup>^</sup>		30.2
Managers or coordinators		21.3 <sup>^</sup>		21.1 <sup>^</sup>		28.8
Other staff <sup>b</sup>		21.3 <sup>^</sup>		21.1 <sup>^</sup>		27.3 <sup>^</sup>
<b>Program added or increased another type of compensation for<sup>b</sup></b>	30		36		40	
Educational personnel		0.0		0.0		0.0
Family service workers or child counselors/therapists		0.0		0.0		0.0
Managers or coordinators		0.0		0.0		0.0
Other staff <sup>b</sup>		0.0		0.0		0.0
<b>Program added or increased one or more types of compensation for educational personnel</b>	34		42		49	
Yes		56.9		50.2		64.6
No		43.1		49.8		35.4
<b>Program added or increased one or more types of compensation for family service workers or child counselors</b>	34		41		49	
Yes		56.9		46.1		60.8
No		43.1		53.9		39.2
<b>Program added or increased one or more types of compensation for managers or coordinators</b>	34		41		49	
Yes		56.9		46.1		60.8
No		43.1		53.9		39.2



Table A.12b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased one or more types of compensation for other staff<sup>c</sup></b>	34		41		49	
Yes		56.9		46.1		60.8
No		43.1		53.9		39.2

Source: Spring 2022 Program Director Survey and 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>Program directors could select the staff for whom they added or increased types of compensation. Percentages do not sum to 100 and may be the same if programs added or increased that type of compensation for all staff.

<sup>c</sup>Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

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## **PROGRAM INVOLVEMENT IN LICENSING AND QUALITY SYSTEMS**

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**Table A.13. State licensing requirements for programs' centers**

	Unweighted total sample size (n)	Weighted percentage
<b>Program's center licensing requirements</b>	131	
All centers had to have a license to operate		74.8
Some centers had to have a license to operate but others were exempt		15.2
All centers were exempt from licensing requirements		10.0
Don't know		0.0
<b>Among programs with exempt centers, reasons centers were exempt from licensing</b>	35	
Part of a school system		50.8
Open only a few hours per day or days per week		16.2
Affiliated with a religious organization		0.0
Another reason <sup>a</sup>		9.2 <sup>^</sup>
Don't know		0.0
<b>Among programs with exempt centers, program had centers that chose to be licensed, even if not required</b>	36	
Yes		28.2
No		71.8

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“Another reason” includes examples such as being in a partnership with a correctional facility.

**Table A.13a. State licensing requirements for programs' centers, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program's center licensing requirements</b>	57		14		60	
All centers had to have a license to operate		68.9		68.2		81.8
Some centers had to have a license to operate but others were exempt		23.8		4.2 <sup>^</sup>		9.8 <sup>^</sup>
All centers were exempt from licensing requirements		7.3 <sup>^</sup>		27.6 <sup>^</sup>		8.4 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Among programs with exempt centers, reasons centers were exempt from licensing</b>	17		6		12	
Part of a school system		52.3		!		28.3 <sup>^</sup>
Open only a few hours per day or days per week		29.3 <sup>^</sup>		!		4.5 <sup>^</sup>
Affiliated with a religious organization		0.0		!		0.0
Another reason <sup>b</sup>		3.7 <sup>^</sup>		!		20.8 <sup>^</sup>
Don't know		0.0		!		0.0
<b>Among programs with exempt centers, program had centers that chose to be licensed, even if not required</b>	18		6		12	
Yes		46.9		!		0.0
No		53.1		!		100.0

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

! This estimate is not reported because fewer than 10 respondents answered this question.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>“Another reason” includes examples such as being in a partnership with a correctional facility.

**Table A.13b. State licensing requirements for programs' centers, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program's center licensing requirements</b>	33		45		53	
All centers had to have a license to operate		75.5		71.8		78.4
Some centers had to have a license to operate but others were exempt		19.5 <sup>^</sup>		9.3 <sup>^</sup>		14.5 <sup>^</sup>
All centers were exempt from licensing requirements		5.1 <sup>^</sup>		18.8 <sup>^</sup>		7.1 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Among programs with exempt centers, reasons centers were exempt from licensing</b>	9		15		11	
Part of a school system		!		50.9		59.8 <sup>^</sup>
Open only a few hours per day or days per week		!		4.8 <sup>^</sup>		0.0
Affiliated with a religious organization		!		0.0		0.0
Another reason <sup>b</sup>		!		16.4 <sup>^</sup>		23.0 <sup>^</sup>
Don't know		!		0.0		0.0
<b>Among programs with exempt centers, program had centers that chose to be licensed, even if not required</b>	9		16		11	
Yes		!		19.9 <sup>^</sup>		9.8 <sup>^</sup>
No		!		80.1		90.2

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

! This estimate is not reported because fewer than 10 respondents answered this question.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>“Another reason” includes examples such as being in a partnership with a correctional facility.

**Table A.14. Whether programs participated in quality rating and improvement systems and how they received an initial rating**

	Unweighted total sample size (n)	Weighted percentage
<b>Did program participate in a state or local QRIS</b>	127	
All centers in program were part of a QRIS		72.3
Some centers in program were part of a QRIS		9.3 <sup>^</sup>
Program did not participate in a QRIS		18.4
Don't know		0.0
<b>Among programs with centers in a QRIS, process for centers to receive initial rating under the QRIS</b>	93	
Full review		66.7
Automatic rating <sup>a</sup>		21.1
Alternative pathway <sup>b</sup>		5.6 <sup>^</sup>
Another process <sup>c</sup>		6.6 <sup>^</sup>
Don't know		0.0

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

QRIS = Quality Rating and Improvement System.

<sup>a</sup>An “automatic rating” awards a center a higher rating level without going through the QRIS application or review process, because the program already meets quality standards external to the QRIS.

<sup>b</sup>An “alternative pathway” awards a center automatic credit for some (but not all) of the quality components in the QRIS, because the center already meets quality standards external to the QRIS. However, for other quality components, the center still must go through a rating process to receive a higher rating level.

<sup>c</sup>“Another process” includes examples such as going through an application process and some centers in a program going through a full review process while others receive an automatic rating.



**Table A.14a. Whether programs participated in quality rating and improvement systems and how they received an initial rating, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Did program participate in a state or local QRIS</b>	55		14		58	
All centers in program were part of a QRIS		74.3		72.6		70.4
Some centers in program were part of a QRIS		13.4 <sup>^</sup>		3.4 <sup>^</sup>		7.0 <sup>^</sup>
Program did not participate in a QRIS		12.3 <sup>^</sup>		24.0 <sup>^</sup>		22.6
Don't know		0.0		0.0		0.0
<b>Among programs with centers in a QRIS, process for centers to receive initial rating under the QRIS</b>	43		11		39	
Full review		50.3		73.6		81.1
Automatic rating <sup>b</sup>		31.8		23.0 <sup>^</sup>		10.2 <sup>^</sup>
Alternative pathway <sup>c</sup>		6.4 <sup>^</sup>		3.4 <sup>^</sup>		5.4 <sup>^</sup>
Another process <sup>d</sup>		11.5 <sup>^</sup>		0.0		3.3 <sup>^</sup>
Don't know		0.0		0.0		0.0

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

QRIS = Quality Rating and Improvement System.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>An “automatic rating” awards a center a higher rating level without going through the QRIS application or review process, because the program already meets quality standards external to the QRIS.

<sup>c</sup>An “alternative pathway” awards a center automatic credit for some (but not all) of the quality components in the QRIS, because the center already meets quality standards external to the QRIS. However, for other quality components, the center still must go through a rating process to receive a higher rating level.

<sup>d</sup>“Another process” includes examples such as going through an application process and some centers in a program going through a full review process while others receive an automatic rating.

**Table A.14b. Whether programs participated in quality rating and improvement systems and how they received an initial rating, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Did program participate in a state or local QRIS</b>	32		44		51	
All centers in program were part of a QRIS		79.2		67.3		63.0
Some centers in program were part of a QRIS		11.4 <sup>^</sup>		4.8 <sup>^</sup>		12.3 <sup>^</sup>
Program did not participate in a QRIS		9.4 <sup>^</sup>		28.0		24.7
Don't know		0.0		0.0		0.0
<b>Among programs with centers in a QRIS, process for centers to receive initial rating under the QRIS</b>	28		30		35	
Full review		73.9		59.8		54.0
Automatic rating <sup>b</sup>		18.8 <sup>^</sup>		21.7 <sup>^</sup>		28.2 <sup>^</sup>
Alternative pathway <sup>c</sup>		4.5 <sup>^</sup>		7.4 <sup>^</sup>		6.3 <sup>^</sup>
Another process <sup>d</sup>		2.8 <sup>^</sup>		11.1 <sup>^</sup>		11.5 <sup>^</sup>
Don't know		0.0		0.0		0.0

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

QRIS = Quality Rating and Improvement System.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>An “automatic rating” awards a center a higher rating level without going through the QRIS application or review process, because the program already meets quality standards external to the QRIS.

<sup>c</sup>An “alternative pathway” awards a center automatic credit for some (but not all) of the quality components in the QRIS, because the center already meets quality standards external to the QRIS. However, for other quality components, the center still must go through a rating process to receive a higher rating level.

<sup>d</sup>“Another process” includes examples such as going through an application process and some centers in a program going through a full review process while others receive an automatic rating.

**Table A.15. Quality improvement activities or expenses implemented by programs in the past 12 months and whether new quality improvement funding was used<sup>a</sup>**

	Programs implemented activity or expense in the past 12 months		Among programs that implemented the activity or expense, whether it was implemented with the new quality improvement funding in the first year funding was available	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Increased the wages of educational personnel, family service workers, child counselors, or managers</b>	131		85	
Yes		69.8		72.1
No		30.2		27.9
<b>Improved the benefits for educational personnel, family service workers, child counselors, or managers</b>	131		65	
Yes		48.2		66.0
No		51.8		34.0
<b>Increased the wages of other staff<sup>b</sup></b>	131		74	
Yes		65.8		68.2
No		34.2		31.8
<b>Improved the benefits for other staff<sup>b</sup></b>	130		61	
Yes		43.4		62.6
No		56.6		37.4
<b>Hired educational personnel, family service workers, child counselors, or managers</b>	128		76	
Yes		63.5		56.7
No		36.5		43.3
<b>Hired other staff<sup>b</sup></b>	128		70	
Yes		56.4		44.0
No		43.6		56.0

Table A.15 (continued)

	Programs implemented activity or expense in the past 12 months		Among programs that implemented the activity or expense, whether it was implemented with the new quality improvement funding in the first year funding was available	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Supported staff training to address trauma or mental health concerns for children and families from populations with higher needs<sup>c</sup></b>	129		110	
Yes		88.5		73.1
No		11.5		26.9
<b>Supported child counseling, mental health consultation, or other services necessary to address trauma or mental health concerns for children and families from populations with higher needs<sup>c</sup></b>	129		109	
Yes		88.7		69.5
No		11.3 <sup>^</sup>		30.5
<b>Ensured that the physical environments were conducive to providing effective program services to children and families, and were accessible to children with disabilities and other individuals with disabilities</b>	130		113	
Yes		92.7		73.2
No		7.3 <sup>^</sup>		26.8
<b>Employed additional qualified classroom staff to reduce the child-to-teacher ratio in the classroom</b>	128		45	
Yes		38.4		69.3
No		61.6		30.7
<b>Employed additional qualified family service workers to reduce the family-to-staff ratio for those workers</b>	127		18	
Yes		16.5		54.8
No		83.5		45.2

Table A.15 (continued)

	Programs implemented activity or expense in the past 12 months		Among programs that implemented the activity or expense, whether it was implemented with the new quality improvement funding in the first year funding was available	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Ensured that program had qualified staff who used reading practices supported by scientifically based research</b>	129		98	
Yes		81.0		51.1
No		19.0		48.9
<b>Increased hours of program operation</b>	127		25	
Yes		21.2		35.9
No		78.8		64.1
<b>Improved community-wide strategic planning and needs assessments and collaboration efforts</b>	128		68	
Yes		49.4		38.5
No		50.6		61.5
<b>Transported children</b>	128		52	
Yes		45.6		46.9
No		54.4		53.1

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

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<sup>a</sup>“Quality improvement funding” is additional funding for Head Start programs to spend on activities that further support Head Start staff, children, and families. In Fiscal Year 2020 (program year 2019–2020), the U.S. Congress made \$250 million available to programs under the Head Start Act for quality improvement, aligned with Section 640(a)(5) of the Act. Congress also emphasized, though it did not require, a focus on trauma-informed care with this funding.

<sup>b</sup>Examples of “other staff” includes facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

<sup>c</sup>“Populations with higher needs” are referred to as “special populations” in the Head Start Act and include groups listed in Section 640(a)(5)(B)(i): children from immigrant, refugee, and asylee families; children experiencing homelessness; children in foster care; children with limited English proficiency; children of migrant or seasonal farmworker families; children from families in crisis; children referred to Head Start programs (including Early Head Start programs) by child welfare agencies; and children who are exposed to chronic violence or substance use.

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**PROGRAM EMERGENCY MANAGEMENT AND DISASTER PREPAREDNESS**

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**Table A.16. Topics included in programs’ emergency management and disaster preparedness response plans<sup>a</sup>**

	Weighted percentage (unweighted n = 131)
Communicating with parents and staff during an emergency	99.1
Conducting emergency drills	98.9
Staff training on evacuation and emergency protocols	96.8
Communicating and coordinating with federal, state, local, and/or non-governmental emergency management organizations	76.8
Ensuring continued operations during an emergency	72.3
Staff training on delivering content and services remotely	71.9
Designating and maintaining access to critical records during an emergency	65.4
Facility improvements to support continued operations during emergencies	47.4
Partnerships or agreements with individuals or practices in the medical community	45.0
Another topic <sup>b</sup>	1.7 <sup>^</sup>

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample size identifies the number of programs with valid data on the construct out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Program directors could select all topics that applied.

<sup>b</sup>“Another topic” includes examples such as having a Behavioral Emergency Response Team (BERT) on campus.

**Table A.16a. Topics included in programs’ emergency management and disaster preparedness response plans, by program size<sup>a,b</sup>**

	Small programs: enrollment < 300	Medium programs: enrollment ≥ 300 and < 600	Large programs: enrollment ≥ 600
	Weighted percentage (unweighted n = 33)	Weighted percentage (unweighted n = 45)	Weighted percentage (unweighted n = 53)
Communicating with parents and staff during an emergency	100.0	97.5	100.0
Conducting emergency drills	100.0	99.0	95.6
Staff training on evacuation and emergency protocols	95.8	98.0	97.2
Communicating and coordinating with federal, state, local, and/or non-governmental emergency management organizations	71.2	80.5	85.3
Ensuring continued operations during an emergency	61.8	81.3	83.9
Staff training on delivering content and services remotely	65.9	79.6	73.8
Designating and maintaining access to critical records during an emergency	57.4	73.7	71.4
Facility improvements to support continued operations during emergencies	40.1	49.5	63.0
Partnerships or agreements with individuals or practices in the medical community	40.4	52.0	44.5
Another topic <sup>c</sup>	3.5 <sup>^</sup>	0.0	0.0

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample sizes identify the number of programs with valid data on the construct out of a maximum of 132 program directors. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>Program directors could select all topics that applied.

<sup>c</sup>“Another topic” includes examples such as having a Behavioral Emergency Response Team (BERT) on campus.

**Table A.17. Emergency management and disaster preparedness activities programs conducted in the past 12 months<sup>a</sup>**

	Weighted percentage (unweighted n = 131)
Conducted emergency drills	99.7
Held staff training on evacuation and emergency protocols	81.5
Let parents and staff know about how the program will communicate with them during an emergency or natural disaster	76.7
Made improvements to policies or procedures to support continued operations during an emergency	76.6
Held staff training on delivering content and services remotely	73.9
Made facility improvements to support continued operations during emergencies	70.9
Communicated and coordinated with federal, state, local, and/or non-governmental emergency management organizations about emergency management planning	63.8
Began or maintained partnerships or agreements with individuals or practices in the medical community	46.5
Developed or reviewed plans for maintaining access to critical records during an emergency	36.8
Another activity <sup>b</sup>	0.9 <sup>^</sup>

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample size identifies the number of programs with valid data on the construct out of a maximum of 132 program directors.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Program directors could select all activities that applied.

<sup>b</sup>“Another activity” includes examples such as non-specific updates made in 2020.

**Table A.17a. Emergency management and disaster preparedness activities programs conducted in the past 12 months, by program size<sup>a,b</sup>**

	Small programs: enrollment < 300	Medium programs: enrollment ≥ 300 and < 600	Large programs: enrollment ≥ 600
	Weighted percentage (unweighted n = 33)	Weighted percentage (unweighted n = 45)	Weighted percentage (unweighted n = 53)
Conducted emergency drills	100.0	100.0	98.1
Held staff training on evacuation and emergency protocols	78.0	90.9	73.0
Let parents and staff know about how the program will communicate with them during an emergency or natural disaster	69.5	84.3	82.0
Made improvements to policies or procedures to support continued operations during an emergency	72.3	81.3	79.4
Held staff training on delivering content and services remotely	69.5	83.5	67.6
Made facility improvements to support continued operations during emergencies	66.5	80.6	64.6
Communicated and coordinated with federal, state, local, and/or non-governmental emergency management organizations about emergency management planning	61.2	67.3	64.3
Began or maintained partnerships or agreements with individuals or practices in the medical community	43.5	54.0	40.7
Developed or reviewed plans for maintaining access to critical records during an emergency	25.1	50.5	42.8
Another activity <sup>c</sup>	0.0	2.8 <sup>^</sup>	0.0

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>a</sup>Program directors could select all activities that applied.

<sup>b</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>c</sup>“Another activity” includes examples such as non-specific updates made in 2020.

## **DATA USE IN PROGRAMS**

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**Table A.18. How programs stored, managed, and analyzed data**

	Unweighted total sample size (n)	Weighted percentage
<b>Data were stored in an electronic database</b>	130	
Yes		100.0
No		0.0
<b>Among programs with data stored in an electronic database, database was</b>	130	
Set up by the program		6.7 <sup>^</sup>
Provided and managed by an external vendor		72.5
Set up and managed by a combination of the program and external vendor		20.9
<b>Someone on staff analyzed or summarized data to support decision-making</b>	132	
Yes		87.9
No		12.1 <sup>^</sup>
<b>Among programs with someone on staff to analyze or summarize data, this person</b>		
<b>Only did analysis tasks</b>	115	
Yes		16.2
No		83.8
<b>Received training or took course in data analysis</b>	115	
Yes		68.2
No		31.8

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information. The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

**Table A.19. Number and types of data that can be linked to child assessment information<sup>a</sup>**

	Unweighted total sample size (n)	Weighted percentage
<b>Data that can be linked electronically to child assessment information<sup>b</sup></b>	131	
Child or family demographics		60.8
School readiness goals		56.0
Child attendance data		39.0
Results of screenings (for example, vision, developmental, behavioral)		38.3
Service referrals for families		33.0
Services received by families		31.8
Family needs		30.8
Parent or family goals		30.8
CLASS results or other quality measures		29.6
Parent or family attendance data		28.7
Personnel records		13.2 <sup>^</sup>
Staff or teacher performance evaluations		11.6 <sup>^</sup>
None of the above		21.7
Not applicable		1.3 <sup>^</sup>
	Unweighted total sample size (n)	Weighted mean (Reported range <sup>c</sup> )
<b>Number of types of data that can be linked electronically to child assessment information</b>	131	4.0 (0-12)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

CLASS = Classroom Assessment Scoring System.

<sup>a</sup>100.0 percent of program directors reported storing data electronically, reported in Table A.18.

<sup>b</sup>Program directors could select all data types that applied.

<sup>c</sup>“Number of types of data that can be linked to child assessment information” has a possible range of 0-12.



**Table A.20. Availability and use of web-based options for programs to store child assessment information**

	Unweighted total sample size (n)	Weighted percentage
<b>Program's child assessment tool included a web-based option for storing information</b>	132	
Yes		97.8
No		2.2 <sup>^</sup>
<b>Among programs with option available, program used a web-based option</b>	129	
Yes		97.8
No		2.2 <sup>^</sup>
<b>Among programs that used a web-based option, the web-based option provided automatic reports that suggested classroom activities based on assessment data for<sup>a</sup></b>	123	
Individual children		92.0
Small groups		67.7
Whole classrooms		76.4
Tool does not include option to provide automatic reports		7.8 <sup>^</sup>

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Program directors could select all groups that applied.

**PROFESSIONAL DEVELOPMENT AND COACHING  
AND MENTORING IN PROGRAMS**

**Table A.21. Top three areas where program directors reported they need additional support to lead more effectively<sup>a</sup>**

	Weighted percentage (unweighted n = 128)
Staffing (hiring)	57.0
Program improvement planning	34.2
Assessing community needs	28.7
Preparing for future disasters	26.7
Budgeting	25.4
Responding to diverse cultural/linguistic needs	23.2
Data-driven decision making	21.5
Working with and partnering in the community	13.8
Health, safety, or related policy guidance	7.9 <sup>^</sup>
Working with parents and families	6.4 <sup>^</sup>
Establishing good relationships with Office of Head Start programs and/or grant specialist	4.0 <sup>^</sup>
Evaluation of other program staff	3.8 <sup>^</sup>
Educational/curriculum leadership	2.2 <sup>^</sup>
Child assessment	1.8 <sup>^</sup>
Creating positive learning environments	1.2 <sup>^</sup>
Teacher evaluation	1.2 <sup>^</sup>
Teacher professional development	1.2 <sup>^</sup>

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample size identifies the number of programs with valid data on the construct out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Program directors could select up to three supports.

**Table A.21a. Top three areas where program directors reported they need additional support to lead more effectively, by program agency type<sup>a</sup>**

	Community action agency	School system	All other agency types <sup>b</sup>
	Weighted percentage (unweighted n = 56)	Weighted percentage (unweighted n = 15)	Weighted percentage (unweighted n = 57)
Staffing (hiring)	67.7	30.6 <sup>^</sup>	54.1
Program improvement planning	31.3	34.7 <sup>^</sup>	36.9
Assessing community needs	25.4	22.9 <sup>^</sup>	33.4
Preparing for future disasters	32.1	35.6 <sup>^</sup>	19.2 <sup>^</sup>
Budgeting	19.6 <sup>^</sup>	56.1	22.5
Responding to diverse cultural or linguistic needs	11.6 <sup>^</sup>	39.2 <sup>^</sup>	29.7 <sup>^</sup>
Data-driven decision making	27.0	10.1 <sup>^</sup>	19.5
Working with and partnering in the community	20.8 <sup>^</sup>	3.7 <sup>^</sup>	10.1 <sup>^</sup>
Health, safety, or related policy guidance	1.8 <sup>^</sup>	11.1 <sup>^</sup>	12.7 <sup>^</sup>
Working with parents and families	0.2 <sup>^</sup>	0.0	13.9 <sup>^</sup>
Establishing good relationship with Office of Head Start programs and/or grant specialist	1.0 <sup>^</sup>	1.5 <sup>^</sup>	7.4 <sup>^</sup>
Evaluation of other program staff	5.1 <sup>^</sup>	0.0	3.6 <sup>^</sup>
Educational/curriculum leadership	0.0	15.4 <sup>^</sup>	0.7 <sup>^</sup>
Child assessment	0.0	11.7 <sup>^</sup>	0.7 <sup>^</sup>
Creating positive learning environments	2.2 <sup>^</sup>	0.0	0.7 <sup>^</sup>
Teacher evaluation	0.6 <sup>^</sup>	0.0	2.0 <sup>^</sup>
Teacher professional development	0.8 <sup>^</sup>	0.0	1.8 <sup>^</sup>

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample sizes identify the number of programs with valid data on the construct out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Program directors could select up to three supports.

<sup>b</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

**Table A.21b. Top three areas where program directors reported they need additional support to lead more effectively, by program size<sup>a,b</sup>**

	Small programs: enrollment < 300	Medium programs: enrollment ≥ 300 and < 600	Large programs: enrollment ≥ 600
	Weighted percentage (unweighted n = 34)	Weighted percentage (unweighted n = 43)	Weighted percentage (unweighted n = 51)
Staffing (hiring)	52.7	59.8	63.9
Program improvement planning	35.0	30.3	39.3
Assessing community needs	36.6	23.9 <sup>^</sup>	14.9 <sup>^</sup>
Preparing for future disasters	32.7	21.4 <sup>^</sup>	19.4
Budgeting	26.7 <sup>^</sup>	26.9	19.1 <sup>^</sup>
Responding to diverse cultural or linguistic needs	25.1 <sup>^</sup>	24.8 <sup>^</sup>	14.7 <sup>^</sup>
Data-driven decision making	17.6 <sup>^</sup>	20.2 <sup>^</sup>	35.3
Working with and partnering in the community	11.1 <sup>^</sup>	16.3 <sup>^</sup>	17.1 <sup>^</sup>
Health, safety, or related policy guidance	6.7 <sup>^</sup>	12.5 <sup>^</sup>	2.6 <sup>^</sup>
Working with parents and families	1.4 <sup>^</sup>	15.7 <sup>^</sup>	3.1 <sup>^</sup>
Establishing good relationship with Office of Head Start programs and/or grant specialist	3.9 <sup>^</sup>	1.8 <sup>^</sup>	8.2 <sup>^</sup>
Evaluation of other program staff	4.5 <sup>^</sup>	4.7 <sup>^</sup>	0.0
Educational/curriculum leadership	2.9 <sup>^</sup>	2.3 <sup>^</sup>	0.0
Child assessment	2.9 <sup>^</sup>	0.9 <sup>^</sup>	0.0
Creating positive learning environments	0.0	2.9 <sup>^</sup>	1.7 <sup>^</sup>
Teacher evaluation	0.0	2.0 <sup>^</sup>	2.9 <sup>^</sup>
Teacher professional development	1.6 <sup>^</sup>	0.0	2.0 <sup>^</sup>

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample sizes identify the number of programs with valid data on the construct out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Program directors could select up to three supports.

<sup>b</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.22. Professional development activities program directors participated in over the past 12 months**

	Unweighted total sample size (n)	Weighted percentage
<b>A network or community of early care and education program directors or managers<sup>a</sup></b>	131	
Yes		72.2
No		27.8
<b>A leadership institute, course, coaching, or other leadership development program</b>	131	
Yes		59.0
No		41.0

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>“A network or community of early care and education program directors or managers” may also be known as a peer learning group (PLG) or professional learning community (PLC), facilitated by an expert.

**Table A.22a. Professional development activities program directors participated in over the past 12 months, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>A network or community of early care and education program directors or managers<sup>b</sup></b>	34		45		52	
Yes		76.3		69.7		65.1
No		23.7 <sup>^</sup>		30.3		34.9
<b>A leadership institute, course, coaching, or other leadership development program</b>	34		45		52	
Yes		52.4		66.1		64.5
No		47.6		33.9		35.5

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information report. 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.

<sup>b</sup>“A network or community of early care and education program directors or managers” may also be known as a peer learning group (PLG) or professional learning community (PLC), facilitated by an expert.

**Table A.23. Professional development supports offered by programs to help program staff get their associate’s or bachelor’s degree**

	Unweighted total sample size (n)	Weighted percentage
<b>Supports available to help program staff get their associate’s or bachelor’s degrees</b>	132	
Yes		85.9
No		12.5
<b>Among programs with supports in place to help program staff get their associate’s or bachelor’s degrees, available supports included</b>		
<b>Tuition assistance</b>	110	
Yes		94.5
No		5.5 <sup>^</sup>
<b>Staff release time</b>	109	
Yes		67.3
No		32.7
<b>Assistance for course books</b>	109	
Yes		71.2
No		28.8
<b>Associate’s or bachelor’s courses onsite</b>	108	
Yes		16.9 <sup>^</sup>
No		83.1
<b>Another support<sup>a</sup></b>	103	
Yes		28.0
No		72.0

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“Another support” includes examples such as offering career counseling, partnering with local colleges, and helping staff secure scholarships.



**Table A.23a. Professional development supports offered by programs to help program staff get their associate's or bachelor's degree, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Supports available to help program staff get their associate's or bachelor's degrees</b>	57		15		60	
Yes		94.3		64.6		83.8
No		3.7 <sup>^</sup>		33.1 <sup>^</sup>		15.1 <sup>^</sup>
<b>Among programs with supports in place to help program staff get their associate's or bachelor's degrees, available supports included</b>						
<b>Tuition assistance</b>	50		8		52	
Yes		94.6		!		93.6
No		5.4 <sup>^</sup>		!		6.4 <sup>^</sup>
<b>Staff release time</b>	50		8		51	
Yes		60.4		!		72.3
No		39.6		!		27.7 <sup>^</sup>
<b>Assistance for course books</b>	50		8		51	
Yes		73.8		!		74.7
No		26.2		!		25.3
<b>Associate's or bachelor's courses onsite</b>	50		8		50	
Yes		8.0 <sup>^</sup>		!		30.2 <sup>^</sup>
No		92.0		!		69.8
<b>Another support<sup>b</sup></b>	46		7		50	
Yes		27.3		!		32.6
No		72.7		!		67.4

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

**Table A.23a** (*continued*)

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

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

! This estimate is not reported because fewer than 10 respondents answered this question.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>“Another support” includes examples such as offering career counseling, partnering with local colleges, and helping staff secure scholarships.

**Table A.23b. Professional development supports offered by programs to help program staff get their associate's or bachelor's degree, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Supports available to help program staff get their associate's or bachelor's degrees</b>	34		45		53	
Yes		88.0		81.8		87.9
No		12.0 <sup>^</sup>		15.7 <sup>^</sup>		7.7 <sup>^</sup>
<b>Among programs with supports in place to help program staff get their associate's or bachelor's degrees, available supports included</b>						
<b>Tuition assistance</b>	29		35		46	
Yes		96.5		90.2		96.2
No		3.5 <sup>^</sup>		9.8 <sup>^</sup>		3.8 <sup>^</sup>
<b>Staff release time</b>	29		35		45	
Yes		58.8		72.3		83.5
No		41.2		27.7 <sup>^</sup>		16.5 <sup>^</sup>
<b>Assistance for course books</b>	29		35		45	
Yes		69.3		73.7		72.4
No		30.7		26.3 <sup>^</sup>		27.6 <sup>^</sup>
<b>Associate's or bachelor's courses onsite</b>	29		35		44	
Yes		13.2 <sup>^</sup>		25.4 <sup>^</sup>		12.0 <sup>^</sup>
No		86.8		74.6		88.0
<b>Another support<sup>b</sup></b>	27		33		43	
Yes		24.1 <sup>^</sup>		30.3 <sup>^</sup>		34.3
No		75.9		69.7		65.7

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

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The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

**Table A.23b** (continued)

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>“Another support” includes examples such as offering career counseling, partnering with local colleges, and helping staff secure scholarships.

**Table A.24. How frequently programs used professional development information and resources**

	Unweighted total sample size (n)	Weighted percentage
<b>Early Childhood Learning and Knowledge Center website</b>	132	
Never or rarely		0.0
Sometimes		9.9 <sup>^</sup>
Often		90.1
<b>Office of Head Start National Centers</b>	132	
Never or rarely		8.0 <sup>^</sup>
Sometimes		42.3
Often		49.6
<b>Professional organizations</b>	132	
Never or rarely		10.3 <sup>^</sup>
Sometimes		55.5
Often		34.2
<b>Private consultants, private organizations, or commercial vendors</b>	132	
Never or rarely		20.5
Sometimes		48.7
Often		30.8
<b>Regional Training and Technical Assistance specialists</b>	132	
Never or rarely		15.6
Sometimes		33.6
Often		50.7
<b>Office of Head Start webinars</b>	131	
Never or rarely		4.3 <sup>^</sup>
Sometimes		10.5 <sup>^</sup>
Often		85.2
<b>In-person or virtual regional, state, or national conferences</b>	132	
Never or rarely		5.7 <sup>^</sup>
Sometimes		42.2
Often		52.1
<b>Another professional development resource<sup>a</sup></b>	122	
Never or rarely		69.1
Sometimes		20.4
Often		10.5 <sup>^</sup>

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

**Table A.24** (*continued*)

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“Another professional development resource” includes examples such as peer-to-peer resources, consultants, and other early childhood webinars.

**Table A.25. Characteristics of mentoring and coaching in programs**

	Unweighted total sample size (n)	Weighted percentage
<b>Program had mentors or coaches to support staff's professional development</b>	132	
Yes		99.5
No		0.5 <sup>^</sup>
<b>Among programs with mentors or coaches to support staff's professional development, whether all staff received coaching or mentoring</b>	127	
Yes		57.6
No		42.4
Don't know		0.0
<b>Among programs with mentors or coaches to support staff's professional development, who conducted coaching or mentoring<sup>a</sup></b>	131	
Employees or staff hired by the program to serve most of their time as mentors or coaches		79.6
Other program employees or staff who served less than half of their time as mentors or coaches		74.9
Individuals from other organizations or agencies that provided free coaching or mentoring services		45.7
Consultants hired by the program		26.5
<b>Among programs with mentors or coaches to support staff's professional development, whether teachers were mentored or coached by their own supervisor</b>	131	
All teachers mentored by their own supervisor		8.6
Some teachers mentored by their own supervisor		40.3
None of the teachers mentored by their own supervisor		51.1
Don't know		0.0
<b>Among programs with mentors or coaches to support staff's professional development, model or approach used<sup>b</sup></b>	131	
Practice-based coaching		89.4
Relationship-based coaching		22.5
Coaching tied to a specific curriculum		21.9
MyTeachingPartner		3.9 <sup>^</sup>
Another model or approach <sup>c</sup>		12.8 <sup>^</sup>
Don't know		2.5 <sup>^</sup>

**Table A.25** (continued)

	<b>Unweighted total sample size (n)</b>	<b>Weighted percentage</b>
<b>Among programs with mentors or coaches to support staff's professional development, whether they used remote or web-based component</b>	129	
Yes, coaching or mentoring was primarily remote or web-based		9.3 <sup>a</sup>
Yes, there was a remote/web-based supplement to the coaching or mentoring		56.9
No		33.7
Don't know		0.0

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>a</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Program directors could select all groups of mentors or coaches that applied.

<sup>b</sup>Program directors could select all models or approaches that applied.

<sup>c</sup>“Another model or approach” includes examples such as a needs-based approach or an approach developed by an individual mentor.



**Table A.25a. Characteristics of mentoring and coaching in programs, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program had mentors or coaches to support staff’s professional development</b>	57		15		60	
Yes		98.7		100.0		100.0
No		1.3 <sup>^</sup>		0.0		0.0
<b>Among programs with mentors or coaches to support staff’s professional development, whether all staff received coaching or mentoring</b>	54		15		58	
Yes		50.6		63.8		62.7
No		49.4		36.2 <sup>^</sup>		37.3
Don’t know		0.0		0.0		0.0
<b>Among programs with mentors or coaches to support staff’s professional development in classrooms, who conducted coaching or mentoring<sup>b</sup></b>	56		15		60	
Employees or staff hired by the program to serve most of their time as mentors or coaches		74.3		68.9		87.3
Other program employees or staff who served less than half of their time as mentors or coaches		75.3		94.5		69.1
Individuals from other organizations or agencies that provided free coaching or mentoring services		52.7		42.0 <sup>^</sup>		40.3
Consultants hired by the program		30.4		4.9 <sup>^</sup>		28.7

Table A.25a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Among programs with mentors or coaches to support staff's professional development, whether teachers were mentored or coached by their own supervisor</b>	56		15		60	
All teachers mentored by their own supervisor		11.1 <sup>^</sup>		12.6 <sup>^</sup>		5.3 <sup>^</sup>
Some teachers mentored by their own supervisor		25.6 <sup>^</sup>		51.0 <sup>^</sup>		50.9
None of the teachers mentored by their own supervisor		63.3		36.4 <sup>^</sup>		43.8
Don't know		0.0		0.0		0.0
<b>Among programs with mentors or coaches to support staff's professional development, model or approach used<sup>c</sup></b>	56		15		60	
Practice-based coaching		95.4		83.4		85.6
Relationship-based coaching		19.6 <sup>^</sup>		17.9 <sup>^</sup>		26.4 <sup>^</sup>
Coaching tied to a specific curriculum		16.9 <sup>^</sup>		17.0 <sup>^</sup>		27.9 <sup>^</sup>
MyTeachingPartner		5.7 <sup>^</sup>		11.1 <sup>^</sup>		0.5 <sup>^</sup>
Another model or approach <sup>d</sup>		13.3 <sup>^</sup>		12.2 <sup>^</sup>		12.5 <sup>^</sup>
Don't know		0.0		11.7 <sup>^</sup>		2.3 <sup>^</sup>
<b>Among programs with mentors or coaches to support staff's professional development, whether they used remote or web-based component</b>	55		15		59	
Yes, coaching or mentoring was primarily remote or web-based		4.0 <sup>^</sup>		0.0		16.7 <sup>^</sup>
Yes, there was a remote/web-based supplement to the coaching or mentoring		67.8		30.4 <sup>^</sup>		54.1
No		28.2		69.6		29.2 <sup>^</sup>
Don't know		0.0		0.0		0.0

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

**Table A.25a** (*continued*)

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>Program directors could select all groups of mentors or coaches that applied.

<sup>c</sup>Program directors could select all models or approaches that applied.

<sup>d</sup>“Another model or approach” includes examples such as a needs-based approach or an approach developed by an individual mentor.

**Table A.26. Among programs that offered mentorship or coaching, the number and type of mentors<sup>a</sup>**

	Unweighted total sample size (n)	Weighted percentage
<b>Number of mentors in program (categories)</b>	131	
1 to 4		34.1
5 to 8		30.9
9 to 15		22.3
More than 15		12.7

	Unweighted total sample size (n)	Weighted mean (Reported range)
<b>Number of mentors in program</b>	131	8.3 (1-83)
<b>Number of program staff who spend less than half of their time on mentoring or coaching</b>	131	3.7 (0-50)
<b>Number of program staff who spend more than half their time as a mentor or coach</b>	131	2.8 (0-50)
<b>Number of individuals from other organizations or agencies that provide free coaching or mentoring services</b>	131	1.3 (0-15)
<b>Number of consultants or contractors hired by the program to serve as mentor or coach</b>	131	0.7 (0-12)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 131 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>Programs are only included in this table if they indicated they provided coaching and mentoring to support staff's professional development. This represents 99.5 percent of programs (Table A.25).

**Table A.27. Among programs that offered mentorship or coaching, the activities conducted<sup>a</sup>**

	Unweighted total sample size (n)	Weighted percentage
<b>Mentor approaches to assessing staff needs<sup>b,c</sup></b>	131	
Conducted classroom observations		92.8
Reviewed classroom-level assessment data		83.9
Directly asked the staff		79.2
Reviewed child assessment data		71.1
Asked teachers to complete surveys or questionnaires		69.5
Based on regular performance reviews or evaluations		55.7
Based on number of years of experience		23.6
Another approach <sup>d</sup>		4.3 <sup>^</sup>
Don't know		0.0
<b>Mentor approaches to working with staff<sup>b,c</sup></b>	131	
Discussed what they observe		99.3
Modeled teaching practices		93.1
Provided written feedback to staff on what they observed		89.8
Provided trainings for staff		83.5
Suggested trainings for staff to attend		82.7
Reviewed child assessment data with staff		73.5
Had teachers or FCC providers observe other teachers (in classroom or by video)		53.0
Had teachers or FCC providers watch a video of themselves teaching		51.8
Don't know		0.0

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 131 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

FCC = family child care.

<sup>a</sup>Programs are only included in this table if they indicated they provided coaching and mentoring to support staff's professional development. This represents 99.5 percent of programs (Table A.25).

<sup>b</sup>The study specified "staff" as teachers, family child care providers, or home visitors.

<sup>c</sup>Program directors could select all approaches that applied.

<sup>d</sup>"Another approach" includes examples such as assessing staff's needs based on available support from the staff's cohort.

**Table A.28. Types of well-being supports programs provided for staff**

	Unweighted total sample size (n)	Weighted percentage
<b>Program provided regular check-ins with staff for<sup>a</sup></b>	127	
Educational personnel		92.3
Family service workers or child counselors/therapists		92.6
Managers or coordinators		92.4
Other staff <sup>b</sup>		88.6
<b>Program offered mental health consultations for<sup>a</sup></b>	128	
Educational personnel		88.6
Family service workers or child counselors/therapists		88.2
Managers or coordinators		86.6
Other staff <sup>b</sup>		87.1
<b>Program offered virtual or in-person social events for<sup>a</sup></b>	128	
Educational personnel		78.6
Family service workers or child counselors/therapists		77.6
Managers or coordinators		77.8
Other staff <sup>b</sup>		77.3
<b>Program encouraged personal health and safety for<sup>a</sup></b>	130	
Educational personnel		97.2
Family service workers or child counselors/therapists		95.5
Managers or coordinators		96.3
Other staff <sup>b</sup>		95.5
<b>Program provided resources to support staff physical health for<sup>a</sup></b>	128	
Educational personnel		57.1
Family service workers or child counselors/therapists		55.3
Managers or coordinators		57.6
Other staff <sup>b</sup>		55.5
<b>Program provided resources or programs to support self-care for<sup>a</sup></b>	128	
Educational personnel		83.0
Family service workers or child counselors/therapists		81.3
Managers or coordinators		83.0
Other staff <sup>b</sup>		81.8
<b>Program provided flexible hours scheduling for<sup>a</sup></b>	128	
Educational personnel		33.0
Family service workers or child counselors/therapists		37.4
Managers or coordinators		48.0
Other staff <sup>b</sup>		38.9

Table A.28 (continued)

	Unweighted total sample size (n)	Weighted percentage
<b>Program provided a physically and mentally safe work environment for<sup>a</sup></b>	129	
Educational personnel		97.5
Family service workers or child counselors/therapists		95.8
Managers or coordinators		97.2
Other staff <sup>b</sup>		95.8
<b>Program offered chances for staff to take breaks during the day for<sup>a</sup></b>	128	
Educational personnel		90.3
Family service workers or child counselors/therapists		89.9
Managers or coordinators		90.8
Other staff <sup>b</sup>		88.9
<b>Program provided training or resources on secondary traumatic stress for<sup>a</sup></b>	126	
Educational personnel		84.4
Family service workers or child counselors/therapists		84.1
Managers or coordinators		80.7
Other staff <sup>b</sup>		77.9
<b>Program provided counseling resources or referrals to Employee Assistance Programs for<sup>a</sup></b>	128	
Educational personnel		87.0
Family service workers or child counselors/therapists		85.3
Managers or coordinators		85.0
Other staff <sup>b</sup>		83.2
<b>Program provided monetary or financial incentives for<sup>a</sup></b>	129	
Educational personnel		65.7
Family service workers or child counselors/therapists		64.5
Managers or coordinators		64.2
Other staff <sup>b</sup>		64.6
<b>Program provided another type of support for staff well-being for<sup>a,c</sup></b>	84	
Educational personnel		7.3 <sup>^</sup>
Family service workers or child counselors/therapists		7.3 <sup>^</sup>
Managers or coordinators		7.3 <sup>^</sup>
Other staff <sup>b</sup>		7.8 <sup>^</sup>
	<b>Unweighted total sample size (n)</b>	<b>Weighted mean (Reported range<sup>d</sup>)</b>
<b>Number of types of supports for staff well-being provided for educational personnel</b>	119	9.6 (5-13)
<b>Number of types of supports for staff well-being provided for family service workers or child counselors</b>	119	9.6 (0-13)
<b>Number of types of supports for staff well-being provided for managers or coordinators</b>	119	9.7 (5-13)

**Table A.28** (continued)

<b>Number of types of supports for staff well-being provided for other staff<sup>c</sup></b>	119	9.4
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Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Program directors could select the staff for whom they provided types of well-being supports. Percentages do not sum to 100 and may be the same if programs provided that well-being support for all staff.

<sup>b</sup>Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

<sup>c</sup>“Another type of support for staff well-being” includes examples such as wellness days and short- and long-term disability coverage.

<sup>d</sup>“Number of types of supports for staff well-being” has a possible range of 0 to 13.



**Table A.28a. Types of well-being supports programs provided for staff, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program provided regular check-ins with staff for<sup>b</sup></b>	54		15		58	
Educational personnel		87.4		97.6		95.5
Family service workers or child counselors/therapists		87.3		100.0		95.5
Managers or coordinators		87.4		100.0		94.9
Other staff <sup>c</sup>		87.4		100.0		86.4
<b>Program offered mental health consultations for<sup>b</sup></b>	55		15		58	
Educational personnel		86.9		93.0		89.0
Family service workers or child counselors/therapists		86.9		93.0		88.1
Managers or coordinators		86.9		93.0		84.5
Other staff <sup>c</sup>		88.0		93.0		84.5
<b>Program offered virtual or in-person social events for<sup>b</sup></b>	55		15		58	
Educational personnel		81.0		77.1		76.7
Family service workers or child counselors/therapists		79.2		77.1		76.2
Managers or coordinators		79.7		77.1		76.1
Other staff <sup>c</sup>		78.5		77.1		76.2
<b>Program encouraged personal health and safety for<sup>b</sup></b>	55		15		60	
Educational personnel		93.3		100.0		100.0
Family service workers or child counselors/therapists		92.1		100.0		97.3
Managers or coordinators		93.3		92.3		100.0
Other staff <sup>c</sup>		92.1		100.0		97.3

Table A.28a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program provided resources to support staff physical health for<sup>b</sup></b>	54		15		59	
Educational personnel		51.1		77.4		57.0
Family service workers or child counselors/therapists		49.9		77.4		54.2
Managers or coordinators		51.4		77.4		57.7
Other staff <sup>c</sup>		50.2		77.4		54.2
<b>Program provided resources or programs to support self-care for<sup>b</sup></b>	55		15		58	
Educational personnel		83.4		100.0		78.0
Family service workers or child counselors/therapists		82.2		100.0		75.3
Managers or coordinators		83.4		100.0		78.0
Other staff <sup>c</sup>		81.6		97.7		77.7
<b>Program provided flexible hours scheduling for<sup>b</sup></b>	55		15		58	
Educational personnel		25.3 <sup>^</sup>		29.1 <sup>^</sup>		41.4
Family service workers or child counselors/therapists		30.1		38.9 <sup>^</sup>		44.1
Managers or coordinators		47.3		34.3 <sup>^</sup>		52.5
Other staff <sup>c</sup>		29.9		35.4 <sup>^</sup>		48.6
<b>Program provided a physically and mentally safe work environment for<sup>b</sup></b>	55		14		60	
Educational personnel		100.0		100.0		94.6
Family service workers or child counselors/therapists		98.8		100.0		91.9
Managers or coordinators		100.0		100.0		94.0
Other staff <sup>c</sup>		98.8		100.0		91.9

Table A.28a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program offered chances for staff to take breaks during the day for<sup>b</sup></b>	55		15		58	
Educational personnel		89.6		69.4		96.9
Family service workers or child counselors/therapists		91.5		75.5		92.4
Managers or coordinators		90.4		75.5		95.5
Other staff <sup>c</sup>		90.4		71.8		92.4
<b>Program provided training or resources on secondary traumatic stress for<sup>b</sup></b>	54		14		58	
Educational personnel		86.4		75.5		85.0
Family service workers or child counselors/therapists		86.4		75.5		84.2
Managers or coordinators		86.1		71.6		78.1
Other staff <sup>c</sup>		82.1		71.6		75.7
<b>Program provided counseling resources or referrals to Employee Assistance Programs for<sup>b</sup></b>	55		15		58	
Educational personnel		90.2		100.0		80.4
Family service workers or child counselors/therapists		89.0		100.0		77.5
Managers or coordinators		90.2		100.0		75.7
Other staff <sup>c</sup>		89.0		100.0		72.9
<b>Program provided monetary or financial incentives for<sup>b</sup></b>	55		15		59	
Educational personnel		59.2		49.3 <sup>^</sup>		76.2
Family service workers or child counselors/therapists		59.2		49.3 <sup>^</sup>		73.5
Managers or coordinators		58.6		41.6 <sup>^</sup>		75.5
Other staff <sup>c</sup>		59.4		49.3 <sup>^</sup>		73.5

Table A.28a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program provided another type of support for staff well-being for<sup>b,d</sup></b>	37		11		36	
Educational personnel		0.0		0.0		16.0 <sup>^</sup>
Family service workers or child counselors/therapists		0.0		0.0		16.0 <sup>^</sup>
Managers or coordinators		0.0		0.0		16.0 <sup>^</sup>
Other staff <sup>c</sup>		1.3 <sup>^</sup>		0.0		16.0 <sup>^</sup>
	Unweighted total sample size (n)	Weighted mean (reported range <sup>e</sup> )	Unweighted total sample size (n)	Weighted mean (reported range <sup>e</sup> )	Unweighted total sample size (n)	Weighted mean (reported range <sup>e</sup> )
<b>Number of types of supports for staff well-being provided for educational personnel</b>	52	9.3 (5-12)	13	9.7 (6-12)	54	9.8 (6-13)
<b>Number of types of supports for staff well-being provided for family service workers or child counselors</b>	52	9.4 (5-12)	13	9.9 (8-12)	54	9.6 (0-13)
<b>Number of types of supports for staff well-being provided for managers or coordinators</b>	52	9.6 (5-12)	13	9.7 (8-11)	54	9.7 (5-13)
<b>Number of types of supports for staff well-being provided for other staff<sup>c</sup></b>	52	9.4 (5-13)	13	9.8 (8-12)	54	9.4 (0-13)

Source: Spring 2022 Program Director Survey and 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>Program directors could select the staff for whom they provided types of well-being supports. Percentages do not sum to 100 and may be the same if programs provided that well-being support for all staff.

<sup>c</sup>Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

<sup>d</sup>“Another type of support for staff well-being” includes examples such as wellness days and short- and long-term disability coverage.

**Table A.28a** (*continued*)

<sup>e</sup>“Number of types of supports for staff well-being” has a possible range of 0 to 13.

**Table A.28b. Types of well-being supports programs provided for staff, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program provided regular check-ins with staff for<sup>b</sup></b>	33		42		52	
Educational personnel		95.2		90.6		87.7
Family service workers or child counselors/therapists		95.2		92.0		86.5
Managers or coordinators		95.2		90.6		87.7
Other staff <sup>c</sup>		87.8		89.3		89.4
<b>Program offered mental health consultations for<sup>b</sup></b>	33		43		52	
Educational personnel		98.2		79.5		79.5
Family service workers or child counselors/therapists		98.2		78.2		79.5
Managers or coordinators		95.0		78.2		79.5
Other staff <sup>c</sup>		95.0		79.6		79.5
<b>Program offered virtual or in-person social events for<sup>b</sup></b>	34		42		52	
Educational personnel		74.7		82.6		82.6
Family service workers or child counselors/therapists		74.7		82.6		77.0
Managers or coordinators		74.7		81.2		80.4
Other staff <sup>c</sup>		74.7		81.2		77.8
<b>Program encouraged personal health and safety for<sup>b</sup></b>	34		43		53	
Educational personnel		94.9		100.0		98.8
Family service workers or child counselors/therapists		94.9		96.2		96.0
Managers or coordinators		93.0		100.0		98.8
Other staff <sup>c</sup>		94.9		96.2		96.0

Table A.28b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program provided resources to support staff physical health for<sup>b</sup></b>	33		43		52	
Educational personnel		43.0		66.3		79.0
Family service workers or child counselors/therapists		43.0		62.5		76.1
Managers or coordinators		43.0		66.3		81.5
Other staff <sup>c</sup>		43.0		62.5		76.9
<b>Program provided resources or programs to support self-care for<sup>b</sup></b>	34		43		51	
Educational personnel		73.0		91.6		96.1
Family service workers or child counselors/therapists		73.0		87.7		93.2
Managers or coordinators		73.0		91.6		96.1
Other staff <sup>c</sup>		73.0		91.1		90.2
<b>Program provided flexible hours scheduling for<sup>b</sup></b>	33		43		52	
Educational personnel		31.6 <sup>^</sup>		37.3		28.8
Family service workers or child counselors/therapists		35.2		44.0		31.6
Managers or coordinators		47.4		51.0		44.0
Other staff <sup>c</sup>		43.3		37.6		29.5
<b>Program provided a physically and mentally safe work environment for<sup>b</sup></b>	34		42		53	
Educational personnel		95.8		98.7		100.0
Family service workers or child counselors/therapists		95.8		94.8		97.2
Managers or coordinators		95.8		98.7		98.4
Other staff <sup>c</sup>		95.8		94.8		97.2

Table A.28b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program offered chances for staff to take breaks during the day for<sup>b</sup></b>	33		43		52	
Educational personnel		87.8		94.3		89.3
Family service workers or child counselors/therapists		90.1		89.7		89.6
Managers or coordinators		90.1		93.3		88.0
Other staff <sup>c</sup>		90.1		86.8		89.6
<b>Program provided training or resources on secondary traumatic stress for<sup>b</sup></b>	33		42		51	
Educational personnel		84.6		82.8		87.1
Family service workers or child counselors/therapists		84.6		82.8		85.2
Managers or coordinators		80.3		79.2		84.5
Other staff <sup>c</sup>		76.6		79.2		79.2
<b>Program provided counseling resources or referrals to Employee Assistance Programs for<sup>b</sup></b>	33		43		52	
Educational personnel		83.1		90.4		91.7
Family service workers or child counselors/therapists		83.1		86.5		88.9
Managers or coordinators		78.8		90.4		91.7
Other staff <sup>c</sup>		78.8		86.5		88.9
<b>Program provided monetary or financial incentives for<sup>b</sup></b>	34		43		52	
Educational personnel		65.3		65.2		68.0
Family service workers or child counselors/therapists		65.3		61.4		68.0
Managers or coordinators		63.4		64.3		66.5
Other staff <sup>c</sup>		65.3		61.4		68.6



Table A.28b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program provided another type of support for staff well-being for<sup>b,d</sup></b>	25		27		32	
Educational personnel		2.2 <sup>^</sup>		19.8 <sup>^</sup>		0.0
Family service workers or child counselors/therapists		2.2 <sup>^</sup>		19.8 <sup>^</sup>		0.0
Managers or coordinators		2.2 <sup>^</sup>		19.8 <sup>^</sup>		0.0
Other staff <sup>c</sup>		2.2 <sup>^</sup>		19.8 <sup>^</sup>		3.4 <sup>^</sup>
	Unweighted total sample size (n)	Weighted mean (reported range <sup>e</sup> )	Unweighted total sample size (n)	Weighted mean (reported range <sup>e</sup> )	Unweighted total sample size (n)	Weighted mean (reported range <sup>e</sup> )
<b>Number of types of supports for staff well-being provided for educational personnel</b>	33	9.2 (6-13)	39	10.1 (6-13)	47	9.9 (5-12)
<b>Number of types of supports for staff well-being provided for family service workers or child counselors</b>	33	9.3 (6-13)	39	9.8 (0-13)	47	9.9 (5-12)
<b>Number of types of supports for staff well-being provided for managers or coordinators</b>	33	9.3 (5-13)	39	10.1 (6-13)	47	9.9 (5-12)
<b>Number of types of supports for staff well-being provided for other staff<sup>c</sup></b>	33	9.1 (4-13)	39	9.7 (0-13)	47	9.8 (5-13)

Source: Spring 2022 Program Director Survey and 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

**Table A.28b** (*continued*)

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>Program directors could select the staff for whom they provided types of well-being supports. Percentages do not sum to 100 and may be the same if programs provided that well-being support for all staff.

<sup>c</sup>Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

<sup>d</sup>“Another type of support for staff well-being” includes examples such as wellness days and short- and long-term disability coverage.

<sup>e</sup>“Number of types of supports for staff well-being” has a possible range of 0 to 13.

**Table A.29. Types of well-being supports that programs added or increased for staff in the past 12 months**

	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased regular check-ins with staff for<sup>a</sup></b>	122	
Educational personnel		52.2
Family service workers or child counselors/therapists		50.8
Managers or coordinators		48.6
Other staff <sup>b</sup>		49.8
<b>Program added or increased mental health consultations for<sup>a</sup></b>	124	
Educational personnel		45.8
Family service workers or child counselors/therapists		45.8
Managers or coordinators		47.0
Other staff <sup>b</sup>		45.2
<b>Program added or increased virtual or in-person social events for<sup>a</sup></b>	124	
Educational personnel		42.8
Family service workers or child counselors/therapists		40.9
Managers or coordinators		41.4
Other staff <sup>b</sup>		39.7
<b>Program added or increased encouragement of personal health and safety for<sup>a</sup></b>	125	
Educational personnel		65.7
Family service workers or child counselors/therapists		63.0
Managers or coordinators		64.8
Other staff <sup>b</sup>		62.6
<b>Program added or increased resources to support staff physical health for<sup>a</sup></b>	123	
Educational personnel		33.3
Family service workers or child counselors/therapists		31.8
Managers or coordinators		33.6
Other staff <sup>b</sup>		30.3
<b>Program added or increased resources or programs to support self-care for<sup>a</sup></b>	124	
Educational personnel		55.3
Family service workers or child counselors/therapists		56.3
Managers or coordinators		57.8
Other staff <sup>b</sup>		55.6
<b>Program added or increased flexible hours scheduling for<sup>a</sup></b>	126	
Educational personnel		20.8
Family service workers or child counselors/therapists		22.1
Managers or coordinators		28.9
Other staff <sup>b</sup>		23.0

Table A.29 (continued)

	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased supports for a physically and mentally safe work environment for<sup>a</sup></b>	124	
Educational personnel		56.3
Family service workers or child counselors/therapists		53.7
Managers or coordinators		55.5
Other staff <sup>b</sup>		53.3
<b>Program added or increased chances for staff to take breaks during the day for<sup>a</sup></b>	124	
Educational personnel		58.2
Family service workers or child counselors/therapists		55.7
Managers or coordinators		56.6
Other staff <sup>b</sup>		54.3
<b>Program added or increased training or resources on secondary traumatic stress for<sup>a</sup></b>	121	
Educational personnel		56.0
Family service workers or child counselors/therapists		55.1
Managers or coordinators		53.5
Other staff <sup>b</sup>		51.8
<b>Program added or increased counseling resources or referrals to Employee Assistance Programs for<sup>a</sup></b>	124	
Educational personnel		44.4
Family service workers or child counselors/therapists		41.7
Managers or coordinators		43.5
Other staff <sup>b</sup>		41.3
<b>Program added or increased monetary or financial incentives for<sup>a</sup></b>	125	
Educational personnel		60.3
Family service workers or child counselors/therapists		59.0
Managers or coordinators		60.0
Other staff <sup>b</sup>		58.4
<b>Program added or increased another type of support for staff well-being for<sup>a,c</sup></b>	84	
Educational personnel		1.2 <sup>^</sup>
Family service workers or child counselors/therapists		1.2 <sup>^</sup>
Managers or coordinators		1.2 <sup>^</sup>
Other staff <sup>b</sup>		1.2 <sup>^</sup>
<b>Program added or increased one of more type of supports for staff well-being for educational personnel</b>	125	
Yes		94.3
No		5.7 <sup>^</sup>

Table A.29 (continued)

	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased one of more type of supports for staff well-being for family service workers or child counselors</b>	124	
Yes		92.1
No		7.9 <sup>^</sup>
<b>Program added or increased one of more type of supports for staff well-being for managers or coordinators</b>	125	
Yes		93.4
No		6.6 <sup>^</sup>
<b>Program added or increased one of more type of supports for staff well-being for other staff<sup>b</sup></b>	124	
Yes		91.2
No		8.8 <sup>^</sup>

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Program directors could select the staff for whom they added or increased types of well-being supports. Percentages do not sum to 100 and may be the same if programs added or increased that type of well-being support for all staff.

<sup>b</sup>Examples of "other staff" include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

<sup>c</sup>"Another type of support for staff well-being" includes examples such as wellness days and short- and long-term disability coverage.

**Table A.29a. Types of well-being supports that programs added or increased for staff in the past 12 months, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased regular check-ins with staff for<sup>b</sup></b>	53		14		55	
Educational personnel		50.1		77.9		47.6
Family service workers or child counselors/therapists		48.9		77.9		45.6
Managers or coordinators		45.3		77.9		44.2
Other staff <sup>c</sup>		47.7		77.9		44.6
<b>Program added or increased mental health consultations for<sup>b</sup></b>	54		14		56	
Educational personnel		36.1		64.8		50.2
Family service workers or child counselors/therapists		36.1		64.8		50.2
Managers or coordinators		38.9		64.8		50.2
Other staff <sup>c</sup>		35.8		64.8		49.3
<b>Program added or increased virtual or in-person social events for<sup>b</sup></b>	54		14		56	
Educational personnel		42.3		48.8 <sup>^</sup>		41.8
Family service workers or child counselors/therapists		40.5		48.8 <sup>^</sup>		39.3
Managers or coordinators		41.7		48.8 <sup>^</sup>		39.2
Other staff <sup>c</sup>		40.5		44.8 <sup>^</sup>		37.7
<b>Program added or increased encouragement of personal health and safety for<sup>b</sup></b>	54		14		57	
Educational personnel		60.3		90.5		64.6
Family service workers or child counselors/therapists		59.1		90.5		59.9
Managers or coordinators		60.3		90.5		62.7
Other staff <sup>c</sup>		59.1		90.5		59.1

Table A.29a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased resources to support staff physical health for<sup>b</sup></b>	53		14		56	
Educational personnel		23.3		39.8 <sup>^</sup>		41.2
Family service workers or child counselors/therapists		22.0		39.8 <sup>^</sup>		39.0
Managers or coordinators		23.3		39.8 <sup>^</sup>		41.8
Other staff <sup>c</sup>		22.0		31.2 <sup>^</sup>		38.0
<b>Program added or increased resources or programs to support self-care for<sup>b</sup></b>	54		14		56	
Educational personnel		53.8		78.5		50.9
Family service workers or child counselors/therapists		52.7		78.5		54.2
Managers or coordinators		53.8		78.5		56.3
Other staff <sup>c</sup>		52.7		78.5		52.7
<b>Program added or increased flexible hours scheduling for<sup>b</sup></b>	55		15		56	
Educational personnel		13.2 <sup>^</sup>		29.1 <sup>^</sup>		25.8 <sup>^</sup>
Family service workers or child counselors/therapists		17.0 <sup>^</sup>		32.8 <sup>^</sup>		24.0 <sup>^</sup>
Managers or coordinators		26.4		32.8 <sup>^</sup>		30.2
Other staff <sup>c</sup>		16.3 <sup>^</sup>		26.9 <sup>^</sup>		28.4 <sup>^</sup>
<b>Program added or increased supports for a physically and mentally safe work environment for<sup>b</sup></b>	54		13		57	
Educational personnel		52.0		77.3		55.5
Family service workers or child counselors/therapists		50.8		77.3		50.9
Managers or coordinators		52.0		77.3		53.6
Other staff <sup>c</sup>		50.8		77.3		50.0

Table A.29a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased chances for staff to take breaks during the day for<sup>b</sup></b>	54		14		56	
Educational personnel		43.1		56.0		73.3
Family service workers or child counselors/therapists		43.1		60.1		66.8
Managers or coordinators		41.9		60.1		69.9
Other staff <sup>c</sup>		41.9		56.0		65.9
<b>Program added or increased training or resources on secondary traumatic stress for<sup>b</sup></b>	53		13		55	
Educational personnel		45.8		58.1		65.3
Family service workers or child counselors/therapists		45.8		58.1		63.3
Managers or coordinators		46.3		58.1		59.3
Other staff <sup>c</sup>		45.2		51.1 <sup>^</sup>		58.4
<b>Program added or increased counseling resources or referrals to Employee Assistance Programs for<sup>b</sup></b>	54		14		56	
Educational personnel		33.6		55.8		52.0
Family service workers or child counselors/therapists		32.4		55.8		47.1
Managers or coordinators		33.6		55.8		50.0
Other staff <sup>c</sup>		32.4		55.8		46.2
<b>Program added or increased monetary or financial incentives for<sup>b</sup></b>	54		15		56	
Educational personnel		51.5		49.3 <sup>^</sup>		71.3
Family service workers or child counselors/therapists		51.5		49.3 <sup>^</sup>		68.6
Managers or coordinators		51.5		49.3 <sup>^</sup>		70.7
Other staff <sup>c</sup>		52.0		49.3 <sup>^</sup>		66.8



Table A.29a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased another type of support for staff well-being for<sup>b,d</sup></b>	37		11		36	
Educational personnel		0.0		0.0		2.6 <sup>^</sup>
Family service workers or child counselors/therapists		0.0		0.0		2.6 <sup>^</sup>
Managers or coordinators		0.0		0.0		2.6 <sup>^</sup>
Other staff <sup>c</sup>		0.0		0.0		2.6 <sup>^</sup>
<b>Program added or increased one of more type of supports for staff well-being for educational personnel</b>	54		14		57	
Yes		91.1		100.0		95.7
No		8.9 <sup>^</sup>		0.0		4.3 <sup>^</sup>
<b>Program added or increased one of more type of supports for staff well-being for family service workers or child counselors</b>	53		14		57	
Yes		91.0		100.0		91.1
No		9.0 <sup>^</sup>		0.0		8.9 <sup>^</sup>
<b>Program added or increased one of more type of supports for staff well-being for managers or coordinators</b>	54		14		57	
Yes		91.1		100.0		93.8
No		8.9 <sup>^</sup>		0.0		6.2 <sup>^</sup>
<b>Program added or increased one of more type of supports for staff well-being for other staff<sup>c</sup></b>	53		14		57	
Yes		91.0		96.1		90.2
No		9.0 <sup>^</sup>		3.9 <sup>^</sup>		9.8 <sup>^</sup>

Source: Spring 2022 Program Director Survey and 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information. The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

**Table A.29a** (continued)

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>Program directors could select the staff for whom they added or increased types of well-being supports. Percentages do not sum to 100 and may be the same if programs added or increased that type of well-being support for all staff.

<sup>c</sup>Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

<sup>d</sup>“Another type of support for staff well-being” includes examples such as wellness days and short- and long-term disability coverage.

**Table A.29b. Types of well-being supports that programs added or increased for staff in the past 12 months, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased regular check-ins with staff for<sup>b</sup></b>	33		41		48	
Educational personnel		46.9		64.6		44.7
Family service workers or child counselors/therapists		46.9		61.8		41.7
Managers or coordinators		42.9		60.8		42.9
Other staff <sup>c</sup>		46.9		59.4		40.8
<b>Program added or increased mental health consultations for<sup>b</sup></b>	33		42		49	
Educational personnel		44.5		49.9		41.9
Family service workers or child counselors/therapists		44.5		49.9		41.9
Managers or coordinators		48.1		48.8		40.5
Other staff <sup>c</sup>		44.5		49.0		40.5
<b>Program added or increased virtual or in-person social events for<sup>b</sup></b>	34		41		49	
Educational personnel		30.1		54.2		60.6
Family service workers or child counselors/therapists		30.1		51.4		54.8
Managers or coordinators		30.1		50.4		59.2
Other staff <sup>c</sup>		30.1		49.0		52.2
<b>Program added or increased encouragement of personal health and safety for<sup>b</sup></b>	34		42		49	
Educational personnel		50.0		80.7		84.7
Family service workers or child counselors/therapists		50.0		73.9		81.8
Managers or coordinators		50.0		78.0		84.7
Other staff <sup>c</sup>		50.0		72.7		81.8

Table A.29b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased resources to support staff physical health for<sup>b</sup></b>	33		42		48	
Educational personnel		16.1 <sup>^</sup>		48.0		55.6
Family service workers or child counselors/therapists		16.1 <sup>^</sup>		44.0		54.3
Managers or coordinators		16.1 <sup>^</sup>		48.0		57.4
Other staff <sup>c</sup>		14.1 <sup>^</sup>		42.7		54.3
<b>Program added or increased resources or programs to support self-care for<sup>b</sup></b>	34		42		48	
Educational personnel		44.7		62.6		73.4
Family service workers or child counselors/therapists		44.7		66.6		72.1
Managers or coordinators		44.7		69.7		75.1
Other staff <sup>c</sup>		44.7		65.3		70.4
<b>Program added or increased flexible hours scheduling for<sup>b</sup></b>	33		43		50	
Educational personnel		15.3 <sup>^</sup>		30.2 <sup>^</sup>		18.5 <sup>^</sup>
Family service workers or child counselors/therapists		17.6 <sup>^</sup>		28.6 <sup>^</sup>		22.6
Managers or coordinators		25.3 <sup>^</sup>		37.5		22.6
Other staff <sup>c</sup>		23.8 <sup>^</sup>		23.8 <sup>^</sup>		19.3 <sup>^</sup>
<b>Program added or increased supports for a physically and mentally safe work environment for<sup>b</sup></b>	34		41		49	
Educational personnel		44.8		70.7		65.0
Family service workers or child counselors/therapists		44.8		63.8		62.1
Managers or coordinators		44.8		67.9		65.0
Other staff <sup>c</sup>		44.8		62.4		62.1

Table A.29b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased chances for staff to take breaks during the day for<sup>b</sup></b>	33		42		49	
Educational personnel		52.3		69.8		53.5
Family service workers or child counselors/therapists		52.3		62.2		53.5
Managers or coordinators		52.3		66.0		51.8
Other staff <sup>c</sup>		52.3		57.9		53.5
<b>Program added or increased training or resources on secondary traumatic stress for<sup>b</sup></b>	33		41		47	
Educational personnel		47.5		62.5		69.3
Family service workers or child counselors/therapists		47.5		59.7		69.3
Managers or coordinators		45.3		57.4		70.6
Other staff <sup>c</sup>		45.3		54.6		66.0
<b>Program added or increased counseling resources or referrals to Employee Assistance Programs for<sup>b</sup></b>	33		42		49	
Educational personnel		34.9		56.3		49.8
Family service workers or child counselors/therapists		34.9		49.5		46.9
Managers or coordinators		34.9		53.5		49.8
Other staff <sup>c</sup>		34.9		48.2		46.9
<b>Program added or increased monetary or financial incentives for<sup>b</sup></b>	34		43		48	
Educational personnel		61.2		63.2		51.7
Family service workers or child counselors/therapists		61.2		59.3		51.7
Managers or coordinators		61.2		62.2		51.7
Other staff <sup>c</sup>		61.2		58.1		50.6

Table A.29b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program added or increased another type of support for staff well-being for<sup>d</sup></b>	25		27		32	
Educational personnel		2.2 <sup>^</sup>		0.0		0.0
Family service workers or child counselors/therapists		2.2 <sup>^</sup>		0.0		0.0
Managers or coordinators		2.2 <sup>^</sup>		0.0		0.0
Other staff <sup>c</sup>		2.2 <sup>^</sup>		0.0		0.0
<b>Program added or increased one of more type of supports for staff well-being for educational personnel</b>	34		42		49	
Yes		94.3		94.0		94.7
No		5.7 <sup>^</sup>		6.0 <sup>^</sup>		5.3 <sup>^</sup>
<b>Program added or increased one of more type of supports for staff well-being for family service workers or child counselors</b>	34		42		48	
Yes		94.3		87.3		94.5
No		5.7 <sup>^</sup>		12.7 <sup>^</sup>		5.5 <sup>^</sup>
<b>Program added or increased one of more type of supports for staff well-being for managers or coordinators</b>	34		42		49	
Yes		94.3		91.3		94.7
No		5.7 <sup>^</sup>		8.7 <sup>^</sup>		5.3 <sup>^</sup>
<b>Program added or increased one of more type of supports for staff well-being for other staff<sup>c</sup></b>	34		42		48	
Yes		94.3		86.0		91.8
No		5.7 <sup>^</sup>		14.0 <sup>^</sup>		8.2 <sup>^</sup>

Source: Spring 2022 Program Director Survey and 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

**Table A.29b** (continued)

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup> Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup> Program directors could select the staff for whom they added or increased types of well-being supports. Percentages do not sum to 100 and may be the same if programs added or increased that type of well-being support for all staff.

<sup>c</sup> Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

<sup>d</sup> “Another type of support for staff well-being” includes examples such as wellness days and short- and long-term disability coverage.

**Table A.30. Quality improvement activities programs implemented in the past 12 months<sup>a,b</sup>**

	Weighted percentage (unweighted n = 132)
Supported staff training to address trauma and/or mental health concerns for children and families from populations with higher needs <sup>c</sup>	87.7
Child counseling, mental health consultation, or other services necessary to address trauma and/or mental health concerns for children and families from populations with higher needs	84.3
Ensured that the physical environments are conducive to providing effective program services to children and families, and are accessible to children with disabilities and other individuals with disabilities	81.5
Improved the compensation (including benefits) of educational personnel, family service workers, or child counselors	77.2
Improved the compensation (including benefits) of other staff <sup>d</sup>	73.0
Ensured that program had qualified staff who used reading practices supported by scientifically based research	53.4
Employed additional qualified classroom staff to reduce the child-to-teacher ratio in the classroom	36.8
Employed additional qualified family service workers to reduce the family-to-staff ratio for family service workers	15.4
Another activity <sup>e</sup>	6.8 <sup>^</sup>

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample size identifies the number of programs with valid data on the construct out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Program directors could select all activities that applied.

<sup>b</sup>Head Start programs conduct quality improvement activities that further support Head Start staff, children, and families. In Fiscal Year 2020 (program year 2019–2020), the U.S. Congress made \$250 million available to programs under the Head Start Act for quality improvement, aligned with Section 640(a)(5) of the Act. Congress also emphasized, though it did not require, a focus on trauma-informed care with this funding.

<sup>c</sup>“Populations with higher needs” are referred to as “special populations” in the Head Start Act and include groups listed in Section 640(a)(5)(B)(i): children from immigrant, refugee, and asylee families; children experiencing homelessness; children in foster care; children with limited English proficiency; children of migrant or seasonal farmworker families; children from families in crisis; children referred to Head Start programs (including Early Head Start programs) by child welfare agencies; and children who are exposed to chronic violence or substance use.

<sup>d</sup>Examples of “other staff” includes facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

<sup>e</sup>“Another activity” includes examples such as implementing a variety of wellness programs and activities, ordering social-emotional curriculum materials, and offering counseling or other mental health services for staff dealing with their own trauma.



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

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**Table A.31. Substance use and related problems in program communities**

	Unweighted total sample size (n)	Weighted percentage
<b>Public drunkenness or people being high or stoned in public</b>	132	
Not a problem		30.3
Somewhat of a problem		53.5
Big problem		16.2
<b>Opioid use</b>	132	
Not a problem		6.9 <sup>^</sup>
Somewhat of a problem		61.9
Big problem		31.1
<b>Other types of substance use problems</b>	131	
Not a problem		5.8 <sup>^</sup>
Somewhat of a problem		62.8
Big problem		31.5
<b>Lack of resources for treatment of substance use</b>	132	
Not a problem		11.6
Somewhat of a problem		53.9
Big problem		34.5

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

**Table A.31a. Substance use and related problems in program communities, by metropolitan area**

	Metropolitan Area <sup>a</sup>		Non-Metropolitan Area <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Public drunkenness or people being high or stoned in public</b>	101		31	
Not a problem		26.0		39.6
Somewhat of a problem		61.2		37.2
Big problem		12.8 <sup>^</sup>		23.3 <sup>^</sup>
<b>Opioid use</b>	101		31	
Not a problem		8.0 <sup>^</sup>		4.7 <sup>^</sup>
Somewhat of a problem		62.7		60.4
Big problem		29.4		34.9
<b>Other types of substance use problems</b>	100		31	
Not a problem		7.0 <sup>^</sup>		3.1 <sup>^</sup>
Somewhat of a problem		70.3		46.9
Big problem		22.7		50.0
<b>Lack of resources for treatment of substance use</b>	101		31	
Not a problem		16.2		1.7 <sup>^</sup>
Somewhat of a problem		53.2		55.4
Big problem		30.6		43.0

Source: Spring 2022 Program Director Survey, 2021-2022 Program Information Report, and linked Census data.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>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.

**Table A.32. Supports available to program staff who work with families dealing with substance use**

	Support for substance use was available <sup>a</sup>		Among programs with each support available, support included focus on opioid use	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Written information for staff on where to refer parents for treatment	126	73.8	99	69.8
Training for staff on the effects of substance use exposure on children	126	68.6	80	64.8
Written information for staff on signs and symptoms of problems	126	66.0	90	71.8
Training for staff on how to use information that families share to get them the support they need	126	54.6	72	59.8
Coordination between health services manager/committee or family services staff and teaching staff to address substance use	126	49.4	66	51.4
More mental health professionals available to work directly with children	126	47.2	60	61.9
Additional classroom staff for working with children to address behavioral and health needs	126	43.5	47	52.4
Training in how to talk with parents or caregivers about suspected problems	126	39.4	61	67.6
Training or peer learning groups for staff on signs and symptoms of substance use and to share strategies for working with families	126	36.1	46	60.0
Support groups for staff supporting families dealing with substance use problems	126	18.6	23	60.4
Supervision for staff focused on dealing with family substance use	126	17.3	19	59.0
Another support <sup>b</sup>	126	2.4 <sup>^</sup>	4	!
Substance use was an issue in the community but did not affect their program	126	8.6 <sup>^</sup>	n.a.	n.a.
None of the above	126	1.1 <sup>^</sup>	n.a.	n.a.

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table includes unweighted sample sizes to identify the number of programs with valid data on the construct out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

! This estimate is not reported because fewer than 10 respondents answered this question.

n.a. = not applicable.

<sup>a</sup>Program directors could select all supports that applied.

<sup>b</sup>“Another support” includes examples such as referrals to local resources.

**Table A.32a. Supports available to program staff who work with families dealing with substance use, by metropolitan area**

	Metropolitan Area <sup>a</sup>				Non-Metropolitan Area <sup>a</sup>			
	Support for substance use was available <sup>b</sup>		Among programs with each support available, support included focus on opioid use		Support for substance use was available <sup>b</sup>		Among programs with each support available, support included focus on opioid use	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
	Written information for staff on where to refer parents for treatment	95	80.3	77	64.2	31	60.6	22
Training for staff on the effects of substance use exposure on children	95	65.4	57	60.7	31	75.2	23	72.2
Written information for staff on signs and symptoms of problems	95	62.2	65	69.3	31	73.6	25	76.0
Training for staff on how to use information that families share to get them the support they need	95	53.6	54	60.9	31	56.6	18	57.9
Coordination between health services manager/committee or family services staff and teaching staff to address substance use	95	52.1	51	58.8	31	43.8	15	33.4 <sup>^</sup>
More mental health professionals available to work directly with children	95	57.8	51	60.4	31	25.7 <sup>^</sup>	9	!
Additional classroom staff for working with children to address behavioral and health needs	95	40.5	32	56.7	31	49.6	15	45.3 <sup>^</sup>
Training in how to talk with parents or caregivers about suspected problems	95	45.9	47	64.0	31	26.0 <sup>^</sup>	14	80.7
Training or peer learning groups for staff on signs and symptoms of substance use and to share strategies for working with families	95	38.2	34	62.8	31	31.8 <sup>^</sup>	12	53.2 <sup>^</sup>
Support groups for staff supporting families dealing with substance use problems	95	25.4	20	59.5	31	4.9 <sup>^</sup>	3	!
Supervision for staff focused on dealing with family substance use	95	20.1 <sup>^</sup>	15	67.4	31	11.6 <sup>^</sup>	4	!
Another support <sup>c</sup>	95	3.5 <sup>^</sup>	4	!	31	0.0	0	n.a.
Substance use was an issue in the community but did not affect their program	95	5.4 <sup>^</sup>	n.a.	n.a.	31	15.2 <sup>^</sup>	n.a.	n.a.

Table A.32a (continued)

	Metropolitan Area <sup>a</sup>				Non-Metropolitan Area <sup>a</sup>			
	Support for substance use was available <sup>b</sup>		Among programs with each support available, support included focus on opioid use		Support for substance use was available <sup>b</sup>		Among programs with each support available, support included focus on opioid use	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
None of the above	95	1.6 <sup>^</sup>	n.a.	n.a.	31	0.0	n.a.	n.a.

Source: Spring 2022 Program Director Survey, 2021-2022 Program Information Report, and linked Census data.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on the construct out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

! This estimate is not reported because fewer than 10 respondents answered this question.

n.a. = not applicable

<sup>a</sup>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.

<sup>b</sup>Program directors could select all supports that applied.

<sup>c</sup>“Another support” includes examples such as referrals to local resources.

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## **PROGRAM SUPPORT FOR KINDERGARTEN TRANSITIONS**

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**Table A.33. How programs communicated with elementary schools that their programs fed into for kindergarten about children's kindergarten transition**

	Unweighted total sample size (n)	Weighted percentage
<b>Program directly communicated with</b>	127	
None of the elementary schools		5.1^
Some of the elementary schools		38.8
Most of the elementary schools		26.2
All of the elementary schools		30.0
Don't know		0.0
<b>Among programs that directly communicated with elementary schools, topics most frequently discussed with staff<sup>a</sup></b>	122	
Helping families with transitioning		59.9
Individual children		52.8
What children are expected to know at kindergarten entry		50.1
Kindergarten entry assessments		17.2
Joint school/Head Start staff trainings		9.2^
Alignment of curricula		1.8^
Another topic <sup>b</sup>		0.8^
Don't know		0.4^
<b>Among programs that directly communicated with elementary schools, discussions were part of a larger district wide effort to support children's transition to kindergarten</b>	119	
Yes		75.0
No		25.0
<b>Program shared child records or files with district and/or school that children will attend</b>	128	
For all children		57.3
For some children		30.1
Program does not share records		12.6^
Don't know		0.0
	<b>Unweighted total sample size (n)</b>	<b>Weighted mean (Reported range)</b>
<b>Number of elementary schools that program fed into<sup>c</sup></b>	112	15.7 (3 - >60)

**Table A.33** (continued)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

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

<sup>a</sup>Program directors could select up to two topics.

<sup>b</sup>“Another topic” includes examples such as discussing what Head Start programs offer to children and families.

<sup>c</sup>To lessen the effect of a small number of respondents who reported extremely high numbers of elementary schools, we limit the number of elementary schools that a program feeds into to a maximum of 60 in our analysis.

**Table A.33a. How programs communicated with elementary schools that their programs fed into for kindergarten about children's kindergarten transition, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program directly communicated with</b>	56		13		58	
None of the elementary schools		3.4 <sup>^</sup>		0.0		7.9 <sup>^</sup>
Some of the elementary schools		35.1		8.5 <sup>^</sup>		49.8
Most of the elementary schools		32.4		23.3 <sup>^</sup>		20.9
All of the elementary schools		29.1		68.2		21.4 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Among programs that directly communicated with elementary schools, topics most frequently discussed with staff<sup>b</sup></b>	54		13		55	
Helping families with transitioning		52.6		61.5		66.9
Individual children		59.8		86.5		36.7
What children are expected to know at kindergarten entry		43.6		35.9 <sup>^</sup>		60.4
Kindergarten entry assessments		20.3 <sup>^</sup>		9.2 <sup>^</sup>		16.1 <sup>^</sup>
Joint school/Head Start staff trainings		10.3 <sup>^</sup>		0.0		10.5 <sup>^</sup>
Alignment of curricula		1.5 <sup>^</sup>		2.6 <sup>^</sup>		1.9 <sup>^</sup>
Another topic <sup>c</sup>		1.7 <sup>^</sup>		0.0		0.0
Don't know		0.0		0.0		1.0 <sup>^</sup>
<b>Among programs that directly communicated with elementary schools, discussions were part of a larger district wide effort to support children's transition to kindergarten</b>	53		12		54	
Yes		67.7		85.7		80.0
No		32.3		14.3 <sup>^</sup>		20.0 <sup>^</sup>

Table A.33a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program shared child records or files with district and/or school that children will attend</b>	57		14		57	
For all children		52.4		93.4		52.2
For some children		39.7		5.0 <sup>^</sup>		27.6 <sup>^</sup>
Program does not share records		7.8 <sup>^</sup>		1.5 <sup>^</sup>		20.2 <sup>^</sup>
Don't know		0.0		0.0		0.0
	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)
<b>Number of elementary schools that program fed into<sup>d</sup></b>	49	16.1 (3 - >60)	13	16.7 (4 - >60)	50	15.0 (3 - >60)

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>Program directors could select up to two topics.

<sup>c</sup>“Another topic” includes examples such as what Head Start programs offer to children and families.

<sup>d</sup>To lessen the effect of a small number of respondents who reported extremely high numbers of elementary schools, we limit the number of elementary schools that a program feeds into to a maximum of 60 in our analysis.

**Table A.33b. How programs communicated with elementary schools that their programs fed into for kindergarten about children's kindergarten transition, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program directly communicated with</b>	34		41		52	
None of the elementary schools		5.5 <sup>^</sup>		6.4 <sup>^</sup>		1.5 <sup>^</sup>
Some of the elementary schools		29.1 <sup>^</sup>		58.1		34.5
Most of the elementary schools		26.2 <sup>^</sup>		18.2 <sup>^</sup>		39.6
All of the elementary schools		39.1		17.3 <sup>^</sup>		24.5
Don't know		0.0		0.0		0.0
<b>Among programs that directly communicated with elementary schools, topics most frequently discussed with staff<sup>b</sup></b>	32		39		51	
Helping families with transitioning		65.8		50.7		58.2
Individual children		67.2		34.7		41.3
What children are expected to know at kindergarten entry		37.0		70.2		54.4
Kindergarten entry assessments		17.5 <sup>^</sup>		16.4 <sup>^</sup>		17.6 <sup>^</sup>
Joint school/Head Start staff trainings		5.9 <sup>^</sup>		15.6 <sup>^</sup>		8.2 <sup>^</sup>
Alignment of curricula		0.0		0.0		9.6 <sup>^</sup>
Another topic <sup>c</sup>		0.0		1.6 <sup>^</sup>		1.5 <sup>^</sup>
Don't know		0.0		1.5 <sup>^</sup>		0.0
<b>Among programs that directly communicated with elementary schools, discussions were part of a larger district wide effort to support children's transition to kindergarten</b>	32		36		51	
Yes		72.7		74.9		81.3
No		27.3 <sup>^</sup>		25.1		18.7 <sup>^</sup>

Table A.33b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Program shared child records or files with district and/or school that children will attend</b>	34		44		50	
For all children		65.0		49.8		49.1
For some children		29.7 <sup>^</sup>		24.6		41.9
Program does not share records		5.3 <sup>^</sup>		25.7 <sup>^</sup>		9.0 <sup>^</sup>
Don't know		0.0		0.0		0.0
	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)
<b>Number of elementary schools that program fed into<sup>d</sup></b>	32	11.1 (4-32)	38	15.0 (3-50)	42	31.9 (7 - >60)

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>Program directors could select up to two topics.

<sup>c</sup>“Another topic” includes examples such as what Head Start programs offer to children and families.

<sup>d</sup>To lessen the effect of a small number of respondents who reported extremely high numbers of elementary schools, we limit the number of elementary schools that a program feeds into to a maximum of 60 in our analysis.



**Table A.34. Major changes in support for kindergarten transitions due to the COVID-19 pandemic<sup>a</sup>**

	Weighted percentage (unweighted n = 102)
No or few in-person tours, activities, or events	21.1
Increased virtual tours, activities, or events	20.7
Remote transition meetings or meetings with parents	13.3
Changes to the registration process	6.8 <sup>^</sup>
Increased remote communication	6.2 <sup>^</sup>
Increased resources for remote communication	6.0 <sup>^</sup>
Other changes <sup>b</sup>	24.0
No changes	35.8

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample size identifies the number of programs with valid data on the construct out of a maximum of 132 program directors. The sample size is low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Responses come from an open-ended survey question. Responses were coded into categories and may have been coded into more than one category.

<sup>b</sup>“Other changes” includes examples such as creating a transition team to support and improve efforts around kindergarten transition or implementing summer programs or activities to better support children’s development for transitioning children.

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**PROGRAM DIRECTOR EDUCATION, EXPERIENCE, AND SALARY**

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**Table A.35. Program directors' education and credentials**

	Unweighted total sample size (n)	Weighted percentage
<b>Highest level of education</b>	131	
High school diploma, its equivalent, or less		0.0
Some college or a vocational or technical program after high school		0.0
Associate's degree		1.5 <sup>^</sup>
Bachelor's degree		32.1
Graduate or professional degree		66.3
<b>Has early childhood program or school license, certificate, and/or credential in administration</b>	130	
Yes		43.0
No		57.0
<b>Has bachelor's degree or higher and an early childhood program or school license, certificate, and/or credential in administration</b>	130	
Yes		41.4
No		58.6

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

**Table A.35a. Program directors' education and credentials, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Highest level of education</b>	57		15		59	
High school diploma, its equivalent, or less		0.0		0.0		0.0
Some college or a vocational or technical program after high school		0.0		0.0		0.0
Associate's degree		3.6 <sup>^</sup>		0.0		0.0
Bachelor's degree		50.5		16.0 <sup>^</sup>		19.3 <sup>^</sup>
Graduate or professional degree		45.9		84.0		80.7
<b>Has early childhood program or school license, certificate, and/or credential in administration</b>	57		15		58	
Yes		25.2		91.5		46.6
No		74.8		8.5 <sup>^</sup>		53.4
<b>Has bachelor's degree or higher and an early childhood program or school license, certificate, and/or credential in administration</b>	57		15		58	
Yes		21.6		91.5		46.6
No		78.4		8.5 <sup>^</sup>		53.4

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

**Table A.35b. Program directors' education and credentials, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Highest level of education</b>	34		45		52	
High school diploma, its equivalent, or less		0.0		0.0		0.0
Some college or a vocational or technical program after high school		0.0		0.0		0.0
Associate's degree		0.0		4.6 <sup>^</sup>		0.0
Bachelor's degree		28.1		37.5		33.5
Graduate or professional degree		71.9		57.9		66.5
<b>Has early childhood program or school license, certificate, and/or credential in administration</b>	34		45		51	
Yes		39.0		51.0		38.8
No		61.0		49.0		61.2
<b>Has bachelor's degree or higher and an early childhood program or school license, certificate, and/or credential in administration</b>	34		45		51	
Yes		39.0		46.4		38.8
No		61.0		53.6		61.2

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.36. Program directors' years of experience as a Head Start director**

	Unweighted total sample size (n)	Weighted percentage
<b>In current program (categories)</b>	128	
3 years or fewer		21.3
4 to 9 years		40.7
10 to 19 years		21.2
20 or more years		16.7
<b>In any Head Start program (categories)<sup>a</sup></b>	122	
3 years or fewer		20.8
4 to 9 years		39.2
10 to 19 years		23.7
20 or more years		16.4
	<b>Unweighted total sample size (n)</b>	<b>Weighted mean (Weighted range)</b>
<b>In current program</b>	128	9.8 (0-45)
<b>In any Head Start program<sup>a</sup></b>	122	10.3 (0-45)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>The sample size for program directors “in any Head Start program” is smaller than “in current program” due to item non-response.



**Table A.36a. Program directors' years of experience as a Head Start director, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>In current program (categories)</b>	57		14		57	
3 years or fewer		15.2 <sup>^</sup>		62.1		17.2 <sup>^</sup>
4 to 9 years		34.3		25.8 <sup>^</sup>		50.5
10 to 19 years		29.8		12.1 <sup>^</sup>		15.2 <sup>^</sup>
20 or more years		20.6 <sup>^</sup>		0.0		17.1 <sup>^</sup>
<b>In any Head Start program (categories)<sup>b</sup></b>	56		14		52	
3 years or fewer		15.1 <sup>^</sup>		62.1		15.7 <sup>^</sup>
4 to 9 years		31.9		25.8 <sup>^</sup>		50.2
10 to 19 years		32.4		6.6 <sup>^</sup>		19.3 <sup>^</sup>
20 or more years		20.7 <sup>^</sup>		5.5 <sup>^</sup>		14.8 <sup>^</sup>

	Community action agency		School systems		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted mean (Reported range)	Unweighted total sample size (n)	Weighted mean (Reported range)	Unweighted total sample size (n)	Weighted mean (Reported range)
<b>In current program</b>	57	11.4 (1-45)	14	4.8 (1-14)	57	9.6 (0-36)
<b>In any Head Start program<sup>b</sup></b>	56	11.9 (1-45)	14	5.2 (1-20)	52	9.9 (0-36)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>The sample size for program directors “in any Head Start program” is smaller than “in current program” due to item non-response.

**Table A.36b. Program directors' years of experience as a Head Start director, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>In current program (categories)</b>	34		44		50	
3 years or fewer		18.4 <sup>^</sup>		28.6 <sup>^</sup>		16.1 <sup>^</sup>
4 to 9 years		54.8		19.5		39.6
10 to 19 years		19.0 <sup>^</sup>		23.0 <sup>^</sup>		24.4
20 or more years		7.9 <sup>^</sup>		28.9		20.0
<b>In any Head Start program (categories)<sup>b</sup></b>	33		42		47	
3 years or fewer		18.3 <sup>^</sup>		27.1 <sup>^</sup>		16.0 <sup>^</sup>
4 to 9 years		51.1		23.1		34.2
10 to 19 years		26.5 <sup>^</sup>		17.7 <sup>^</sup>		27.0
20 or more years		4.1 <sup>^</sup>		32.1		22.9
	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted mean (Reported range)	Unweighted total sample size (n)	Weighted mean (Reported range)	Unweighted total sample size (n)	Weighted mean (Reported range)
<b>In current program</b>	34	8.2 (1-28)	44	11.7 (0-33)	50	11.2 (0-45)
<b>In any Head Start program<sup>b</sup></b>	33	8.3 (1-28)	42	12.3 (0-33)	47	12.3 (0-45)

Source: Spring 2022 Program Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>The sample size for program directors “in any Head Start program” is smaller than “in current program” due to item non-response.

**Table A.37. Program directors' salaries**

	Unweighted total sample size (n)	Weighted percentage
<b>Annual program director salaries (categories)<sup>a</sup></b>	121	
\$70,000 or less		19.9
\$70,001 - \$90,000		36.0
\$90,001 - \$110,000		25.5
More than \$110,000		18.6
	Unweighted total sample size (n)	Weighted mean (Reported range <sup>a</sup> )
<b>Annual program director salaries<sup>a</sup></b>	121	\$89,708 (\$60,000-139,000)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>To lessen the effect of extremely low and extremely high salaries, we set the minimum and maximum program director salaries to the 10th and 90th percentile values of the data distribution, respectively.

**Table A.38. Program directors' race/ethnicity**

	Weighted percentage (unweighted n = 126)
White, non-Hispanic	67.5
Black, non-Hispanic	21.3
Hispanic, Latino/a/x, or Chicano/a/x	7.1 <sup>^</sup>
Multiracial/biracial, non-Hispanic	4.1 <sup>^</sup>
American Indian or Alaska Native, non-Hispanic	0.0
Asian or Pacific Islander, non-Hispanic	0.0
Another race, non-Hispanic	0.0

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample size identifies the number of programs with valid data on the construct out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

## **PROGRAM DIRECTOR WELL-BEING**

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**Table A.39. Program directors' total depressive symptoms scores<sup>a</sup>**

	Unweighted total sample size (n)	Weighted percentage
<b>Total depressive symptoms score (categories)</b>	131	
No to few (0 to 4)		65.1
Mild (5 to 9)		18.3
Moderate (10 to 14)		8.1 <sup>^</sup>
Severe (15 to 36)		8.5 <sup>^</sup>
	Unweighted total sample size (n)	Weighted mean (Reported range <sup>b</sup> )
<b>Total depressive symptoms score</b>	131	4.8 (0-31)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>The “total depressive symptoms score” is the total score on the Center for Epidemiological Studies Depression Scale (CES–D) short form (12 items on a 4-point scale for frequency in the past week). The publisher reports that depressive symptoms scores have been correlated with clinical diagnosis, but the CES–D is a screening tool and not used to formally diagnose depression (Radloff, 1977).

<sup>b</sup>Possible scores range from 0 to 36.

**Table A.40. Program directors' total anxiety symptoms scores<sup>a</sup>**

	Unweighted total sample size (n)	Weighted percentage
<b>Total anxiety symptoms score (categories)</b>	131	
Minimal (0 to 4)		57.0
Mild (5 to 9)		16.2
Moderate (10 to 14)		6.7 <sup>^</sup>
Severe (15 to 21)		20.1
	Unweighted total sample size (n)	Weighted mean (Reported range <sup>b</sup> )
<b>Total anxiety symptoms score</b>	131	6.7 (0-21)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>The “total anxiety symptoms score” is the total score on the Generalized Anxiety Disorder–7 (GAD–7) scale (7 items on a 4-point scale for frequency in the past two weeks). The publisher reports that anxiety scores have been correlated with clinical diagnosis, but the GAD–7 is a screening tool and not used to formally diagnose anxiety (Spitzer et al. 2006).

<sup>b</sup>Possible scores range from 0 to 21.



**Table A.41. Program directors’ job-related stress due to the COVID-19 pandemic**

	Unweighted total sample size (n)	Weighted percentage
<b>Worried about their own potential exposure to COVID-19 while at work</b>	131	
Strongly disagreed		30.1
Disagreed		19.7
Neither agreed nor disagreed		19.4
Agreed		27.2
Strongly agreed		3.5 <sup>^</sup>
<b>Felt COVID-19 safety rules and regulations were stressful for them and other staff members</b>	131	
Strongly disagreed		10.6
Disagreed		13.4
Neither agreed nor disagreed		14.7
Agreed		49.5
Strongly agreed		11.8
<b>Could not meet performance expectations due to the COVID-19 pandemic</b>	131	
Strongly disagreed		28.3
Disagreed		24.7
Neither agreed nor disagreed		18.0
Agreed		22.2
Strongly agreed		6.7 <sup>^</sup>
<b>Felt more stress at work “now” than they did before the COVID-19 pandemic began<sup>a</sup></b>	131	
Strongly disagreed		9.7
Disagreed		10.3 <sup>^</sup>
Neither agreed nor disagreed		10.6
Agreed		34.1
Strongly agreed		35.3
	<b>Unweighted total sample size (n)</b>	<b>Weighted mean (Reported range<sup>b</sup>)</b>
<b>Job-related stress due to the COVID-19 pandemic<sup>b</sup></b>	131	3.1 (1-5)

Source: Spring 2022 Program Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate and (2) nonresponse to the program director survey (among programs that consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of programs with valid data on each of the constructs out of a maximum of 132 program directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Program directors were asked about their current job-related stress at the time of the survey.

<sup>b</sup>“Job-related stress due to the COVID-19 pandemic” is the mean of the four items shown in the top of the table. The possible range is 1 to 5; higher scores indicate higher job-related stress due to the COVID-19 pandemic.

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**SECTION B: CENTER AND CENTER DIRECTOR CHARACTERISTICS:**

**SPRING 2022**

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

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**CENTER ADMINISTRATION, LICENSING, AND QUALITY**

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

	Unweighted sample size (n)	Weighted percentage
<b>Days of service per week<sup>a</sup></b>	237	
4 days per week		26.0
5 days per week		78.3
	<b>Unweighted total sample size (n)</b>	<b>Weighted mean (Reported range)</b>
<b>Length of Head Start year in months</b>	228	9.1 (8-12)

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>Because centers can offer multiple service options, center directors could select more than one “days of service per week” response.



**Table B.2. State licensing requirements for centers**

	Unweighted total sample size (n)	Weighted percentage
<b>Center had a state license to operate</b>	230	
Center had license to operate		93.4
Center was exempt from licensing requirement		5.0 <sup>^</sup>
Center did not have a license for another reason <sup>a</sup>		1.6 <sup>^</sup>
Don't know		0.0
<b>Among licensed centers, licensure was a requirement</b>	196	
Yes		99.4
No		0.6 <sup>^</sup>
Don't know		0.0
<b>Among licensed centers, center received technical assistance from the licensing agency to help improve facilities and/or to meet licensing requirements</b>	171	
Yes		41.7
No		58.3
Don't know		0.0

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information. The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“Another reason” includes examples such as being housed within a public school and logistics related to moving or re-opening.

**Table B.2a. State licensing requirements for centers, by program agency type<sup>a</sup>**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Center had a state license to operate</b>	108		14		108	
Center had license to operate		97.3		83.7		89.8
Center was exempt from licensing requirement		1.7 <sup>^</sup>		16.3 <sup>^</sup>		7.6 <sup>^</sup>
Center did not have a license for another reason <sup>b</sup>		1.0 <sup>^</sup>		0.0		2.6 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Among licensed centers, licensure was a requirement</b>	99		9		88	
Yes		100.0		!		98.3
No		0.0		!		1.7 <sup>^</sup>
Don't know		0.0		!		0.0
<b>Among licensed centers, center received technical assistance from the licensing agency to help improve facilities and/or to meet licensing requirements</b>	86		7		78	
Yes		45.0		!		36.7
No		55.0		!		63.3
Don't know		0.0		!		0.0

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

! This estimate is not reported because fewer than 10 respondents answered this question.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>“Another reason” includes examples such as being housed within a public school and logistics related to moving or re-opening.

**Table B.2b. State licensing requirements for centers, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Center had a state license to operate</b>	54		87		89	
Center had license to operate		92.0		88.3		99.0
Center was exempt from licensing requirement		6.3 <sup>^</sup>		8.3 <sup>^</sup>		1.0 <sup>^</sup>
Center did not have a license for another reason <sup>b</sup>		1.7 <sup>^</sup>		3.4 <sup>^</sup>		0.0
Don't know		0.0		0.0		0.0
<b>Among licensed centers, licensure was a requirement</b>	47		68		81	
Yes		100.0		100.0		98.4
No		0.0		0.0		1.6 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Among licensed centers, center received technical assistance from the licensing agency to help improve facilities and/or to meet licensing requirements</b>	41		56		74	
Yes		44.3		53.8		31.2
No		55.7		46.2		68.8
Don't know		0.0		0.0		0.0

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>“Another reason” includes examples such as being housed within a public school and logistics related to moving or re-opening.

**Table B.3. Center participation in quality rating and improvement systems**

	Unweighted total sample size (n)	Weighted percentage
<b>Center participated in a state or local QRIS</b>	180	
Yes		82.5
No		17.5
Don't know		0.0
<b>Among centers that participated in a QRIS, process to receive initial rating under the QRIS</b>	119	
Went through a full review process		79.6
Received an automatic rating <sup>a</sup>		14.7
Received a rating through an alternative pathway <sup>b</sup>		0.8 <sup>^</sup>
Another process <sup>c</sup>		4.9 <sup>^</sup>
Don't know		0.0
<b>Among centers that participated in a QRIS, change in center rating since joining the QRIS</b>	103	
Rating increased		36.8
Rating did not increase		20.3
Not applicable, the center was rated at highest level when it first joined		39.1
Another change <sup>d</sup>		3.5 <sup>^</sup>
Don't know		0.4 <sup>^</sup>
<b>Among centers that participated in a QRIS, receipt of QRIS-provided resources<sup>e</sup></b>	148	
Trainings or workshops		31.5
Coaching or TA for center administrative staff		23.9
Coaching or TA for teachers		21.8
Information or scores from the QRIS review process, including from observation measures		18.8
Grants or financial incentives		16.8
Higher state reimbursements for child care subsidies due to a higher quality rating		4.2 <sup>^</sup>
None of these things		14.5
Another resource <sup>f</sup>		1.4 <sup>^</sup>
Don't know		36.8

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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**Table B.3** (continued)

size. Sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

QRIS = Quality Rating and Improvement System. TA= Technical Assistance.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Automatic ratings award a center a higher rating level without going through the QRIS application or review process, because the center already meets quality standards external to the QRIS.

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

<sup>c</sup>“Another process” includes examples such as having a virtual process or not yet having gone through the process to receive a rating.

<sup>d</sup>“Another change” includes examples such as not experiencing a change due to it being their first rating or not yet receiving their new rating.

<sup>e</sup>Center directors could select all resources that applied.

<sup>f</sup>“Another resource” includes examples such as not yet receiving resources but planning to.

**Table B.3a. Center participation in quality rating and improvement systems, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Center participated in a state or local QRIS</b>	87		10		83	
Yes		85.6		72.9		80.0
No		14.4 <sup>^</sup>		27.1 <sup>^</sup>		20.0
Don't know		0.0		0.0		0.0
<b>Among centers that participated in a QRIS, process to receive initial rating under the QRIS</b>	60		6		53	
Went through a full review process		84.3		!		74.8
Received an automatic rating <sup>b</sup>		9.9 <sup>^</sup>		!		18.9 <sup>^</sup>
Received a rating through an alternative pathway <sup>c</sup>		0.0		!		2.1 <sup>^</sup>
Another process <sup>d</sup>		5.8 <sup>^</sup>		!		4.2 <sup>^</sup>
Don't know		0.0		!		0.0
<b>Among centers that participated in a QRIS, change in center rating since joining the QRIS</b>	46		7		50	
Rating increased		35.3		!		36.2
Rating did not increase		27.3 <sup>^</sup>		!		17.0 <sup>^</sup>
Not applicable, the center was rated at highest level when it first joined		32.4		!		43.3
Another change <sup>e</sup>		4.9 <sup>^</sup>		!		2.7 <sup>^</sup>
Don't know		0.0		!		0.8 <sup>^</sup>
<b>Among centers that participated in a QRIS, receipt of QRIS-provided resources<sup>f</sup></b>	74		7		67	
Trainings or workshops		24.6		!		36.1
Coaching or TA for center administrative staff		22.5 <sup>^</sup>		!		25.8
Coaching or TA for teachers		20.3 <sup>^</sup>		!		20.3
Information or scores from the QRIS review process, including from observation measures		15.8 <sup>^</sup>		!		15.2 <sup>^</sup>
Grants or financial incentives		11.0 <sup>^</sup>		!		17.5 <sup>^</sup>

Table B.3a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Higher state reimbursements for child care subsidies due to a higher quality rating		1.1 <sup>^</sup>		!		9.2 <sup>^</sup>
None of these things		13.5 <sup>^</sup>		!		17.8 <sup>^</sup>
Another resource <sup>g</sup>		2.0 <sup>^</sup>		!		0.7 <sup>^</sup>
Don't know		40.4		!		33.3

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size. Sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

QRIS = Quality Rating and Improvement System. TA= Technical Assistance.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

! This estimate is not reported because fewer than 10 respondents answered this question.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>Automatic ratings award a center a higher rating level without going through the QRIS application or review process, because the center already meets quality standards external to the QRIS.

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

<sup>d</sup>“Another process” includes examples such as having a virtual process or not yet having gone through the process to receive a rating.

<sup>f</sup>Center directors could select all resources that applied.

<sup>g</sup>“Another resource” includes examples such as not yet receiving resources but planning to.

**Table B.3b. Center participation in quality rating and improvement systems, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Center participated in a state or local QRIS</b>	42		67		71	
Yes		80.6		86.3		80.3
No		19.4 <sup>^</sup>		13.7 <sup>^</sup>		19.7 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>    Among centers that participated in a QRIS, process     to receive initial rating under the QRIS</b>	22		46		51	
Went through a full review process		89.1		76.9		76.7
Received an automatic rating <sup>b</sup>		7.7 <sup>^</sup>		13.4 <sup>^</sup>		20.2 <sup>^</sup>
Received a rating through an alternative pathway <sup>c</sup>		0.0		2.1 <sup>^</sup>		0.0
Another process <sup>d</sup>		3.3 <sup>^</sup>		7.6 <sup>^</sup>		3.2 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>    Among centers that participated in a QRIS, change in     center rating since joining the QRIS</b>	20		43		40	
Rating increased		32.5 <sup>^</sup>		41.1		34.0
Rating did not increase		14.8 <sup>^</sup>		22.5 <sup>^</sup>		21.4 <sup>^</sup>
Not applicable, the center was rated at highest level when it first joined		52.7		31.1 <sup>^</sup>		39.9
Another change <sup>e</sup>		0.0		5.2 <sup>^</sup>		3.6 <sup>^</sup>
Don't know		0.0		0.0		1.1 <sup>^</sup>
<b>    Among centers that participated in a QRIS, receipt of     QRIS-provided resources<sup>f</sup></b>	33		57		58	
Trainings or workshops		27.1 <sup>^</sup>		37.8		28.3
Coaching or TA for center administrative staff		21.1 <sup>^</sup>		29.2 <sup>^</sup>		20.2 <sup>^</sup>
Coaching or TA for teachers		22.0 <sup>^</sup>		20.8 <sup>^</sup>		22.8 <sup>^</sup>
Information or scores from the QRIS review process, including from observation measures		19.7 <sup>^</sup>		22.2 <sup>^</sup>		14.4 <sup>^</sup>



Table B.3b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Grants or financial incentives		27.3 <sup>^</sup>		22.0 <sup>^</sup>		3.3 <sup>^</sup>
Higher state reimbursements for child care subsidies due to a higher quality rating		7.3 <sup>^</sup>		2.5 <sup>^</sup>		3.7 <sup>^</sup>
None of these things		17.7 <sup>^</sup>		13.2 <sup>^</sup>		13.6 <sup>^</sup>
Another resource <sup>g</sup>		0.0		1.6 <sup>^</sup>		2.2 <sup>^</sup>
Don't know		28.5		35.8		44.1

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>Automatic ratings award a center a higher rating level without going through the QRIS application or review process, because the center already meets quality standards external to the QRIS.

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

<sup>d</sup>“Another process” includes examples such as having a virtual process or not yet having gone through the process to receive a rating.

<sup>e</sup>“Another change” includes examples such as not experiencing a change due to it being their first rating or not yet receiving their new rating.

<sup>f</sup>Center directors could select all resources that applied.

<sup>g</sup>“Another resource” includes examples such as not yet receiving resources but planning to.

**Table B.4. Center was inspected or monitored for quality in the past 12 months**

	Unweighted total sample size (n)	Weighted percentage
<b>Center was inspected or monitored for quality</b>	215	
Yes		82.3
No		17.7
Don't know		0.0
<b>Among centers that were inspected or monitored, the agency that conducted the inspection or monitoring<sup>a</sup></b>	174	
Licensing agency		80.3
Head Start		47.5
Health department		42.0
Child and Adult Care Food Program		32.4
State or local pre-K		13.6
Quality Rating and Improvement System		5.2 <sup>^</sup>
Another agency <sup>b</sup>		6.4 <sup>^</sup>
Don't know		1.9 <sup>^</sup>

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information. The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Center directors could select all agencies that applied.

<sup>b</sup>“Another agency” includes examples such as state or local departments and the fire marshal.

**Table B.4a. Center was inspected or monitored for quality in the past 12 months, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Center was inspected or monitored for quality</b>	104		13		98	
Yes		86.6		83.6		76.5
No		13.4		16.4 <sup>^</sup>		23.5
Don't know		0.0		0.0		0.0
<b>    Among centers that were inspected or monitored, the agency that conducted the inspection or monitoring<sup>b</sup></b>	86		10		78	
Licensing agency		87.5		16.6 <sup>^</sup>		81.1
Head Start		45.9		80.1		43.9
Health department		51.7		2.4 <sup>^</sup>		34.9
Child and Adult Care Food Program		34.0		14.6 <sup>^</sup>		33.3
State or local pre-K		8.2 <sup>^</sup>		20.9 <sup>^</sup>		20.2
Quality Rating and Improvement System		3.5 <sup>^</sup>		0.0		8.5 <sup>^</sup>
Another agency <sup>c</sup>		8.2 <sup>^</sup>		4.8 <sup>^</sup>		4.1 <sup>^</sup>
Don't know		1.9 <sup>^</sup>		0.0		2.3 <sup>^</sup>

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>Center directors could select all agencies that applied.

<sup>c</sup>“Another agency” includes examples such as state or local departments and the fire marshal.

**Table B.4b. Center was inspected or monitored for quality in the past 12 months, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Center was inspected or monitored for quality</b>	49		82		82	
Yes		86.0		75.1		75.1
No		14.0 <sup>^</sup>		24.9		24.9
Don't know		0.0		0.0		0.0
<b>    Among centers that were inspected or     monitored, the agency that conducted the     inspection or monitoring<sup>b</sup></b>	38		64		64	
Licensing agency		86.3		87.7		87.7
Head Start		31.5 <sup>^</sup>		43.3		43.3
Health department		37.4		41.0		41.0
Child and Adult Care Food Program		45.8		25.9		25.9
State or local pre-K		10.1 <sup>^</sup>		11.2 <sup>^</sup>		11.2 <sup>^</sup>
Quality Rating and Improvement System		3.8 <sup>^</sup>		7.9 <sup>^</sup>		7.9 <sup>^</sup>
Another agency <sup>c</sup>		12.1 <sup>^</sup>		5.4 <sup>^</sup>		5.4 <sup>^</sup>
Don't know		3.5 <sup>^</sup>		0.0		0.0

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>Center directors could select all agencies that applied.

<sup>c</sup>“Another agency” includes examples such as state or local departments and the fire marshal.

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## **PROFESSIONAL DEVELOPMENT AND COACHING IN CENTERS**

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**Table B.5. Top three areas where center directors reported they need additional support to lead more effectively<sup>a</sup>**

	Weighted percentage (unweighted n = 236)
Staffing (hiring)	61.0
Program improvement planning	24.5
Teacher professional development (for example, conducting classroom observations)	19.4
Working with parents and families	17.4
Data-driven decision making	16.7
Educational or curriculum leadership	16.5
Working with and partnering in the community	16.4
Responding to diverse cultural or linguistic needs	14.6
Creating positive learning environments	14.1
Health, safety, or policy guidance	13.6
Assessing community needs	12.0
Teacher evaluation	9.4
Child assessment	8.7 <sup>^</sup>
Preparing for future disasters	8.7
Budgeting	8.5
Evaluation of other program staff	4.9 <sup>^</sup>

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample size identifies the number of centers with valid data on the construct out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Center directors could select up to three areas.



**Table B.5a. Top three areas where center directors reported they need additional support to lead more effectively, by program agency type<sup>a</sup>**

	Community action agency	School system	All other agency types <sup>b</sup>
	Weighted percentage (unweighted n = 108)	Weighted percentage (unweighted n = 16)	Weighted percentage (unweighted n = 112)
Staffing (hiring)	58.4	49.5 <sup>^</sup>	66.4
Program improvement planning	20.5	8.5 <sup>^</sup>	32.2
Teacher professional development (for example, conducting classroom observations)	17.2	48.6	16.5
Working with parents and families	18.2	17.7 <sup>^</sup>	16.5
Data-driven decision making	18.2	50.9	8.6 <sup>^</sup>
Educational or curriculum leadership	19.9	23.2 <sup>^</sup>	11.1 <sup>^</sup>
Working with and partnering in the community	16.4	15.5 <sup>^</sup>	16.7
Responding to diverse cultural or linguistic needs	12.6 <sup>^</sup>	11.1 <sup>^</sup>	17.7
Creating positive learning environments	16.5 <sup>^</sup>	10.1 <sup>^</sup>	12.1
Health, safety, or policy guidance	12.1 <sup>^</sup>	19.5 <sup>^</sup>	14.3
Assessing community needs	12.6 <sup>^</sup>	15.6 <sup>^</sup>	10.7 <sup>^</sup>
Teacher evaluation	13.3 <sup>^</sup>	3.1 <sup>^</sup>	6.1 <sup>^</sup>
Child assessment	10.8 <sup>^</sup>	9.4 <sup>^</sup>	6.2 <sup>^</sup>
Preparing for future disasters	10.4 <sup>^</sup>	0.0	8.4
Budgeting	9.9 <sup>^</sup>	1.0 <sup>^</sup>	8.3 <sup>^</sup>
Evaluation of other program staff	8.5 <sup>^</sup>	0.0	1.7 <sup>^</sup>

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample sizes identify the number of centers with valid data on the construct out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Center directors could select up to three areas.

<sup>b</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

**Table B.5b. Top three areas where center directors reported they need additional support to lead more effectively, by program size<sup>a,b</sup>**

	Small programs: enrollment < 300	Medium programs: enrollment ≥ 300 and < 600	Large programs: enrollment ≥ 600
	Weighted percentage (unweighted n = 55)	Weighted percentage (unweighted n = 90)	Weighted percentage (unweighted n = 91)
Staffing (hiring)	50.4	60.3	70.1
Program improvement planning	28.7 <sup>^</sup>	29.0	17.1 <sup>^</sup>
Teacher professional development (for example, conducting classroom observations)	15.0 <sup>^</sup>	20.4	22.0
Working with parents and families	24.2 <sup>^</sup>	16.7	12.8
Data-driven decision making	17.6 <sup>^</sup>	9.5 <sup>^</sup>	23.0
Educational or curriculum leadership	18.6 <sup>^</sup>	16.4	14.9 <sup>^</sup>
Working with and partnering in the community	14.9 <sup>^</sup>	18.2	15.9 <sup>^</sup>
Responding to diverse cultural or linguistic needs	7.9 <sup>^</sup>	19.5 <sup>^</sup>	15.1 <sup>^</sup>
Creating positive learning environments	14.5 <sup>^</sup>	14.8 <sup>^</sup>	13.2 <sup>^</sup>
Health, safety, or policy guidance	6.7 <sup>^</sup>	7.6 <sup>^</sup>	24.7
Assessing community needs	12.8 <sup>^</sup>	9.7 <sup>^</sup>	13.6 <sup>^</sup>
Teacher evaluation	8.2 <sup>^</sup>	6.7 <sup>^</sup>	12.9 <sup>^</sup>
Child assessment	14.4 <sup>^</sup>	11.5 <sup>^</sup>	1.7 <sup>^</sup>
Preparing for future disasters	7.5 <sup>^</sup>	11.2 <sup>^</sup>	7.3 <sup>^</sup>
Budgeting	9.8 <sup>^</sup>	6.1 <sup>^</sup>	9.8 <sup>^</sup>
Evaluation of other program staff	5.7 <sup>^</sup>	0.8 <sup>^</sup>	8.1 <sup>^</sup>

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample sizes identify the number of centers with valid data on the construct out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Center directors could select up to three areas.

<sup>b</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.6. Types of professional development activities center directors participated in over the past 12 months**

	Unweighted total sample size (n)	Weighted percentage
<b>A network or community of Head Start and other early care and education center directors or managers<sup>a</sup></b>	236	
Yes		51.6
No		48.4
<b>A leadership institute, course, coaching, or other leadership development program</b>	235	
Yes		65.2
No		34.8

Source: Spring 2022 FACES Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>“A network or community of Head Start and other early care and education center directors or managers” may also be known as a peer learning group (PLG) or professional learning community (PLC), facilitated by an expert.

**Table B.7. Professional development activities programs or centers offered to teachers, family child care providers, or home visitors**

	Unweighted total sample size (n)	Weighted percentage
<b>Consultants hired to work directly with staff to address a specific issue or concern</b>	237	
Yes		69.3
No		30.7
<b>In-person or virtual attendance at regional, state, or national conferences</b>	236	
Yes		68.5
No		31.5
<b>Paid substitutes to allow teachers time to prepare, train, and/or plan</b>	236	
Yes		45.7
No		54.3
<b>Mentoring or coaching</b>	237	
Yes		98.8
No		1.2 <sup>^</sup>
<b>Workshops or trainings sponsored by the program</b>	237	
Yes		98.0
No		2.0 <sup>^</sup>
<b>Workshops or trainings provided by other organizations</b>	237	
Yes		92.1
No		7.9 <sup>^</sup>
<b>A community of learners<sup>a</sup></b>	236	
Yes		57.5
No		42.5
<b>Time during the regular work day to participate in Office of Head Start Training and Technical Assistance webinars</b>	237	
Yes		58.0
No		42.0
<b>Tuition assistance for associate's or bachelor's courses</b>	237	
Yes		76.3
No		23.7
<b>Onsite associate's or bachelor's courses</b>	236	
Yes		16.1
No		83.9
<b>Tuition assistance for courses toward getting a credential</b>	236	
Yes		77.3
No		22.7
<b>Another professional development activity<sup>b</sup></b>	224	
Yes		11.3
No		88.7

**Table B.7** (*continued*)

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>A “community of learners” is also known as a peer learning group (PLG) or professional learning community (PLC), facilitated by an expert.

<sup>b</sup>“Another professional development activity” includes examples such as first aid and CPR trainings.

**Table B.7a. Professional development activities programs or centers offered to teachers, family child care providers, or home visitors, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Consultants hired to work directly with staff to address a specific issue or concern</b>	109		16		112	
Yes		61.4		85.6		76.0
No		38.6		14.4 <sup>^</sup>		24.0
<b>In-person or virtual attendance at regional, state, or national, conferences</b>	109		16		111	
Yes		58.4		60.6		82.6
No		41.6		39.4		17.4
<b>Paid substitutes to allow teachers time to prepare, train, and/or plan</b>	108		16		112	
Yes		46.1		60.5		42.4
No		53.9		39.5 <sup>^</sup>		57.6
<b>Mentoring or coaching</b>	109		16		112	
Yes		100.0		100.0		97.0
No		0.0		0.0		3.0 <sup>^</sup>
<b>Workshops or trainings sponsored by the program</b>	109		16		112	
Yes		99.5		83.5		98.9
No		0.5 <sup>^</sup>		16.5 <sup>^</sup>		1.1 <sup>^</sup>
<b>Workshops or trainings provided by other organizations</b>	109		16		112	
Yes		94.4		67.3		94.1
No		5.6 <sup>^</sup>		32.7 <sup>^</sup>		5.9 <sup>^</sup>
<b>A community of learners<sup>b</sup></b>	109		16		111	
Yes		47.9		96.9		61.9
No		52.1		3.1 <sup>^</sup>		38.1

Table B.7a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Time during the regular work day to participate in Office of Head Start Training and Technical Assistance webinars</b>	109		16		112	
Yes		51.9		54.5		66.3
No		48.1		45.5		33.7
<b>Tuition assistance for associate’s or bachelor’s courses</b>	109		16		112	
Yes		81.8		24.3 <sup>^</sup>		79.3
No		18.2		75.7		20.7
<b>Onsite associate’s or bachelor’s courses</b>	109		15		112	
Yes		20.9		0.0		13.2 <sup>^</sup>
No		79.1		100.0		86.8
<b>Tuition assistance for courses toward getting a credential</b>	108		16		112	
Yes		83.6		26.4 <sup>^</sup>		79.2
No		16.4		73.6		20.8
<b>Another professional development activity<sup>c</sup></b>	99		16		109	
Yes		5.8 <sup>^</sup>		15.5 <sup>^</sup>		17.0 <sup>^</sup>
No		94.2		84.5		83.0

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>A “community of learners” is also known as a peer learning group (PLG) or professional learning community (PLC), facilitated by an expert.

<sup>c</sup>“Another professional development activity” includes examples such as first aid and CPR trainings.



**Table B.8. Number of hours of curriculum and assessment training or support offered to center staff in a typical year**

	Lead teachers <sup>a</sup>		Assistant teachers <sup>b</sup>		Home visitors		Family child care providers	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Hours of curriculum training and support (categories)</b>	232		231		226		226	
None		4.5 <sup>^</sup>		6.6 <sup>^</sup>		29.9		40.2
1 to 5		7.9		7.6		5.3		2.0 <sup>^</sup>
6 to 10		19.0		19.1		7.0 <sup>^</sup>		3.8 <sup>^</sup>
11 to 15		15.3		18.1		4.6 <sup>^</sup>		3.4 <sup>^</sup>
16 to 20		20.8		18.3		8.6 <sup>^</sup>		7.5 <sup>^</sup>
21 to 30		13.8		12.6		4.8 <sup>^</sup>		3.8 <sup>^</sup>
31 to 40		5.9 <sup>^</sup>		6.3 <sup>^</sup>		3.4 <sup>^</sup>		1.4 <sup>^</sup>
More than 40		12.8		11.5		36.2		38.0
<b>Hours of assessment training and support (categories)</b>	233		231		228		227	
None		3.3 <sup>^</sup>		6.1 <sup>^</sup>		30.0		37.9
1 to 5		27.2		28.1		11.6 <sup>^</sup>		7.3 <sup>^</sup>
6 to 10		24.7		23.9		6.9		2.9 <sup>^</sup>
11 to 15		14.6		12.4		1.3 <sup>^</sup>		0.7 <sup>^</sup>
16 to 20		12.4		10.6		9.0 <sup>^</sup>		9.3 <sup>^</sup>
21 to 30		4.5 <sup>^</sup>		4.8 <sup>^</sup>		3.0 <sup>^</sup>		2.4 <sup>^</sup>
More than 30		13.3		14.0		38.3		39.6
	Lead teachers <sup>a</sup>		Assistant teachers <sup>b</sup>		Home visitors		Family child care providers	
	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)
<b>Hours of curriculum training and support<sup>c</sup></b>	232	22.5 (0 - >80)	231	21.6 (0 - >80)	226	33.6 (0 - >80)	226	33.3 (0 - >80)

**Table B.8** (continued)

<b>Hours of assessment training and support<sup>c</sup></b>	233	16.3 (0 - >80)	231	16.5 (0 - >80)	228	33.0 (0 - >80)	227	33.8 (0 - >80)
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Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“Lead teachers” are the head or primary teacher in the classroom.

<sup>b</sup>“Assistant teachers” support lead teachers in the classroom.

<sup>c</sup>To lessen the effect of a small number of respondents who reported extremely high numbers of hours of curriculum and assessment training or support, we limit the number of hours at a maximum of 80 in our analysis.

**Table B.9. How frequently centers used professional development information and resources**

	Unweighted total sample size (n)	Weighted percentage
<b>Early Childhood Learning and Knowledge Center website</b>	236	
Never or rarely		7.3
Sometimes		29.3
Often		63.4
<b>Office of Head Start National Centers</b>	235	
Never or rarely		19.1
Sometimes		36.9
Often		44.0
<b>Professional organizations</b>	234	
Never or rarely		17.7
Sometimes		47.9
Often		34.4
<b>Private consultants, private organizations, or commercial vendors</b>	235	
Never or rarely		30.9
Sometimes		46.6
Often		22.5
<b>Regional Training and Technical Assistance specialists</b>	235	
Never or rarely		45.8
Sometimes		36.0
Often		18.3
<b>Office of Head Start webinars</b>	236	
Never or rarely		17.6
Sometimes		34.4
Often		48.0
<b>In-person or virtual regional, state, or national conferences</b>	236	
Never or rarely		39.2
Sometimes		42.2
Often		18.6
<b>Another type of information or resource<sup>a</sup></b>	215	
Never or rarely		77.3
Sometimes		11.3 <sup>^</sup>
Often		11.4

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study).

**Table B.9** (*continued*)

However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information. The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“Another type of information or resource” includes examples such as webinars and trainings.

**Table B.9a. How frequently centers used professional development information and resources, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Early Childhood Learning and Knowledge Center website</b>	109		16		111	
Never or rarely		6.2 <sup>^</sup>		16.5 <sup>^</sup>		7.0 <sup>^</sup>
Sometimes		30.1		39.1		26.3
Often		63.7		44.4 <sup>^</sup>		66.7
<b>Office of Head Start National Centers</b>	109		16		110	
Never or rarely		17.3 <sup>^</sup>		45.9 <sup>^</sup>		16.2
Sometimes		34.1		33.5 <sup>^</sup>		40.9
Often		48.6		20.6 <sup>^</sup>		42.9
<b>Professional organizations</b>	108		16		110	
Never or rarely		23.3		34.4 <sup>^</sup>		7.5 <sup>^</sup>
Sometimes		49.7		43.7 <sup>^</sup>		46.4
Often		26.9		21.9 <sup>^</sup>		46.0
<b>Private consultants, private organizations, or commercial vendors</b>	108		16		111	
Never or rarely		38.8		43.7 <sup>^</sup>		18.7
Sometimes		39.3		53.2 <sup>^</sup>		54.3
Often		21.8 <sup>^</sup>		3.1 <sup>^</sup>		27.0
<b>Regional Training and Technical Assistance specialists</b>	108		16		111	
Never or rarely		49.4		40.5		42.3
Sometimes		35.3		48.6		34.3
Often		15.3 <sup>^</sup>		10.9 <sup>^</sup>		23.4
<b>Office of Head Start webinars</b>	109		16		111	
Never or rarely		18.1 <sup>^</sup>		45.8		11.5
Sometimes		30.9		40.0		37.7
Often		51.0		14.2 <sup>^</sup>		50.8

Table B.9a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>In-person or virtual regional, state, or national conferences</b>	109		16		111	
Never or rarely		49.2		53.2		24.0
Sometimes		37.7		34.2 <sup>^</sup>		49.4
Often		13.1 <sup>^</sup>		12.6 <sup>^</sup>		26.6
<b>Another type of information or resource<sup>b</sup></b>	96		15		104	
Never or rarely		79.7		96.6		70.8
Sometimes		13.1 <sup>^</sup>		3.4 <sup>^</sup>		10.6 <sup>^</sup>
Often		7.3 <sup>^</sup>		0.0		18.6 <sup>^</sup>

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>“Another type of information or resource” includes examples such as webinars and trainings.

**Table B.10. Whether centers offered training to staff on providing trauma-informed care and who conducted the training**

	Unweighted total sample size (n)	Weighted percentage
<b>Center offered training to staff on providing trauma-informed care</b>	237	
Yes		82.6
No		17.4
<b>Among centers who offered training to staff on providing trauma-informed care, who conducted the training<sup>a</sup></b>	193	
Mental health consultants or specialists		79.1
Behavior specialists		45.2
Counselors or therapists		36.7
Another center or grantee staff person		28.1
Another trainer <sup>b</sup>		18.9

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>Center directors could select all staff that applied.

<sup>b</sup>“Another trainer” includes examples such as staff at community organizations and through online trainings or webinars.

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## **TEACHER TURNOVER IN CENTERS**

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**Table B.11. Number of lead teachers in centers and the lead teacher turnover in the past 12 months**

	Unweighted total sample size (n)	Weighted percentage
<b>Number of lead teachers employed in centers (categories)<sup>a</sup></b>	236	
1 to 2		50.2
3 to 5		25.1
6 to 10		17.7
11 or more		7.0
<b>Lead teacher turnover percentage (categories)<sup>b</sup></b>	235	
0%		51.5
1 to 25%		11.4
26 to 50%		22.6
51 to 100%		10.2
More than 100%		4.3 <sup>^</sup>

	Unweighted total sample size (n)	Weighted mean (Reported range)
<b>Number of lead teachers employed in centers<sup>a</sup></b>	237	4.5 (0-50)
<b>Lead teacher turnover percentage<sup>b</sup></b>	235	27.5 (0-200)

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information. The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>The study defines “lead teachers” as the head or primary teacher in the classroom.

<sup>b</sup>“Lead teacher turnover percentage” is calculated by dividing the number of lead teachers who left and had to be replaced in the past 12 months by the total number of lead teachers currently employed at the center. Teacher turnover is constructed as a percentage. Anything higher than 100 percent indicates that some centers had to replace teachers more than once over the 12 months. For example, if a center director reported employing 10 teachers and replacing 11 teachers—that is, they had to replace all teachers once and one of the replacements also had to be replaced—their teacher turnover percentage would be 110 percent. Center directors did not report the number of teachers who left and did not have to be replaced, and so these lead teachers were not included in this percentage.

**Table B.11a. Number of lead teachers in centers and the percentage of those who left and needed to be replaced in the past 12 months, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Number of lead teachers employed in centers (categories)<sup>b</sup></b>	108		16		112	
1 to 2		58.5		72.4		35.7
3 to 5		23.7		21.2 <sup>^</sup>		27.5
6 to 10		13.8 <sup>^</sup>		2.7 <sup>^</sup>		25.5
11 or more		4.0 <sup>^</sup>		3.7 <sup>^</sup>		11.3 <sup>^</sup>
<b>Lead teacher turnover percentage (categories)<sup>c</sup></b>	108		16		111	
0%		52.0		62.4		48.7
1 to 25%		9.2		4.2 <sup>^</sup>		15.7
26 to 50%		20.6		33.4 <sup>^</sup>		22.9
51 to 100%		15.5 <sup>^</sup>		0.0		5.6 <sup>^</sup>
More than 100%		2.8 <sup>^</sup>		0.0		7.0 <sup>^</sup>

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)
<b>Number of lead teachers employed in centers<sup>b</sup></b>	109	3.3 (0-26)	16	2.7 (1-13)	112	6.3 (1-50)
<b>Lead teacher turnover percentage<sup>c</sup></b>	108	29.1 (0-200)	16	14.6 <sup>^</sup> (0-50)	111	28.1 (0-200)

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

**Table B.11a** (*continued*)

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>The study defines “lead teachers” as the head or primary teacher in the classroom.

<sup>c</sup>“Lead teacher turnover percentage” is calculated by dividing the number of lead teachers who left and had to be replaced in the past 12 months by the total number of lead teachers currently employed at the center. Teacher turnover is constructed as a percentage. Anything higher than 100 percent indicates that some centers had to replace teachers more than once over the 12 months. For example, if a center director reported employing 10 teachers and replacing 11 teachers—that is, they had to replace all teachers once and one of the replacements also had to be replaced—their teacher turnover percentage would be 110 percent. Center directors did not report the number of teachers who left and did not have to be replaced, and so these lead teachers were not included in this percentage.

**Table B.11b. Number of lead teachers in centers and the percentage of those who left and needed to be replaced in the past 12 months, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Number of lead teachers employed in centers (categories)<sup>b</sup></b>	55		90		91	
1 to 2		52.5		48.2		50.3
3 to 5		30.5		24.1		22.1 <sup>^</sup>
6 to 10		10.5 <sup>^</sup>		23.8		17.6
11 or more		6.5 <sup>^</sup>		3.9 <sup>^</sup>		10.0 <sup>^</sup>
<b>Lead teacher turnover percentage (categories)<sup>c</sup></b>	55		90		90	
0%		47.3		55.6		50.9
1 to 25%		7.7 <sup>^</sup>		15.0		11.1
26 to 50%		28.3 <sup>^</sup>		23.6		17.4 <sup>^</sup>
51 to 100%		14.6 <sup>^</sup>		5.8 <sup>^</sup>		11.0 <sup>^</sup>
More than 100%		2.1 <sup>^</sup>		0.0		9.7 <sup>^</sup>

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)	Unweighted total sample size (n)	Weighted mean (reported range)
<b>Number of lead teachers employed in centers<sup>b</sup></b>	55	3.3 (1-13)	90	4.2 (1-20)	92	5.5 (0-50)
<b>Lead teacher turnover percentage<sup>c</sup></b>	55	27.5 (0-200)	90	17.0 (0-100)	90	37.0 (0-200)

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

**Table B.11b** (continued)

The n columns in this table include unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>The study defines “lead teachers” as the head or primary teacher in the classroom

<sup>c</sup>“Lead teacher turnover percentage” is calculated by dividing the number of lead teachers who left and had to be replaced in the past 12 months by the total number of lead teachers currently employed at the center. Teacher turnover is constructed as a percentage. Anything higher than 100 percent indicates that some centers had to replace teachers more than once over the 12 months. For example, if a center director reported employing 10 teachers and replacing 11 teachers—that is, they had to replace all teachers once and one of the replacements also had to be replaced—their teacher turnover percentage would be 110 percent. Center directors did not report the number of teachers who left and did not have to be replaced, and so these lead teachers were not included in this percentage.

**Table B.12. Problems related to staff turnover and shortages in the past 12 months**

	Unweighted total sample size (n)	Weighted percentage
<b>Turnover among educational personnel for maintaining consistency in center operations</b>	237	
Not much of a problem		42.9
Somewhat of a problem		31.4
A substantial problem		25.7
<b>Turnover among family service workers and child counselors or therapists for maintaining consistency in center operations</b>	237	
Not much of a problem		63.8
Somewhat of a problem		26.8
A substantial problem		9.4
<b>Turnover among managers and coordinators for maintaining consistency in center operations</b>	237	
Not much of a problem		70.6
Somewhat of a problem		22.3
A substantial problem		7.1 <sup>^</sup>
<b>Turnover among other staff for maintaining consistency in center operations<sup>a</sup></b>	236	
Not much of a problem		57.3
Somewhat of a problem		29.6
A substantial problem		13.1
<b>Difficulty finding classroom coverage for teaching staff in the center</b>	237	
Not much of a problem		15.8
Somewhat of a problem		25.5
A substantial problem		58.7
<b>Having enough staff to operate the center at full capacity</b>	237	
Not much of a problem		32.6
Somewhat of a problem		30.4
A substantial problem		36.9

Source: Spring 2022 FACES Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.



**Table B.12a. Problems related to staff turnover and shortages in the past 12 months, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Turnover among educational personnel for maintaining consistency in center operations</b>	109		16		112	
Not much of a problem		42.2		75.0		37.6
Somewhat of a problem		32.0		22.9 <sup>^</sup>		32.2
A substantial problem		25.8		2.1 <sup>^</sup>		30.2
<b>Turnover among family service workers and child counselors or therapists for maintaining consistency in center operations</b>	109		16		112	
Not much of a problem		66.5		57.9 <sup>^</sup>		61.5
Somewhat of a problem		24.5		40.0 <sup>^</sup>		27.2
A substantial problem		9.1 <sup>^</sup>		2.1 <sup>^</sup>		11.2 <sup>^</sup>
<b>Turnover among managers and coordinators for maintaining consistency in center operations</b>	109		16		112	
Not much of a problem		67.9		78.7		72.5
Somewhat of a problem		27.1		21.3 <sup>^</sup>		16.5 <sup>^</sup>
A substantial problem		5.0 <sup>^</sup>		0.0		11.0 <sup>^</sup>
<b>Turnover among other staff for maintaining consistency in center operations<sup>b</sup></b>	108		16		112	
Not much of a problem		52.5		78.4		59.1
Somewhat of a problem		36.7		19.5 <sup>^</sup>		22.8
A substantial problem		10.7 <sup>^</sup>		2.1 <sup>^</sup>		18.2 <sup>^</sup>
<b>Difficulty finding classroom coverage for teaching staff in the center</b>	109		16		112	
Not much of a problem		11.0		15.9 <sup>^</sup>		21.8 <sup>^</sup>
Somewhat of a problem		25.5		53.4 <sup>^</sup>		20.1
A substantial problem		63.5		30.7 <sup>^</sup>		58.1

Table B.12a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Having enough staff to operate the center at full capacity</b>	109		16		112	
Not much of a problem		30.2		60.6		30.4
Somewhat of a problem		27.9		27.6 <sup>^</sup>		34.1
A substantial problem		41.9		11.9 <sup>^</sup>		35.5

Source: Spring 2022 FACES Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

**Table B.12b. Problems related to staff turnover and shortages in the past 12 months, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Turnover among educational personnel for maintaining consistency in center operations</b>	55		90		92	
Not much of a problem		37.3		55.4		36.0
Somewhat of a problem		35.2		26.9		32.6
A substantial problem		27.5 <sup>^</sup>		17.7 <sup>^</sup>		31.5
<b>Turnover among family service workers and child counselors or therapists for maintaining consistency in center operations</b>	55		90		92	
Not much of a problem		72.4		64.8		56.7
Somewhat of a problem		20.0		24.6		33.6
A substantial problem		7.5 <sup>^</sup>		10.6 <sup>^</sup>		9.7 <sup>^</sup>
<b>Turnover among managers and coordinators for maintaining consistency in center operations</b>	55		90		92	
Not much of a problem		65.4		67.0		77.5
Somewhat of a problem		27.0		30.4		11.9 <sup>^</sup>
A substantial problem		7.6 <sup>^</sup>		2.6 <sup>^</sup>		10.6 <sup>^</sup>
<b>Turnover among other staff for maintaining consistency in center operations<sup>b</sup></b>	55		90		91	
Not much of a problem		66.5		52.8		54.6
Somewhat of a problem		28.6		38.6		22.6
A substantial problem		5.0 <sup>^</sup>		8.6 <sup>^</sup>		22.8 <sup>^</sup>
<b>Difficulty finding classroom coverage for teaching staff in the center</b>	55		90		92	
Not much of a problem		18.8 <sup>^</sup>		23.8		6.8 <sup>^</sup>
Somewhat of a problem		16.2 <sup>^</sup>		27.2		30.6
A substantial problem		65.1		49.0		62.6

Table B.12b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Having enough staff to operate the center at full capacity</b>	55		90		92	
Not much of a problem		27.8 <sup>a</sup>		37.3		32.0
Somewhat of a problem		38.1		29.8		25.4
A substantial problem		34.1		32.8		42.6

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup> Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup> Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

**CENTER CURRICULA, INSTRUCTION, AND PARENT ENGAGEMENT**

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**Table B.13. Whether centers regularly use additions for or adapt curricula**

	Unweighted total sample size (n)	Weighted percentage
<b>Use the online components of the curriculum package</b>	235	
Yes		83.3
No		16.7
<b>Use the assessment system that accompanies the curriculum</b>	235	
Yes		91.3
No		8.7
<b>Use online components of the assessment that accompanies the curriculum</b>	235	
Yes		85.0
No		15.0
<b>Make and use adaptations to the curriculum (for example, to respond to different learning needs)</b>	236	
Yes		97.0
No		3.0 <sup>^</sup>
<b>Use a subject matter curriculum in addition to the other curriculum or curricula</b>	236	
Yes		91.1
No		8.9 <sup>^</sup>
<b>Use another activity or tool related to the curriculum<sup>a</sup></b>	228	
Yes		36.1
No		63.9

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“Another activity or tool related to curriculum” includes examples such as hands-on activities and book cards or kits.

**Table B.14. Activities to support curriculum implementation fidelity in centers**

	Unweighted total sample size (n)	Weighted Percentage
<b>Teachers completed developer fidelity checklists</b>	235	
Yes		71.9
No		28.1
<b>Coach observed teachers using developer’s fidelity checklist</b>	236	
Yes		76.1
No		23.9
<b>Someone else observed teachers using developer’s fidelity checklist</b>	236	
Yes		68.6
No		31.4
<b>Coach observed teachers implementing the curriculum and provided feedback (not using fidelity checklist)</b>	236	
Yes		83.0
No		17.0
<b>Someone else observed teachers implementing the curriculum and provided feedback (not using a fidelity checklist)</b>	236	
Yes		83.1
No		16.9
<b>Coaches focused on implementation when working with teachers</b>	236	
Yes		87.9
No		12.1
<b>Administrators, coaches, specialists, or other staff participated in developer training on supporting and/or monitoring fidelity</b>	236	
Yes		84.5
No		15.5
<b>Another implementation support or fidelity monitoring tool<sup>a</sup></b>	233	
Yes		16.0
No		84.0

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>“Another implementation support or fidelity monitoring tool” includes examples such as locally-developed walkthrough and monitoring tools and communities of practice.



**Table B.15. Teachers’ review of child-level data and barriers to using it for individualized instruction in centers<sup>a</sup>**

	Unweighted total sample size (n)	Weighted percentage
<b>Supervisors, coaches or mentors, or other specialists share or review individual children’s data with teachers</b>	236	
Yes		85.0
No		15.0
<b>Barriers to teachers using child-level data to guide and individualize instruction</b>		
<b>Lack of understanding what child-level data mean</b>	236	
Not a barrier		39.3
A little barrier		30.6
Somewhat of a barrier		27.5
A major barrier		2.7 <sup>^</sup>
<b>Not enough time to use child-level data to guide instruction</b>	236	
Not a barrier		24.2
A little barrier		33.3
Somewhat of a barrier		29.5
A major barrier		13.0
<b>Inadequate technology resources to track and analyze child-level data</b>	235	
Not a barrier		60.1
A little barrier		18.4
Somewhat of a barrier		13.4
A major barrier		8.1 <sup>^</sup>
<b>Lack of buy-in to value of child-level data</b>	236	
Not a barrier		37.5
A little barrier		25.4
Somewhat of a barrier		30.3
A major barrier		6.8
<b>Another barrier<sup>b</sup></b>	212	
Not a barrier		92.9
A little barrier		1.8 <sup>^</sup>
Somewhat of a barrier		1.7 <sup>^</sup>
A major barrier		3.7 <sup>^</sup>

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information. The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

**Table B.15** (*continued*)

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>The study defines “child-level data” as formal assessments, informal assessments, and data on child or family characteristics.

<sup>b</sup>“Another barrier” includes examples such as lack of staff training and inconsistent staffing.

**Table B.16. Parent education, parent support, or parenting curricula used in centers<sup>a</sup>**

	Unweighted total sample size (n)	Weighted percentage
<b>Center used parent education, parent support, or parenting curricula</b>	237	
Yes		73.5
No		26.5
<b>Among centers that used parent education, parent support, or parenting curricula, which curricula<sup>b</sup></b>	177	
Second Step		37.3
Positive Solutions for Families		20.2
Parents as Teachers (PAT)		16.6
Improving Parent-Child Relationships		13.3
ReadyRosie		12.6
Conscious Discipline		9.7 <sup>^</sup>
Systematic Training for Effective Parenting (STEP)		6.9 <sup>^</sup>
Growing Great Kids, Inc.		4.1 <sup>^</sup>
Home Instruction for Parents of Preschool Youngsters (HIPPY)		3.3 <sup>^</sup>
Practical Parent Education		2.8 <sup>^</sup>
Second Time Around: Grandparents Raising Grandchildren		1.8 <sup>^</sup>
Parenting Now! Curriculum		1.3 <sup>^</sup>
Another curriculum <sup>c</sup>		28.2

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>The study defines “parent education, parent support, or parenting curricula” as aiming to build parents’ knowledge and give parents the opportunity to practice parenting skills that support their children’s learning and development. Parents are the intended audience of these types of curricula.

<sup>b</sup>Center directors could select all curricula that applied.

<sup>c</sup>“Another curriculum” includes examples such as 1-2-3 Magic Parenting and Shine on.

**Table B.17. Non-English languages spoken by families and staff in centers**

	Unweighted total sample size (n)	Weighted percentage
<b>Served children or families who speak a language other than English at home</b>	237	
Yes		73.8
No		26.2
<b>Among centers that served families who speak a language other than English at home, languages spoken by families<sup>a</sup></b>	188	
Spanish		91.1
Arabic		26.6
Haitian Creole		9.1
Chinese		8.3 <sup>^</sup>
French		6.3 <sup>^</sup>
Another East Asian language <sup>b</sup>		9.4 <sup>^</sup>
Another non-English language <sup>c</sup>		26.5
<b>Among centers that served Spanish-speaking families, percentage with at least one Spanish-speaking lead or assistant teacher<sup>d</sup></b>	181	61.4
<b>Among centers that served families who speak a language other than English at home, centers were unable to provide interpreters or provide translated materials in languages spoken by families</b>	188	28.9

	Unweighted total sample size (n)	Weighted mean	Reported range
<b>Among centers that served families who speak a language other than English at home</b>	188		
Number of languages other than English spoken by families		1.9	1-9
Percentage of family languages other than English also spoken by lead or assistant teachers <sup>d</sup>		46.7	0-100

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Center directors could select all languages that applied.

<sup>b</sup>“Another East Asian language” includes Cambodian (Khmer), Hmong, Japanese, Korean, and Vietnamese.

<sup>c</sup>“Another non-English language” includes examples such as Russian, Hindi, and Farsi.

<sup>d</sup>“Lead teachers” are the head or primary teacher in the classroom. “Assistant teachers” support lead teachers in the classroom.

**CENTER DIRECTOR EDUCATION, EXPERIENCE, AND SALARY**

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**Table B.18. Center directors' education and credentials**

	Unweighted total sample size (n)	Weighted percentage
<b>Highest level of education</b>	235	
High school diploma, its equivalent, or less		0.4 <sup>^</sup>
Some college or a vocational or technical program after high school		1.9 <sup>^</sup>
Associate's degree		17.3
Bachelor's degree		55.3
Graduate or professional degree		25.2
<b>Has state-sponsored credential</b>		
<b>Child Development Associate (CDA)</b>	235	
Yes		23.6
No		76.4
<b>Teaching certificate or license for preschool<sup>a</sup></b>	234	
Yes		30.0
No		70.0
<b>Teaching certificate or license for grades other than preschool<sup>a</sup></b>	235	
Yes		22.6
No		77.4
<b>Early childhood program or school license, certificate, and/or credential in administration</b>	234	
Yes		53.7
No		46.3
<b>Has any of the above state-sponsored credentials</b>	235	
Yes		70.8
No		29.2
<b>Has bachelor's degree or higher and any state-sponsored credential</b>	235	
Yes		56.3
No		43.7

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Center directors met education or experience requirements set by a state department or agency that has authority over the education and/or early childhood system in that state.

**Table B.18a. Center directors' education and credentials, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Highest level of education</b>	107		16		112	
High school diploma, its equivalent, or less		0.7 <sup>^</sup>		0.0		0.0
Some college or a vocational or technical program after high school		2.8 <sup>^</sup>		0.0		1.1 <sup>^</sup>
Associate's degree		15.0 <sup>^</sup>		9.8 <sup>^</sup>		21.6 <sup>^</sup>
Bachelor's degree		65.5		11.3 <sup>^</sup>		51.2
Graduate or professional degree		16.1 <sup>^</sup>		78.9		26.1
<b>Has state-sponsored credential</b>						
<b>Child Development Associate (CDA)</b>	107		16		112	
Yes		23.6 <sup>^</sup>		12.8 <sup>^</sup>		25.7
No		76.4		87.2		74.3
<b>Teaching certificate or license for preschool<sup>b</sup></b>	107		16		111	
Yes		21.3 <sup>^</sup>		44.6		38.2
No		78.7		55.4		61.8
<b>Teaching certificate or license for grades other than preschool<sup>b</sup></b>	107		16		112	
Yes		18.2		69.2		19.1
No		81.8		30.8 <sup>^</sup>		80.9
<b>Early childhood program or school license, certificate, and/or credential in administration</b>	107		16		111	
Yes		48.7		79.6		55.0
No		51.3		20.4 <sup>^</sup>		45.0
<b>Has any of the above state sponsored credentials</b>	107		16		112	
Yes		62.3		98.4		76.1
No		37.7		1.6 <sup>^</sup>		23.9



Table B.18a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Has bachelor's degree or higher and any state-sponsored credential</b>	107		16		112	
Yes		49.1		88.7		59.1
No		50.9		11.3 <sup>^</sup>		40.9

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>Center directors met education or experience requirements set by a state department or agency that has authority over the education and/or early childhood system in that state.

**Table B.18b. Center directors' education and credentials, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Highest level of education</b>	54		90		91	
High school diploma, its equivalent, or less		0.0		1.1 <sup>^</sup>		0.0
Some college or a vocational or technical program after high school		4.2 <sup>^</sup>		1.4 <sup>^</sup>		0.6 <sup>^</sup>
Associate's degree		31.6 <sup>^</sup>		13.8 <sup>^</sup>		10.1 <sup>^</sup>
Bachelor's degree		45.7		60.3		57.8
Graduate or professional degree		18.4 <sup>^</sup>		23.4		31.5
<b>Has state-sponsored credential</b>	54		90		91	
<b>Child Development Associate (CDA)</b>						
Yes		28.5 <sup>^</sup>		21.1		22.3 <sup>^</sup>
No		71.5		78.9		77.7
<b>Teaching certificate or license for preschool<sup>b</sup></b>	54		90		90	
Yes		23.5		29.8		34.9
No		76.5		70.2		65.1
<b>Teaching certificate or license for grades other than preschool<sup>b</sup></b>	54		90		91	
Yes		19.3 <sup>^</sup>		22.5		24.9
No		80.7		77.5		75.1
<b>Early childhood program or school license, certificate, and/or credential in administration</b>	53		90		91	
Yes		46.2		62.1		51.7
No		53.8		37.9		48.3
<b>Has any of the above state sponsored credentials</b>	54		90		91	
Yes		72.3		77.6		63.8
No		27.7		22.4		36.2

Table B.18b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Has bachelor’s degree or higher and any state-sponsored credential</b>	54		90		91	
Yes		41.4		65.9		58.5
No		58.6		34.1		41.5

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

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

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>Center directors met education or experience requirements set by a state department or agency that has authority over the education and/or early childhood system in that state.

**Table B.19. Center directors' years of experience as a Head Start director**

	Unweighted total sample size (n)	Weighted percentage
<b>In current center (categories)</b>	228	
3 years or fewer		43.0
4 to 9 years		32.9
10 to 19 years		14.8
20 or more years		9.2 <sup>^</sup>
<b>In any Head Start center (categories)</b>	227	
3 years or fewer		31.2
4 to 9 years		31.0
10 to 19 years		22.8
20 or more years		15.0
	Unweighted total sample size (n)	Weighted mean (Reported range)
<b>In current center</b>	228	6.6 (0-31)
<b>In any Head Start center</b>	227	9.2 (0-38)

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

**Table B.19a. Center directors' years of experience as a Head Start director, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>In current center (categories)</b>	103		16		109	
3 years or fewer		41.1		27.1 <sup>^</sup>		48.3
4 to 9 years		34.0		27.2 <sup>^</sup>		32.8
10 to 19 years		14.7		37.0 <sup>^</sup>		10.7
20 or more years		10.2 <sup>^</sup>		8.7 <sup>^</sup>		8.2 <sup>^</sup>
<b>In any Head Start center (categories)</b>	103		16		108	
3 years or fewer		27.8		17.3 <sup>^</sup>		37.9
4 to 9 years		31.6		22.0 <sup>^</sup>		32.0
10 to 19 years		21.9		45.3		19.4
20 or more years		18.6		15.5 <sup>^</sup>		10.6

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted mean (Reported range)	Unweighted total sample size (n)	Weighted mean (Reported range)	Unweighted total sample size (n)	Weighted mean (Reported range)
<b>In current center</b>	103	7.1	16	8.6	109	5.7
<b>In any Head Start center</b>	103	10.4	16	9.9	108	7.7

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

**Table B.19b. Center directors' years of experience as a Head Start director, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>In current center (categories)</b>	53		87		88	
3 years or fewer		41.9		44.7		42.3
4 to 9 years		25.5		31.7		39.9
10 to 19 years		16.0 <sup>^</sup>		14.3		14.4 <sup>^</sup>
20 or more years		16.6 <sup>^</sup>		9.3 <sup>^</sup>		3.4 <sup>^</sup>
<b>In any Head Start center (categories)</b>	54		87		86	
3 years or fewer		37.8		30.3		26.9
4 to 9 years		24.5		35.2		31.9
10 to 19 years		22.7		21.0		24.7
20 or more years		15.0 <sup>^</sup>		13.5 <sup>^</sup>		16.5 <sup>^</sup>

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted mean (Reported range)	Unweighted total sample size (n)	Weighted mean (Reported range)	Unweighted total sample size (n)	Weighted mean (Reported range)
<b>In current center</b>	53	7.8 (0-30)	87	6.6 (0-28)	88	5.7 (0-31)
<b>In any Head Start center</b>	54	8.6 (0-30)	87	8.7 (0-37)	86	10.1 (0-38)

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.20. Center directors' salaries**

	Unweighted total sample size (n)	Weighted percentage
<b>Annual center director salaries (categories)<sup>a</sup></b>	208	
\$30,000 or less		24.0
\$30,001 - \$40,000		24.2
\$40,001 - \$50,000		18.8
\$50,001 - \$60,000		23.4
More than \$60,000		9.6
	Unweighted total sample size (n)	Weighted mean (Reported range <sup>a</sup> )
<b>Annual center director salaries<sup>a</sup></b>	208	\$42,725 (\$13,000-74,000)

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information. The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>To lessen the effect of extremely low and extremely high salaries, we set the minimum and maximum center director salaries to the 10th and 90th percentile values of the data distribution, respectively.

**Table B.21. Center directors' race/ethnicity**

	<b>Weighted percentage (unweighted n = 229)</b>
White, non-Hispanic	59.4
Black, non-Hispanic	20.8
Hispanic, Latino/a/x, or Chicano/a/x	15.9
American Indian or Alaska Native, non-Hispanic	0.8 <sup>^</sup>
Asian or Pacific Islander, non-Hispanic	0.0
Multiracial/biracial, non-Hispanic	2.5 <sup>^</sup>
Another race, non-Hispanic <sup>a</sup>	0.7 <sup>^</sup>

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample size identifies the number of centers with valid data on the construct out of a maximum of 237 center directors. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“Another race, non-Hispanic” includes examples such as Portuguese.



**CENTER DIRECTOR WELL-BEING AND SUPPORTS AVAILABLE TO STAFF**

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**Table B.22. Center directors' total depressive symptoms scores<sup>a</sup>**

	Unweighted total sample size (n)	Weighted percentage
<b>Total depressive symptoms score (categories)</b>	237	
No to few (0 to 4)		49.8
Mild (5 to 9)		27.6
Moderate (10 to 14)		6.4
Severe (15 to 36)		16.1
	Unweighted total sample size (n)	Weighted mean (Reported range <sup>b</sup> )
<b>Total depressive symptoms score</b>	237	6.7 (0-36)

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information. The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>The “total depressive symptoms score” is the total score on the Center for Epidemiological Studies Depression Scale (CES–D) short form (12 items on a 4-point scale for frequency in the past week). The publisher reports that depressive symptoms scores have been correlated with clinical diagnosis, but the CES–D is a screening tool and not used to formally diagnose depression (Radloff, 1977).

<sup>b</sup>Possible scores range from 0 to 36.

**Table B.23. Center directors' total anxiety symptoms scores<sup>a</sup>**

	Unweighted total sample size (n)	Weighted percentage
<b>Total anxiety symptoms score (categories)</b>	237	
Minimal (0 to 4)		49.1
Mild (5 to 9)		17.9
Moderate (10 to 14)		7.6
Severe (15 to 21)		25.4
	Unweighted total sample size (n)	Weighted mean (Reported range <sup>b</sup> )
<b>Total anxiety symptoms score</b>	237	7.7 (0-21)

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>The “total anxiety symptoms score” is the total score on the Generalized Anxiety Disorder–7 (GAD–7) scale (7 items on a 4-point scale for frequency in the past two weeks). The publisher reports that anxiety scores have been correlated with clinical diagnosis, but the GAD–7 is a screening tool and not used to formally diagnose anxiety (Spitzer et al. 2006).

<sup>b</sup>Possible scores range from 0 to 21.

**Table B.24. Center directors’ job-related stress due to the COVID-19 pandemic**

	Unweighted total sample size (n)	Weighted percentage
<b>Worried about their own potential exposure to COVID-19 while at work</b>	236	
Strongly disagreed		27.3
Disagreed		12.6
Neither agreed nor disagreed		17.6
Agreed		33.5
Strongly agreed		9.0
<b>Felt COVID-19 safety rules and regulations were stressful for them and other staff members</b>	237	
Strongly disagreed		17.8
Disagreed		12.3
Neither agreed nor disagreed		25.8
Agreed		30.2
Strongly agreed		13.8
<b>Could not meet performance expectations due to the COVID-19 pandemic</b>	237	
Strongly disagreed		30.3
Disagreed		23.2
Neither agreed nor disagreed		26.3
Agreed		13.5
Strongly agreed		6.7 <sup>^</sup>
<b>Felt more stress at work “now” than they did before the COVID-19 pandemic began<sup>a</sup></b>	237	
Strongly disagreed		15.8
Disagreed		15.3
Neither agreed nor disagreed		17.9
Agreed		32.4
Strongly agreed		18.7
	<b>Unweighted total sample size (n)</b>	<b>Weighted mean (Reported range<sup>b</sup>)</b>
<b>Job-related stress due to the COVID-19 pandemic<sup>b</sup></b>	237	2.9 (1-5)

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of centers with valid data on each of the constructs out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>Center directors were asked about their current job-related stress at the time of the survey.

**Table B.24** (*continued*)

<sup>b</sup>“Job-related stress due to the COVID-19 pandemic” is the mean of the four items shown in the top of the table. The possible range is 1 to 5; higher scores indicate higher job-related stress due to the COVID-19 pandemic.

**Table B.25. Centers offered services or supports for staff wellness and overall well-being**

	Weighted percentage (unweighted n = 235)
Yes	88.5
No	11.5

Source: Spring 2022 Center Director Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample size identifies the number of centers with valid data on the construct out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

**Table B.25a. Centers offered services or supports for staff wellness and overall well-being, by program agency type<sup>a</sup>**

	Community action agency	School system	All other agency types <sup>a</sup>
	Weighted percentage (unweighted n = 109)	Weighted percentage (unweighted n = 16)	Weighted percentage (unweighted n = 110)
Yes	89.6	87.5	87.4
No	10.4 <sup>^</sup>	12.5 <sup>^</sup>	12.6 <sup>^</sup>

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample sizes identify the number of centers with valid data on the construct out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).



**Table B.25b. Centers offered services or supports for staff wellness and overall well-being, by program size<sup>a</sup>**

	Small programs: enrollment < 300	Medium programs: enrollment ≥ 300 and < 600	Large programs: enrollment ≥ 600
	Weighted percentage (unweighted n = 55)	Weighted percentage (unweighted n = 89)	Weighted percentage (unweighted n = 91)
Yes	71.8	95.9	94.1
No	28.2 <sup>^</sup>	4.1 <sup>^</sup>	5.9 <sup>^</sup>

Source: Spring 2022 Center Director Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) center directors who did not consent to participate in the study, and (3) nonresponse to the center director survey (among center directors who consented to participate in the study). However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample sizes identify the number of centers with valid data on the construct out of a maximum of 237 center directors.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

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## **SECTION C: CLASSROOM AND TEACHER CHARACTERISTICS: SPRING 2022**

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

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**Table C.1. Daily time used for instructional groups in classrooms on a typical day**

	Unweighted total sample size (n)	Weighted percentage				
		No time	Half hour or less	About one hour	About two hours	Three hours or more
<b>Teacher-directed activities</b>						
Whole class	370	1.3 <sup>^</sup>	45.4	36.5	9.9	6.9
Small group	372	0.9 <sup>^</sup>	67.9	21.5	6.3 <sup>^</sup>	3.4 <sup>^</sup>
Individual	369	7.7 <sup>^</sup>	60.7	25.5	4.0	2.1 <sup>^</sup>
<b>Child-selected activities</b>						
	369	4.5 <sup>^</sup>	4.7	32.4	33.0	25.3

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs out of a maximum of 358 teachers reporting on 372 classrooms.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

**Table C.2. Languages used to teach and communicate with parents**

	Unweighted total sample size (n)	Weighted percentage
<b>Lead teacher spoke any language other than English in the classroom</b>	371	
Yes		27.6
No		72.4
<b>Among lead teachers who spoke non-English languages, language(s) lead teacher spoke in the classroom</b>	107	
Spanish		83.9
Sign language		7.9 <sup>^</sup>
Arabic		6.8 <sup>^</sup>
A Filipino language		6.2 <sup>^</sup>
Chinese		4.2 <sup>^</sup>
French		4.2 <sup>^</sup>
Japanese		4.2 <sup>^</sup>
Korean		1.1 <sup>^</sup>
Cambodian (Khmer)		0.0
Haitian Creole		0.0
Hmong		0.0
Vietnamese		0.0
Another language <sup>a</sup>		5.9 <sup>^</sup>
<b>Language(s) used for instruction (not including language lessons) by lead teacher or another adult</b>	370	
English		95.0
Spanish		33.6
Sign language		5.7
Arabic		2.1 <sup>^</sup>
Vietnamese		0.3 <sup>^</sup>
A Filipino language		0.0
Cambodian (Khmer)		0.0
Chinese		0.0

**Table C.2** (continued)

	<b>Unweighted total sample size (n)</b>	<b>Weighted percentage</b>
French		0.0 <sup>^</sup>
Haitian Creole		0.0
Hmong		0.0
Japanese		0.0
Korean		0.0
Another language <sup>b</sup>		3.3 <sup>^</sup>
<b>Language(s) of printed materials available in the classroom</b>	<b>371</b>	
English		97.6
Spanish		78.0
Sign language		8.9
Arabic		6.2 <sup>^</sup>
Chinese		5.0 <sup>^</sup>
Haitian Creole		0.9 <sup>^</sup>
Japanese		0.9 <sup>^</sup>
French		0.7 <sup>^</sup>
Vietnamese		0.7 <sup>^</sup>
Korean		0.1 <sup>^</sup>
A Filipino language		0.0
Cambodian (Khmer)		0.0
Hmong		0.0
Another language <sup>c</sup>		3.8 <sup>^</sup>
<b>Method(s) of communicating with parents who spoke a language the lead teacher did not speak</b>		
<b>Communicated only in English</b>	<b>361</b>	
Yes		64.5
No		35.5

**Table C.2** (continued)

	Unweighted total sample size (n)	Weighted percentage
<b>Used an informal interpreter, like a staff member or parent, or a formal translator</b>	351	
Yes		66.9
No		33.1
<b>Used physical cues or hand gestures</b>	342	
Yes		56.6
No		43.4
<b>Used translated materials</b>	346	
Yes		63.7
No		36.3
<b>Used translation app</b>	343	
Yes		40.2
No		59.8
<b>Another method<sup>d</sup></b>	161	
Yes		11.0
No		89.0

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs out of a maximum of 358 teachers reporting on 372 classrooms. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“Another language” includes examples such as Portuguese, Albanian, and Armenian.

<sup>b</sup>“Another language” includes examples such as Dari and Pashto.

<sup>c</sup>“Another language” includes examples such as Dari, Pashto, and Portuguese.



**Table C.2** (*continued*)

<sup>d</sup>“Another method” includes examples such as using ClassDojo, visual materials like videos, or relying on lip reading.

**Table C.3. How frequently subjects were taught each week in classrooms in a typical week**

	Unweighted total sample size (n)	Weighted percentage				
		Daily	3-4 times a week	1-2 times a week	Less than once a week	Never
Language Arts and Literacy	370	83.6	10.9	5.5 <sup>^</sup>	0.0 <sup>^</sup>	0.0
Social and Emotional	371	81.8	8.2	8.1 <sup>^</sup>	1.9 <sup>^</sup>	0.0
Math	371	76.2	13.3	10.1	0.4 <sup>^</sup>	0.0
Arts	371	71.7	16.4	8.0	3.9 <sup>^</sup>	0.0
Science	371	44.8	22.0	29.5	3.3 <sup>^</sup>	0.4 <sup>^</sup>
Social Studies	369	43.7	20.5	28.7	6.2	0.8 <sup>^</sup>

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs out of a maximum of 358 teachers reporting on 372 classrooms.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

**Table C.4. How frequently children did reading and language activities in classrooms**

	Unweighted total sample size (n)	Weighted percentage			
		Daily or almost daily	Weekly	Monthly	Never
Worked on letter naming	371	91.3	5.2 <sup>^</sup>	3.0 <sup>^</sup>	0.6 <sup>^</sup>
Listened to a teacher, aide, or volunteer read stories where they saw the print	371	88.5	6.8	4.3 <sup>^</sup>	0.4 <sup>^</sup>
Wrote own name	372	84.4	9.5	5.0 <sup>^</sup>	1.1 <sup>^</sup>
Discussed new words	371	83.4	12.1	4.3 <sup>^</sup>	0.2 <sup>^</sup>
Learned about conventions of print	371	81.8	10.7	5.5 <sup>^</sup>	2.0 <sup>^</sup>
Worked on letter-sound relationships	372	78.9	11.2	9.2	0.7 <sup>^</sup>
Practiced writing letters	372	78.8	13.6	6.3 <sup>^</sup>	1.3 <sup>^</sup>
Retold stories	372	65.4	25.0	8.9	0.7 <sup>^</sup>
Learned about common prepositions	372	63.2	23.2	13.4	0.2 <sup>^</sup>
Dictated stories to a teacher, aide, or volunteer	371	63.0	24.3	11.6	1.1 <sup>^</sup>
Learned about rhyming words and word families	371	60.7	24.7	13.6	0.9 <sup>^</sup>
Listened to a teacher, aide, or volunteer read stories where they did not see the print	372	47.3	10.3	13.5	29.0

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs out of a maximum of 358 teachers reporting on 372 classrooms.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

**Table C.5. How frequently children did math activities in classrooms**

	Unweighted total sample size (n)	Weighted percentage			
		Daily or almost daily	Weekly	Monthly	Never
Counted out loud	372	96.7	0.9 <sup>^</sup>	2.4 <sup>^</sup>	0.0
Worked with counting manipulatives	372	80.8	11.3	7.4 <sup>^</sup>	0.5 <sup>^</sup>
Engaged in activities that involve shapes and patterns	372	79.9	14.6	5.5 <sup>^</sup>	0.0
Worked with geometric manipulatives	371	78.2	13.8	7.3 <sup>^</sup>	0.7 <sup>^</sup>
Engaged in calendar-related activities	372	71.6	7.0	9.4	11.9
Played math-related games	372	71.0	19.3	8.4	1.3 <sup>^</sup>
Worked on comparing quantities	372	70.3	17.0	12.4	0.3 <sup>^</sup>
Worked on ordinal numbers	372	65.9	15.9	16.6	1.6 <sup>^</sup>
Engaged in activities related to telling time	372	58.0	11.5	14.6	16.0
Worked with rulers or other measuring instruments	372	53.2	26.6	18.0	2.3 <sup>^</sup>
Used ten frames to help learn math concepts <sup>a</sup>	370	34.2	15.9	21.4	28.5

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs out of a maximum of 358 teachers reporting on 372 classrooms.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Ten frames are rectangular frames divided into 10 individual boxes where the boxes are arranged into two rows of five. Children can place objects such as dots or counters into each box to help develop number sense.

**Table C.6. Types of curricula and assessment tools used in classrooms in the current program year**

	Unweighted total sample size (n)	Weighted percentage
<b>Primary curriculum<sup>a</sup></b>	366	
Creative Curriculum		70.6
HighScope Curriculum		6.2
Widely available curriculum <sup>b</sup>		5.1 <sup>^</sup>
Locally designed curriculum		1.9 <sup>^</sup>
Another primary curriculum <sup>c</sup>		11.9
Uses multiple curricula equally		3.7 <sup>^</sup>
Don't know or didn't use a specific curriculum		0.6 <sup>^</sup>
<b>Primary assessment tool</b>	370	
Teaching Strategies GOLD assessment <sup>d</sup>		60.1
Desired Results Developmental Profile (DRDP)		9.6
HighScope Child Observation Record (COR)		3.6 <sup>^</sup>
Learning Accomplishment Profile Screening (LAP)		2.8 <sup>^</sup>
Locally designed		1.6 <sup>^</sup>
Galileo		1.0 <sup>^</sup>
Another primary assessment tool <sup>e</sup>		21.3
Did not use a child assessment tool		0.0
<b>Among teachers who used a curriculum with an available aligned assessment tool in classrooms, whether they used the aligned curriculum and assessment tool<sup>f</sup></b>	295	
Yes		65.8
No		34.2

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs out of a maximum of 358 teachers reporting on 372 classrooms. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Percentages reflect the primary curriculum teachers used in the classroom, regardless of whether the teacher used only one curriculum or a combination of curricula.

<sup>b</sup>“Widely available” curricula are those that teachers selected (other than Creative Curriculum and HighScope) that have printed materials available as well as information on the goals related to the specific curriculum. The curriculum included in this category are described on page 16. In some cases, research on the efficacy of the curriculum is available (such as High Reach, Let’s Begin with the Letter People, Montessori, Creating Child Centered Classrooms-Step by Step, and Scholastic).

<sup>c</sup>“Another primary curricula” includes examples such as Reggio Emilia, InvestiGator Club, Ready To Shine, and Conscious Discipline.

**Table C.6** (*continued*)

<sup>d</sup>“Teaching Strategies GOLD assessment” was formerly known as the Creative Curriculum Developmental Continuum Assessment Toolkit.

<sup>e</sup>“Another primary assessment tool” includes examples such as Battelle Development Inventory-3 and Child Plus.

<sup>f</sup>Among classrooms using a curriculum with an available aligned assessment tool. Aligned assessment tools are available for Creative Curriculum (Teaching Strategies GOLD), HighScope (COR), Montessori (DRDP), and Galileo (Galileo).

**Table C.7. Among lead teachers who used a main assessment tool, how assessment data were used to inform planning and instruction<sup>a</sup>**

	Weighted percentage (unweighted n = 368)
Identify child’s developmental level	94.9
Individualize activities for child	92.9
Determine child’s strengths and weaknesses	86.5
Determine if child needs referral for special services	70.5
Identify activities for parents to do with child at home	70.4
Another way to use assessment data <sup>b</sup>	0.9 <sup>^</sup>

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample size identifies the number of classrooms with valid data on the construct out of a maximum of 356 teachers reporting on 370 classrooms.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Teachers could select all data uses that applied.

<sup>b</sup>“Another way to use assessment data” includes examples such as for conducting developmental screenings.

**Table C.8. Curricula used for literacy and math instruction<sup>a</sup>**

	Literacy instruction		Math instruction	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Comprehensive curriculum</b>				
Creative Curriculum	362	77.9	359	73.8
HighScope	362	6.5	359	6.8
Learn Every Day	362	2.2 <sup>^</sup>	359	2.2 <sup>^</sup>
Montessori	362	0.3 <sup>^</sup>	359	0.3 <sup>^</sup>
Tools of the Mind	362	0.1 <sup>^</sup>	359	0.0
Creating Child Centered Classrooms – Step By Step	362	0.0	359	0.0
<b>Literacy curriculum</b>				
Frog Street	362	5.5	359	6.0
Handwriting without Tears	362	4.3 <sup>^</sup>	359	1.9 <sup>^</sup>
Fundations	362	1.2 <sup>^</sup>	359	0.5 <sup>^</sup>
Zoophonics	362	0.9 <sup>^</sup>	359	0.0
Scholastic Curriculum	362	0.8 <sup>^</sup>	359	0.8 <sup>^</sup>
DLM Early Childhood Express	362	0.5 <sup>^</sup>	359	0.1 <sup>^</sup>
Let's Begin with the Letter People	362	0.4 <sup>^</sup>	359	0.1 <sup>^</sup>
Preschool PATHS	362	0.2 <sup>^</sup>	359	0.2 <sup>^</sup>
Open Circle	362	0.0	359	0.0
Opening the World of Learning	362	0.0	359	0.0
<b>Math curriculum</b>				
Everyday Mathematics	362	0.4 <sup>^</sup>	359	2.6 <sup>^</sup>
Building Blocks math curriculum	362	0.0	359	2.2 <sup>^</sup>
Number Worlds	362	0.0	359	0.0
<b>Social-emotional curriculum</b>				
Second Step	362	4.5 <sup>^</sup>	359	4.9 <sup>^</sup>
Pyramid Model for Supporting Social Emotional Competence	362	1.2 <sup>^</sup>	359	0.7 <sup>^</sup>
<b>Other curricula<sup>b</sup></b>				
Locally designed curriculum	362	2.1 <sup>^</sup>	359	1.9 <sup>^</sup>
Another curriculum <sup>c</sup>	362	12.7	366	12.6
<b>Don't know</b>	362	0.0	359	0.0

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs out of a maximum of 358 teachers reporting on 372 classrooms. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.



**Table C.8** (*continued*)

<sup>a</sup>Teachers were asked “What curriculum do you use to teach literacy?” and “What curriculum do you use to teach math?”

<sup>b</sup>“Other curricula” refers to curricula other than comprehensive, literacy, math, or social-emotional curricula.

<sup>c</sup>“Another curriculum” includes examples such as Reggio Emilia, InvestiGator Club, Ready To Shine, and Conscious Discipline.

**Table C.8a. Use of comprehensive and domain-specific curricula**

	Unweighted total sample size (n)	Weighted percentage
<b>Type of curriculum teacher uses<sup>a</sup></b>	368	
Comprehensive curriculum		85.8
Social-emotional curriculum		28.9
Literacy curriculum		15.0
Math curriculum		13.5
Another curriculum <sup>b</sup>		5.5 <sup>^</sup>
<b>Type of curriculum teacher uses for math instruction<sup>a</sup></b>	360	
Comprehensive curriculum		82.0
Math curriculum		11.7
Another curriculum <sup>c</sup>		12.8
<b>Type of curriculum teacher uses for literacy instruction<sup>a</sup></b>	363	
Comprehensive curriculum		85.7
Literacy curriculum		9.2
Another curriculum <sup>d</sup>		14.6

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs out of a maximum of 358 teachers reporting on 372 classrooms.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Teachers could select all curricula that applied.

<sup>b</sup>“Another curriculum” includes examples such as Handwriting Without Tears.

<sup>c</sup>“Another curriculum” includes examples such as Scholastic Curriculum and Frog Street.

<sup>d</sup>“Another curriculum” includes examples such as Pyramid Model for Supporting Social Emotional Competence and DLM Early Childhood Express.

**Table C.9. How often lead teachers met with parents to discuss child progress or status in the past year**

	Unweighted total sample size (n)	Weighted percentage
<b>How often lead teacher met with parents to discuss the progress or status of a child in their classroom with developmental concerns</b>	372	
Never		0.4 <sup>^</sup>
Once every 6 months or less often		6.5
Once every 2 to 6 months		47.0
Once a month		16.0
More than once a month		26.8
No concerns with any children in class		3.4 <sup>^</sup>
<b>How often lead teacher met with parents to discuss the progress or status of a child in their classroom without developmental concerns</b>	370	
Never		0.8 <sup>^</sup>
Once every 6 months or less often		7.3
Once every 2 to 6 months		59.5
Once a month		15.2
More than once a month		17.2

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs out of a maximum of 358 teachers reporting on 372 classrooms.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

**Table C.10. Whether lead teachers received mentoring, from whom, and how often in the current program year**

	Unweighted total sample size (n)	Weighted percentage
<b>Lead teacher had a mentor or coach</b>	371	
Yes		77.5
No		22.5
<b>Among lead teachers who had a mentor or coach, mentoring was usually conducted by</b>	279	
Education coordinator or specialist		37.8
Program or center staff person who is a full-time mentor or coach		32.7
Center director or manager		6.9
Another specialist on the program or center staff		6.5
Another teacher		3.1 <sup>^</sup>
Someone from outside the program		2.2 <sup>^</sup>
Program director		1.6 <sup>^</sup>
Another mentor or coach <sup>a</sup>		9.1
<b>Among lead teachers who had a mentor or coach, how often the mentor visited the classroom</b>	278	
Once a week or more		16.8
Once every two weeks		14.5
Once a month		42.8
Less than once a month		26.0

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs out of a maximum of 358 teachers reporting on 372 classrooms. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“Another mentor or coach” includes examples such as supervisors and principals.

**Table C.10a. Whether lead teachers received mentoring, from whom, and how often in the current program year, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Lead teacher had a mentor or coach</b>	153		34		184	
Yes		77.5		80.0		76.9
No		22.5		20.0 <sup>^</sup>		23.1
<b>Among lead teachers who had a mentor or coach, mentoring was usually conducted by</b>	115		26		138	
Education coordinator or specialist		22.5		48.2		49.7
Program or center staff person who is a full-time mentor or coach		44.8		8.3 <sup>^</sup>		27.8
Center director or manager		10.4		3.5 <sup>^</sup>		4.5 <sup>^</sup>
Another specialist on the program or center staff		8.4 <sup>^</sup>		6.5 <sup>^</sup>		4.7 <sup>^</sup>
Another teacher		1.7 <sup>^</sup>		3.5 <sup>^</sup>		4.3 <sup>^</sup>
Someone from outside the program		2.7 <sup>^</sup>		0.0		2.4 <sup>^</sup>
Program director		2.3 <sup>^</sup>		2.2 <sup>^</sup>		0.8 <sup>^</sup>
Another mentor or coach <sup>b</sup>		7.2 <sup>^</sup>		27.8 <sup>^</sup>		5.8 <sup>^</sup>
<b>Among lead teachers who had a mentor or coach, how often the mentor visited the classroom</b>	115		26		137	
Once a week or more		18.7		9.2 <sup>^</sup>		16.9
Once every two weeks		10.4 <sup>^</sup>		25.4 <sup>^</sup>		15.5
Once a month		31.4		40.3 <sup>^</sup>		54.4
Less than once a month		39.5		25.0 <sup>^</sup>		13.2

Source: Spring 2022 Teacher Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information. The n columns in this table include unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs. Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic out of a maximum of 358 teachers reporting on 372 classrooms. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

**Table C.10a** *(continued)*

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>“Another mentor or coach” includes examples such as supervisors and principals.

**Table C.10b. Whether lead teachers received mentoring, from whom, and how often in the current program year, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Lead teacher had a mentor or coach</b>	95		134		142	
Yes		79.6		74.6		78.3
No		20.4		25.4		21.7
<b>    Among lead teachers who had a mentor or coach,     mentoring was usually conducted by</b>	75		98		106	
Education coordinator or specialist		32.6		38.1		41.0
Program or center staff person who is a full-time mentor or coach		33.3		36.7		29.6
Center director or manager		4.3 <sup>^</sup>		7.2 <sup>^</sup>		8.4 <sup>^</sup>
Another specialist on the program or center staff		8.5 <sup>^</sup>		3.1 <sup>^</sup>		7.6 <sup>^</sup>
Another teacher		4.2 <sup>^</sup>		4.3 <sup>^</sup>		1.5 <sup>^</sup>
Someone from outside the program		2.4 <sup>^</sup>		4.0 <sup>^</sup>		0.9 <sup>^</sup>
Program director		1.8 <sup>^</sup>		3.4 <sup>^</sup>		0.2 <sup>^</sup>
Another mentor or coach <sup>b</sup>		12.8 <sup>^</sup>		3.2 <sup>^</sup>		10.7 <sup>^</sup>
<b>    Among lead teachers who had a mentor or coach, how     often the mentor visited the classroom</b>	75		96		107	
Once a week or more		16.9		20.1 <sup>^</sup>		14.4
Once every two weeks		15.5 <sup>^</sup>		14.0 <sup>^</sup>		14.2
Once a month		38.4		41.9		46.1
Less than once a month		29.1 <sup>^</sup>		24.1		25.3

Source: Spring 2022 Teacher Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

**Table C.10b** (continued)

The n columns in this table include unweighted sample sizes to identify the number of classrooms with valid data on each of the constructs out of a maximum of 358 teachers reporting on 372 classrooms. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>“Another mentor or coach” includes examples such as supervisors and principals.



**Table C.11. Supports programs offered for staff wellness and overall well-being and whether lead teachers used the supports in the past year**

	Unweighted total sample size (n)	Weighted percentage
<b>Supports lead teachers' programs offered for staff wellness and overall well-being</b>		
<b>Regular check-ins with supervisor, coach or mentor, or center or program leadership</b>	356	
Yes		80.9
No		15.6
Don't know		3.5
<b>Professional mental health consultations</b>	356	
Yes		62.6
No		27.7
Don't know		9.7
<b>Virtual or in-person staff social events</b>	356	
Yes		58.5
No		34.5
Don't know		7.0
<b>Resources to support their personal health and safety</b>	355	
Yes		92.7
No		5.4
Don't know		1.9^
<b>Resources to support physical health</b>	356	
Yes		48.1
No		43.2
Don't know		8.7
<b>Resources or programs to support self-care</b>	355	
Yes		71.9
No		22.8
Don't know		5.3
<b>Flexible hours scheduling</b>	356	
Yes		36.3
No		57.8
Don't know		5.8
<b>Supports for a physically and mentally safe work environment</b>	356	
Yes		61.0
No		32.4
Don't know		6.6

Table C.11 (continued)

	Unweighted total sample size (n)	Weighted percentage
<b>Opportunities to take breaks during the day</b>	356	
Yes		70.7
No		28.5
Don't know		0.8 <sup>^</sup>
<b>Training or resources on secondary traumatic stress</b>	356	
Yes		46.7
No		35.5
Don't know		17.8
<b>Counseling resources or referrals to Employee Assistance Programs</b>	355	
Yes		62.1
No		22.1
Don't know		15.8
<b>Additional floaters or support staff</b>	356	
Yes		44.8
No		51.0
Don't know		4.3 <sup>^</sup>
<b>Permanent wage or salary increase</b>	356	
Yes		42.0
No		45.8
Don't know		12.2
<b>Additional paid leave</b>	356	
Yes		30.2
No		55.1
Don't know		14.7
<b>Bonuses or other monetary incentives</b>	356	
Yes		49.9
No		38.2
Don't know		11.9
<b>Increase in other employee benefits</b>	356	
Yes		30.3
No		51.0
Don't know		18.7
<b>Another support<sup>a</sup></b>	108	
Yes		7.6 <sup>^</sup>
No		45.4
Don't know		47.1

Table C.11 (continued)

	Unweighted total sample size (n)	Weighted percentage
<b>Among lead teachers' programs that offered a support for staff wellness and overall well-being, whether lead teachers used or received the support</b>		
<b>Regular check-ins with supervisor, coach/mentor, or center or program leadership</b>	286	
Yes		92.8
No		7.2
Don't know		0.0
<b>Professional mental health consultations</b>	214	
Yes		52.3
No		47.7
Don't know		0.0
<b>Virtual or in-person staff social events</b>	215	
Yes		84.5
No		15.5
Don't know		0.0
<b>Resources to support their personal health and safety</b>	327	
Yes		93.1
No		6.9
Don't know		0.0
<b>Resources to support physical health</b>	169	
Yes		68.7
No		31.3
Don't know		0.0
<b>Resources or programs to support self-care</b>	251	
Yes		80.4
No		19.6
Don't know		0.0
<b>Flexible hours scheduling</b>	131	
Yes		86.4
No		13.6
Don't know		0.0
<b>Supports for a physically and mentally safe work environment</b>	223	
Yes		86.8
No		13.2
Don't know		0.0
<b>Opportunities to take breaks during the day</b>	252	
Yes		96.1
No		3.9 <sup>^</sup>
Don't know		0.0

Table C.11 (continued)

	Unweighted total sample size (n)	Weighted percentage
<b>Training or resources on secondary traumatic stress</b>	159	
Yes		83.4
No		16.6
Don't know		0.0
<b>Counseling resources or referrals to Employee Assistance Programs</b>	208	
Yes		51.6
No		48.4
Don't know		0.0
<b>Additional floaters or support staff</b>	171	
Yes		83.9
No		16.1
Don't know		0.0
<b>Permanent wage or salary increase</b>	159	
Yes		85.2
No		14.8
Don't know		0.0
<b>Additional paid leave</b>	120	
Yes		70.2
No		29.8
Don't know		0.0
<b>Bonuses or other monetary incentives</b>	173	
Yes		93.5
No		6.5 <sup>^</sup>
Don't know		0.0
<b>Increase in other employee benefits</b>	116	
Yes		77.0
No		23.0
Don't know		0.0
<b>Another support</b>	8	
Yes		!
No		!
Don't know		!

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers. Some items were only asked of

**Table C.11** (*continued*)

a subsample of respondents, so these items have a smaller maximum sample size. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

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

! This estimate is not reported because fewer than 10 respondents answered this question.

**Table C.11a. Supports programs offered for staff wellness and overall well-being and whether lead teachers used the supports in the past year, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Supports lead teachers' programs offered for staff wellness and overall well-being</b>						
<b>Regular check-ins with supervisor, coach or mentor, or center or program leadership</b>	148		28		180	
Yes		80.1		71.0		84.1
No		17.4		29.0		10.7
Don't know		2.5 <sup>^</sup>		0.0		5.2 <sup>^</sup>
<b>Professional mental health consultations</b>	148		28		180	
Yes		65.1		55.8		61.9
No		25.5		32.6		28.6
Don't know		9.4		11.6 <sup>^</sup>		9.5 <sup>^</sup>
<b>Virtual or in-person staff social events</b>	149		28		179	
Yes		55.1		67.6		59.5
No		36.8		30.5 <sup>^</sup>		33.3
Don't know		8.1 <sup>^</sup>		1.9 <sup>^</sup>		7.2
<b>Resources to support their personal health and safety</b>	148		27		180	
Yes		97.7		93.5		87.8
No		1.9 <sup>^</sup>		6.5 <sup>^</sup>		8.4 <sup>^</sup>
Don't know		0.4 <sup>^</sup>		0.0		3.8 <sup>^</sup>
<b>Resources to support their physical health</b>	148		28		180	
Yes		40.3		61.3		52.2
No		52.2		38.7		35.7
Don't know		7.4 <sup>^</sup>		0.0		12.0

Table C.11a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Resources or programs to support self-care</b>	148		28		179	
Yes		68.7		75.4		74.1
No		26.0		24.6		19.3
Don't know		5.4 <sup>^</sup>		0.0		6.6 <sup>^</sup>
<b>Flexible hours scheduling</b>	148		28		180	
Yes		37.8		18.9 <sup>^</sup>		39.2
No		57.9		79.4		52.5
Don't know		4.2 <sup>^</sup>		1.6 <sup>^</sup>		8.4
<b>Supports for a physically and mentally safe work environment</b>	148		28		180	
Yes		63.3		58.0		59.6
No		29.7		30.0 <sup>^</sup>		35.5
Don't know		7.0		11.9 <sup>^</sup>		4.9 <sup>^</sup>
<b>Opportunities to take breaks during the day</b>	148		28		180	
Yes		64.9		82.3		73.3
No		34.7		17.7 <sup>^</sup>		25.3
Don't know		0.4 <sup>^</sup>		0.0		1.4 <sup>^</sup>
<b>Training or resources on secondary traumatic stress</b>	148		28		180	
Yes		40.4		35.9		55.2
No		42.5		45.2		26.4
Don't know		17.0		18.9 <sup>^</sup>		18.3
<b>Counseling resources or referrals to Employee Assistance Programs</b>	147		28		180	
Yes		59.4		66.1		63.7
No		20.0		30.4		22.1
Don't know		20.6		3.5 <sup>^</sup>		14.2

Table C.11a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Additional floaters or support staff</b>	148		28		180	
Yes		44.6		36.3 <sup>^</sup>		47.0
No		51.1		61.6		48.2
Don't know		4.3 <sup>^</sup>		2.0 <sup>^</sup>		4.8 <sup>^</sup>
<b>Permanent wage or salary increase</b>	148		28		180	
Yes		40.2		40.2		44.2
No		47.1		57.8		41.6
Don't know		12.7		1.9 <sup>^</sup>		14.2 <sup>^</sup>
<b>Additional paid leave</b>	148		28		180	
Yes		27.5		30.3		32.8
No		61.3		63.3		47.2
Don't know		11.2 <sup>^</sup>		6.4 <sup>^</sup>		20.0
<b>Bonuses or other monetary incentives</b>	148		28		180	
Yes		44.8		35.1		58.3
No		45.0		59.8		26.4
Don't know		10.1		5.1 <sup>^</sup>		15.2 <sup>^</sup>
<b>Increase in other employee benefits</b>	148		28		180	
Yes		27.1		23.9		34.8
No		58.8		58.2		41.8
Don't know		14.1		17.9 <sup>^</sup>		23.3
<b>Another support<sup>b</sup></b>	43		11		54	
Yes		0.0		29.2 <sup>^</sup>		7.4 <sup>^</sup>
No		54.0		65.7		34.9
Don't know		46.0		5.1 <sup>^</sup>		57.7



Table C.11a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Among lead teachers' programs that offered a support for staff wellness and overall well-being, whether lead teachers used or received the support</b>						
<b>Regular check-ins with supervisor, coach/mentor, or center or program leadership</b>	118		19		149	
Yes		90.9		89.6		95.2
No		9.1 <sup>^</sup>		10.4 <sup>^</sup>		4.8 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Professional mental health consultations</b>	90		11		113	
Yes		48.3		58.8		55.0
No		51.7		41.2 <sup>^</sup>		45.0
Don't know		0.0		0.0		0.0
<b>Virtual or in-person staff social events</b>	85		20		110	
Yes		79.0		96.0		86.1
No		21.0 <sup>^</sup>		4.0 <sup>^</sup>		13.9 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Resources to support their personal health and safety</b>	142		25		160	
Yes		94.0		86.5		93.9
No		6.0 <sup>^</sup>		13.5 <sup>^</sup>		6.1 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Resources to support their physical health</b>	60		16		93	
Yes		68.4		67.0		69.4
No		31.6		33.0 <sup>^</sup>		30.6
Don't know		0.0		0.0		0.0

Table C.11a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Resources or programs to support self-care</b>	95		22		134	
Yes		75.1		85.6		83.7
No		24.9		14.4 <sup>^</sup>		16.3
Don't know		0.0		0.0		0.0
<b>Flexible hours scheduling</b>	56		5		70	
Yes		89.9		!		88.1
No		10.1 <sup>^</sup>		!		11.9 <sup>^</sup>
Don't know		0.0		!		0.0
<b>Supports for a physically and mentally safe work environment</b>	94		16		113	
Yes		82.5		87.2		90.9
No		17.5		12.8 <sup>^</sup>		9.1 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Opportunities to take breaks during the day</b>	94		23		135	
Yes		97.2		91.9		96.4
No		2.8 <sup>^</sup>		8.1 <sup>^</sup>		3.6 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Training or resources on secondary traumatic stress</b>	57		9		93	
Yes		78.6		!		84.9
No		21.4		!		15.1
Don't know		0.0		!		0.0
<b>Counseling resources or referrals to Employee Assistance Programs</b>	77		18		113	
Yes		41.6		51.1 <sup>^</sup>		60.6
No		58.4		48.9 <sup>^</sup>		39.4
Don't know		0.0		0.0		0.0

Table C.11a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Additional floaters or support staff</b>	68		12		91	
Yes		87.1		89.3		80.1
No		12.9 <sup>^</sup>		10.7 <sup>^</sup>		19.9 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Permanent wage or salary increase</b>	60		14		85	
Yes		86.0		81.8		85.2
No		14.0 <sup>^</sup>		18.2 <sup>^</sup>		14.8 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Additional paid leave</b>	47		9		64	
Yes		60.2		!		75.4
No		39.8		!		24.6 <sup>^</sup>
Don't know		0.0		!		0.0
<b>Bonuses or other monetary incentives</b>	63		8		102	
Yes		96.0		!		94.3
No		4.0 <sup>^</sup>		!		5.7 <sup>^</sup>
Don't know		0.0		!		0.0
<b>Increase in other employee benefits</b>	43		9		64	
Yes		80.2		!		76.0
No		19.8		!		24.0
Don't know		0.0		!		0.0
<b>Another support</b>	1		2		5	
Yes		!		!		!
No		!		!		!
Don't know		!		!		!

Source: Spring 2022 Teacher Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

**Table C.11a** (*continued*)

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

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

! This estimate is not reported because fewer than 10 respondents answered this question.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

**Table C.11b. Supports programs offered for staff wellness and overall well-being and whether lead teachers used the supports in the past year, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Supports lead teachers' programs offered for staff wellness and overall well-being</b>						
<b>Regular check-ins with supervisor, coach or mentor, or center or program leadership</b>	88		131		137	
Yes		80.8		85.5		77.7
No		17.1		10.6 <sup>^</sup>		18.3
Don't know		2.0 <sup>^</sup>		3.9 <sup>^</sup>		4.0 <sup>^</sup>
<b>Professional mental health consultations</b>	89		131		136	
Yes		61.2		63.7		62.7
No		28.3		26.4		28.3
Don't know		10.5 <sup>^</sup>		9.9 <sup>^</sup>		9.0
<b>Virtual or in-person staff social events</b>	89		131		136	
Yes		57.7		58.1		59.3
No		37.1		35.8		32.0
Don't know		5.2 <sup>^</sup>		6.1 <sup>^</sup>		8.7 <sup>^</sup>
<b>Resources to support their personal health and safety</b>	89		130		136	
Yes		93.7		95.6		90.1
No		5.5 <sup>^</sup>		2.4 <sup>^</sup>		7.4 <sup>^</sup>
Don't know		0.8 <sup>^</sup>		2.0 <sup>^</sup>		2.5 <sup>^</sup>
<b>Resources to support their physical health</b>	89		131		136	
Yes		36.2		49.5		54.1
No		61.2		36.9		37.1
Don't know		2.6 <sup>^</sup>		13.6 <sup>^</sup>		8.8 <sup>^</sup>

Table C.11b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Resources or programs to support self-care</b>	89		131		135	
Yes		71.1		76.4		69.2
No		24.9		18.1		24.8
Don't know		4.0 <sup>^</sup>		5.5 <sup>^</sup>		6.0 <sup>^</sup>
<b>Flexible hours scheduling</b>	89		131		136	
Yes		42.6		40.8		29.5
No		53.8		51.9		64.4
Don't know		3.6 <sup>^</sup>		7.3		6.1 <sup>^</sup>
<b>Supports for a physically and mentally safe work environment</b>	89		131		136	
Yes		59.8		62.7		60.6
No		36.5		29.2		32.2
Don't know		3.7 <sup>^</sup>		8.1 <sup>^</sup>		7.2 <sup>^</sup>
<b>Opportunities to take breaks during the day</b>	89		131		136	
Yes		63.5		74.4		72.3
No		36.5		23.5		27.3
Don't know		0.0		2.0 <sup>^</sup>		0.4 <sup>^</sup>
<b>Training or resources on secondary traumatic stress</b>	89		131		136	
Yes		41.7		58.9		41.0
No		40.8		27.8		37.8
Don't know		17.4		13.4		21.2
<b>Counseling resources or referrals to Employee Assistance Programs</b>	89		130		136	
Yes		59.1		68.2		59.5
No		24.6		15.6		25.3
Don't know		16.3		16.2		15.2 <sup>^</sup>

Table C.11b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Additional floaters or support staff</b>	89		131		136	
Yes		32.6		53.5		45.8
No		62.7		41.9		50.5
Don't know		4.7 <sup>^</sup>		4.6 <sup>^</sup>		3.8 <sup>^</sup>
<b>Permanent wage or salary increase</b>	89		131		136	
Yes		49.9		43.6		36.3
No		41.5		45.6		48.4
Don't know		8.6 <sup>^</sup>		10.8		15.3 <sup>^</sup>
<b>Additional paid leave</b>	89		131		136	
Yes		27.4		29.3		32.6
No		64.3		53.6		50.7
Don't know		8.3 <sup>^</sup>		17.1		16.7 <sup>^</sup>
<b>Bonuses or other monetary incentives</b>	89		131		136	
Yes		45.6		55.9		48.2
No		43.2		36.1		36.7
Don't know		11.2 <sup>^</sup>		8.1		15.1 <sup>^</sup>
<b>Increase in other employee benefits</b>	89		131		136	
Yes		37.4		36.6		21.6
No		50.3		47.1		54.2
Don't know		12.3		16.3		24.2
<b>Another support<sup>b</sup></b>	28		38		42	
Yes		7.9 <sup>^</sup>		6.9 <sup>^</sup>		7.8 <sup>^</sup>
No		55.2		53.2		35.2
Don't know		36.8		39.9		57.0

Table C.11b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Among lead teachers' programs that offered a support for staff wellness and overall well-being, whether lead teachers used or received the support</b>						
<b>Regular check-ins with supervisor, coach/mentor, or center or program leadership</b>	71		109		106	
Yes		91.5		93.7		93.0
No		8.5 <sup>^</sup>		6.3 <sup>^</sup>		7.0 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Professional mental health consultations</b>	53		81		80	
Yes		39.1		58.0		55.8
No		60.9		42.0		44.2
Don't know		0.0		0.0		0.0
<b>Virtual or in-person staff social events</b>	53		83		79	
Yes		86.4		82.4		84.9
No		13.6 <sup>^</sup>		17.6 <sup>^</sup>		15.1 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Resources to support their personal health and safety</b>	82		123		122	
Yes		91.7		95.8		92.0
No		8.3 <sup>^</sup>		4.2 <sup>^</sup>		8.0
Don't know		0.0		0.0		0.0
<b>Resources to support their physical health</b>	36		65		68	
Yes		68.1		80.0		61.6
No		31.9 <sup>^</sup>		20.0		38.4
Don't know		0.0		0.0		0.0



Table C.11b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Resources or programs to support self-care</b>	58		101		92	
Yes		63.2		84.6		87.2
No		36.8		15.4^		12.8^
Don't know		0.0		0.0		0.0
<b>Flexible hours scheduling</b>	39		51		41	
Yes		90.8		88.4		80.5
No		9.2^		11.6^		19.5^
Don't know		0.0		0.0		0.0
<b>Supports for a physically and mentally safe work environment</b>	51		88		84	
Yes		87.2		90.3		83.9
No		12.8^		9.7^		16.1
Don't know		0.0		0.0		0.0
<b>Opportunities to take breaks during the day</b>	60		94		98	
Yes		99.5		99.5		91.9
No		0.5^		0.5^		8.1^
Don't know		0.0		0.0		0.0
<b>Training or resources on secondary traumatic stress</b>	34		65		60	
Yes		82.7		86.9		80.2
No		17.3^		13.1^		19.8^
Don't know		0.0		0.0		0.0

Table C.11b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Counseling resources or referrals to Employee Assistance Programs</b>	50		81		77	
Yes		42.2		62.1		48.7
No		57.8		37.9		51.3
Don't know		0.0		0.0		0.0
<b>Additional floaters or support staff</b>	37		73		61	
Yes		91.6		81.1		83.1
No		8.4 <sup>^</sup>		18.9 <sup>^</sup>		16.9 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Permanent wage or salary increase</b>	40		63		56	
Yes		86.4		79.5		89.1
No		13.6 <sup>^</sup>		20.5 <sup>^</sup>		10.9 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Additional paid leave</b>	28		42		50	
Yes		67.2		64.1		75.7
No		32.8 <sup>^</sup>		35.9		24.3 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Bonuses or other monetary incentives</b>	33		68		72	
Yes		91.9		95.7		92.6
No		8.1 <sup>^</sup>		4.3 <sup>^</sup>		7.4 <sup>^</sup>
Don't know		0.0		0.0		0.0
<b>Increase in other employee benefits</b>	32		48		36	
Yes		83.5		71.6		76.7
No		16.5 <sup>^</sup>		28.4 <sup>^</sup>		23.3 <sup>^</sup>
Don't know		0.0		0.0		0.0

Table C.11b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Another support</b>	3		0		5	
Yes		!		n.a.		!
No		!		n.a.		!
Don't know		!		n.a.		!

Source: Spring 2022 Teacher Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

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

! This estimate is not reported because fewer than 10 respondents answered this question.

n.a. = not applicable.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

**Table C.12. Whether lead teachers felt the staff wellness and overall well-being supports offered by programs in the past year were convenient**

	Unweighted total sample size (n)	Weighted percentage
<b>Supports for staff wellness and overall well-being were offered at a convenient location</b>	345	
Yes		80.7
No		19.3
<b>Supports for staff wellness and overall well-being were offered at a convenient time</b>	347	
Yes		69.9
No		30.1

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

**Table C.12a. Whether lead teachers felt the staff wellness and overall well-being supports offered by programs in the past year were convenient, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Supports for staff wellness and overall well-being were offered at a convenient location</b>	145		27		173	
Yes		79.6		69.9		84.4
No		20.4		30.1		15.6
<b>Supports for staff wellness and overall well-being were offered at a convenient time</b>	146		27		174	
Yes		65.5		62.3		75.8
No		34.5		37.7		24.2

Source: Spring 2022 Teacher Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

**Table C.12b. Whether lead teachers felt the staff wellness and overall well-being supports offered by programs in the past year were convenient, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Supports for staff wellness and overall well-being were offered at a convenient location</b>	85		127		133	
Yes		82.0		83.2		78.3
No		18.0		16.8		21.7
<b>Supports for staff wellness and overall well-being were offered at a convenient time</b>	85		128		134	
Yes		73.0		69.3		68.4
No		27.0		30.7		31.6

Source: Spring 2022 Teacher Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

**Table C.13. The extent to which lead teachers felt the staff wellness and overall well-being supports they received from programs in the past year met their needs**

	Weighted percentage (unweighted n = 349)
Strongly agreed	18.1
Agreed	54.1
Disagreed	23.5
Strongly disagreed	4.4

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample size identifies the number of teachers with valid data on the construct out of a maximum of 358 teachers.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

**Table C.13a. The extent to which lead teachers felt the staff wellness and overall well-being supports they received from programs in the past year met their needs, by program agency type**

	Community action agency	School system	All other agency types <sup>a</sup>
	Weighted percentage (unweighted n = 146)	Weighted percentage (unweighted n = 28)	Weighted percentage (unweighted n = 175)
Strongly agreed	16.4	14.0 <sup>^</sup>	20.9
Agreed	57.2	42.1	54.1
Disagreed	22.9	38.1 <sup>^</sup>	20.3
Strongly disagreed	3.6 <sup>^</sup>	5.8 <sup>^</sup>	4.7 <sup>^</sup>

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample sizes identify the number of teachers with valid data on the construct out of a maximum of 358 teachers.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).



**Table C.13b. The extent to which lead teachers felt the staff wellness and overall well-being supports they received from programs in the past year met their needs, by program size<sup>a</sup>**

	Small programs: enrollment < 300	Medium programs: enrollment ≥ 300 and < 600	Large programs: enrollment ≥ 600
	Weighted percentage (unweighted n = 89)	Weighted percentage (unweighted n = 126)	Weighted percentage (unweighted n = 134)
Strongly agreed	8.2 <sup>^</sup>	19.7	22.9
Agreed	59.6	59.7	46.9
Disagreed	29.8	15.7	25.0
Strongly disagreed	2.4 <sup>^</sup>	5.0 <sup>^</sup>	5.1 <sup>^</sup>

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample sizes identify the number of teachers with valid data on the construct out of a maximum of 358 teachers.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

**Table C.14. Staff wellness and overall well-being supports that would have been useful in the past year but were not offered by lead teachers' programs**

	Unweighted total sample size (n)	Weighted percentage
<b>Whether there were supports for staff wellness and overall well-being that would have been useful to lead teachers but were not offered by their program</b>	350	
Yes		31.7
No		68.3
<b>Among lead teachers whose programs did not offer supports for staff wellness and overall well-being, supports that would have been useful<sup>a</sup></b>	123	
Additional floaters or support staff		47.1
Resources to support physical health		45.9
Permanent wage or salary increase		45.2
Flexible hours scheduling		36.1
Additional paid leave		31.6
Supports for a physically and mentally safe work environment		30.4
Opportunities to take breaks during the day		28.3
Resources or programs to support self-care		27.3
Professional mental health consultations		27.2
Bonuses or other monetary incentives		25.7
Increase in other employee benefits		24.4
Virtual or in-person staff social events		22.5
Training or resources on secondary traumatic stress		17.7
Counseling resources or referrals to Employee Assistance Programs		15.9
Regular check-ins with supervisor, coach or mentor, or center or program leadership		15.9
Resources to support their personal health and safety		12.8 <sup>^</sup>
Another support <sup>b</sup>		3.5 <sup>^</sup>

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Teachers could select all supports that applied.

<sup>b</sup>“Another support” includes examples such as not being required to substitute in other classrooms.

**Table C.14a. Staff wellness and overall well-being supports that would have been useful in the past year but were not offered by lead teachers’ programs, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Whether there were supports for staff wellness and overall well-being that would have been useful to lead teachers but were not offered by their program</b>	147		28		175	
Yes		29.3		27.1 <sup>^</sup>		35.1
No		70.7		72.9		64.9
<b>Among lead teachers whose programs did not offer supports for staff wellness and overall well-being, supports that would have been useful<sup>b</sup></b>	44		9		70	
Additional floaters or support staff		55.6		!		43.6
Resources to support their physical health		53.7		!		41.9
Permanent wage or salary increase		41.6		!		49.3
Flexible hours scheduling		35.0		!		35.1
Additional paid leave		28.8 <sup>^</sup>		!		31.7
Supports for a physically and mentally safe work environment		31.6		!		30.5
Opportunities to take breaks during the day		28.4		!		28.9
Resources or programs to support self-care		26.8 <sup>^</sup>		!		30.7
Professional mental health consultations		28.4 <sup>^</sup>		!		26.9
Bonuses or other monetary incentives		20.8		!		25.7
Increase in other employee benefits		16.7 <sup>^</sup>		!		27.8
Virtual or in-person staff social events		21.0 <sup>^</sup>		!		25.7
Training or resources on secondary traumatic stress		22.7 <sup>^</sup>		!		14.9
Counseling resources or referrals to Employee Assistance Programs		14.7 <sup>^</sup>		!		10.3 <sup>^</sup>
Regular check-ins with supervisor, coach or mentor, or center or program leadership		14.7 <sup>^</sup>		!		10.3 <sup>^</sup>
Resources to support their personal health and safety		17.7 <sup>^</sup>		!		11.3 <sup>^</sup>
Another support <sup>c</sup>		8.7 <sup>^</sup>		!		0.0

Source: Spring 2022 Teacher Survey and the 2021-2022 Program Information Report.

**Table C.14a** (continued)

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>b</sup> This estimate is not reported because fewer than 10 respondents answered this question.

<sup>c</sup> "All other agency types" includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>d</sup> Teachers could select all supports that applied.

<sup>e</sup> "Another support" includes examples such as not being required to substitute in other classrooms.

**Table C.14b. Staff wellness and overall well-being supports that would have been useful in the past year but were not offered by lead teachers’ programs, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Whether there were supports for staff wellness and overall well-being that would have been useful to lead teachers but were not offered by their program</b>	88		128		134	
Yes		38.9		36.8		23.9
No		61.1		63.2		76.1
<b>Among lead teachers whose programs did not offer supports for staff wellness and overall well-being, supports that would have been useful<sup>b</sup></b>	36		43		44	
Additional floaters or support staff		60.0		40.3		42.4
Resources to support their physical health		39.4		45.8		52.2
Permanent wage or salary increase		54.3		46.9		34.9
Flexible hours scheduling		30.9		35.5		41.7
Additional paid leave		26.6 <sup>^</sup>		50.5		15.9 <sup>^</sup>
Supports for a physically and mentally safe work environment		30.7 <sup>^</sup>		24.6		36.3
Opportunities to take breaks during the day		24.9 <sup>^</sup>		23.3 <sup>^</sup>		36.9
Resources or programs to support self-care		25.6 <sup>^</sup>		27.8 <sup>^</sup>		28.3 <sup>^</sup>
Professional mental health consultations		23.1 <sup>^</sup>		23.6 <sup>^</sup>		35.1
Bonuses or other monetary incentives		22.4 <sup>^</sup>		27.0		27.4 <sup>^</sup>
Increase in other employee benefits		19.5 <sup>^</sup>		28.4		24.8 <sup>^</sup>
Virtual or in-person staff social events		14.6 <sup>^</sup>		29.4 <sup>^</sup>		22.3
Training or resources on secondary traumatic stress		18.4 <sup>^</sup>		14.4 <sup>^</sup>		20.6 <sup>^</sup>
Counseling resources or referrals to Employee Assistance Programs		14.5 <sup>^</sup>		8.8 <sup>^</sup>		24.9 <sup>^</sup>
Regular check-ins with supervisor, coach or mentor, or center or program leadership		14.5 <sup>^</sup>		8.8 <sup>^</sup>		24.9 <sup>^</sup>
Resources to support their personal health and safety		4.5 <sup>^</sup>		11.5 <sup>^</sup>		22.0 <sup>^</sup>
Another support <sup>c</sup>		0.0		1.2 <sup>^</sup>		9.2 <sup>^</sup>

**Table C.14b** (continued)

Source: Spring 2022 Teacher Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup> Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup> Teachers could select all supports that applied.

<sup>c</sup> "Another support" includes examples such as not being required to substitute in other classrooms.

**Table C.15. Whether lead teachers received training on providing trauma-informed care in the past year and who provided the training**

	Unweighted total sample size (n)	Weighted percentage
<b>Lead teacher received training on providing trauma-informed care in the past year</b>	357	
Yes		53.7
No		46.3
<b>Among lead teachers who received training on providing trauma-informed care in the past year, who provided the training<sup>a</sup></b>	192	
Program’s health or disability coordinator		28.8
Behavior specialist		15.9
Head Start regional Training and Technical Assistance provider		13.5
Mentor or master teacher in the program		13.5
Professors or instructors from a college or university		9.7
Psychologist		9.1 <sup>^</sup>
Counselor or therapist		5.9
Other Head Start teachers in the program		5.1 <sup>^</sup>
Social worker		4.8 <sup>^</sup>
Staff from another Head Start program		1.8 <sup>^</sup>
LEA special education staff		1.5 <sup>^</sup>
Another trainer <sup>b</sup>		26.8

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

LEA = local educational agency.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Teachers could select all types of trainers that applied.

<sup>b</sup>“Another trainer” includes examples such as consultants or through online classes, trainings, or webinars.

**Table C.16. Lead teachers’ teaching experience, credentials, and education**

	Unweighted total sample size (n)	Weighted percentage
<b>Years teaching in Head Start or Early Head Start</b>	352	
Less than 1 year		2.9^
1 to 2 years		9.8
3 to 4 years		14.3
5 to 9 years		27.8
More than 10 years		45.3
<b>Highest level of education</b>	358	
High school diploma, its equivalent, or less		1.5^
Some college or a vocational or technical program after high school		1.3^
Associate’s degree		26.7
Bachelor’s degree		52.9
Graduate or professional degree		17.6
<b>Among lead teachers with a bachelor’s degree or higher, teacher had any state-sponsored credential</b>	255	
Yes		43.3
No		56.7
<b>Took 6 or more college courses in early childhood education or child development</b>	348	
Yes		93.1
No		6.9
<b>Teaching certificate or license for preschool<sup>a</sup></b>	337	
Yes		37.8
No		54.2
Don’t know		8.1
<b>Child Development Associate (CDA)</b>	353	
Yes		34.6
No		65.4
<b>Teaching certificate or license for grades other than preschool<sup>a</sup></b>	343	
Yes		30.4
No		64.2
Don’t know		5.4
<b>Had any of the above state-sponsored credentials</b>	325	
Yes		69.0
No		31.0

Source: Fall 2021 and Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey.



**Table C.16** (*continued*)

However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup> Teachers met education or experience requirements set by a state department or agency that has authority over the education and/or early childhood system in that state.

**Table C.16a. Lead teachers’ teaching experience, credentials, and education by, program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Years teaching in Head Start or Early Head Start</b>	148		28		176	
Less than 1 year		3.5 <sup>^</sup>		7.7 <sup>^</sup>		1.1 <sup>^</sup>
1 to 2 years		11.7		10.9 <sup>^</sup>		7.7
3 to 4 years		18.6		6.3 <sup>^</sup>		12.1
5 to 9 years		22.5		22.6 <sup>^</sup>		34.1
More than 10 years		43.7		52.4		45.0
<b>Highest level of education</b>	149		28		181	
High school diploma, its equivalent, or less		1.6 <sup>^</sup>		0.0		1.8 <sup>^</sup>
Some college or a vocational or technical program after high school		2.3 <sup>^</sup>		0.0		0.7 <sup>^</sup>
Associate’s degree		28.9		10.0 <sup>^</sup>		28.7
Bachelor’s degree		55.5		47.6		51.7
Graduate or professional degree		11.8		42.4		17.1
<b>Among lead teachers with a bachelor’s degree or higher, teacher had any state-sponsored credential</b>	109		10		136	
Yes		40.9		69.7 <sup>^</sup>		42.4
No		59.1		30.3 <sup>^</sup>		57.6
<b>Took 6 or more college courses in early childhood education or child development</b>	145		28		175	
Yes		94.6		86.3		93.3
No		5.4 <sup>^</sup>		13.7 <sup>^</sup>		6.7 <sup>^</sup>
<b>Teaching certificate or license for preschool<sup>b</sup></b>	142		28		167	
Yes		34.9		66.1		33.1
No		55.1		23.9 <sup>^</sup>		61.1
Don’t know		10.0		10.0 <sup>^</sup>		5.8 <sup>^</sup>

Table C.16a (continued)

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Child Development Associate (CDA)</b>	149		28		176	
Yes		31.6		18.8 <sup>^</sup>		41.5
No		68.4		81.2		58.5
<b>Teaching certificate or license for grades other than preschool<sup>b</sup></b>	142		28		173	
Yes		28.7		65.0		23.2
No		64.3		26.9 <sup>^</sup>		73.5
Don't know		7.0 <sup>^</sup>		8.1 <sup>^</sup>		3.2 <sup>^</sup>
<b>Had any of the above state-sponsored credentials</b>	133		27		165	
Yes		68.3		86.1		65.3
No		31.7		13.9 <sup>^</sup>		34.7

Source: Fall 2021 and Spring 2022 Teacher Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>Teachers met education or experience requirements set by a state department or agency that has authority over the education and/or early childhood system in that state.

**Table C.16b. Lead teachers' teaching experience, credentials, and education, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Years teaching in Head Start or Early Head Start</b>	88		130		134	
Less than 1 year		1.1 <sup>^</sup>		0.9 <sup>^</sup>		5.3 <sup>^</sup>
1 to 2 years		16.4 <sup>^</sup>		7.5 <sup>^</sup>		7.5
3 to 4 years		18.4 <sup>^</sup>		14.2		11.9
5 to 9 years		21.8		22.5		35.1
More than 10 years		42.2		54.8		40.2
<b>Highest level of education</b>	89		131		138	
High school diploma, its equivalent, or less		0.2 <sup>^</sup>		2.9 <sup>^</sup>		1.2 <sup>^</sup>
Some college or a vocational or technical program after high school		3.5 <sup>^</sup>		0.5 <sup>^</sup>		0.6 <sup>^</sup>
Associate's degree		26.9		32.4		22.6
Bachelor's degree		46.7		51.3		57.6
Graduate or professional degree		22.6		12.9 <sup>^</sup>		18.0
<b>Among lead teachers with a bachelor's degree or higher, teacher had any state-sponsored credential</b>	51		99		105	
Yes		43.6		31.2		51.2
No		56.4		68.8		48.8
<b>Took 6 or more college courses in early childhood education or child development</b>	87		129		132	
Yes		93.2		94.5		92.0
No		6.8 <sup>^</sup>		5.5 <sup>^</sup>		8.0 <sup>^</sup>
<b>Teaching certificate or license for preschool<sup>b</sup></b>	86		123		128	
Yes		40.1		25.8		44.9
No		51.1		64.1		48.9
Don't know		8.8 <sup>^</sup>		10.1 <sup>^</sup>		6.2 <sup>^</sup>

Table C.16b (continued)

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Child Development Associate (CDA)</b>	88		130		135	
Yes		32.8		27.8		40.4
No		67.2		72.2		59.6
<b>Teaching certificate or license for grades other than preschool<sup>b</sup></b>	87		123		133	
Yes		32.9		24.6		32.7
No		61.2		68.0		63.4
Don't know		5.9 <sup>a</sup>		7.3 <sup>a</sup>		3.9 <sup>a</sup>
<b>Had any of the above state-sponsored credentials</b>	79		117		129	
Yes		71.6		57.7		74.7
No		28.4		42.3		25.3

Source: Fall 2021 and Spring 2022 Teacher Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>a</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup> Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup> Teachers met education or experience requirements set by a state department or agency that has authority over the education and/or early childhood system in that state.

**Table C.17. Lead teachers' salaries**

	Unweighted total sample size (n)	Weighted percentage
<b>Annual lead teacher salaries (categories)<sup>a</sup></b>	239	
\$20,000 or less		9.8
\$20,001 - \$30,000		20.6
\$30,001 - \$35,000		22.0
\$35,001 - \$45,000		25.0
More than \$45,000		22.5
	Unweighted total sample size (n)	Weighted mean (Reported range <sup>a</sup> )
<b>Annual lead teacher salaries<sup>a</sup></b>	239	\$36,068 (\$20,000-52,000)

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>To lessen the effect of extremely low and extremely high salaries, we set the minimum and maximum teacher salaries to the 10th and 90th percentile values of the data distribution, respectively.

**Table C.17a. Lead teachers' salaries, by program agency type**

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Annual lead teacher salaries (categories)<sup>b</sup></b>	92		24		123	
\$20,000 or less		15.0		0.0		8.0 <sup>^</sup>
\$20,001 - \$30,000		22.9		0.0		25.5
\$30,001 - \$35,000		26.7		11.4 <sup>^</sup>		20.9
\$35,001 - \$45,000		20.6		13.5 <sup>^</sup>		33.4
More than \$45,000		14.9 <sup>^</sup>		75.0		12.2 <sup>^</sup>

	Community action agency		School system		All other agency types <sup>a</sup>	
	Unweighted total sample size (n)	Weighted mean (reported range <sup>b</sup> )	Unweighted total sample size (n)	Weighted mean (reported range <sup>b</sup> )	Unweighted total sample size (n)	Weighted mean (reported range <sup>b</sup> )
<b>Annual lead teacher salaries<sup>b</sup></b>	92	\$33,146 (\$20,000-52,000)	24	\$47,757 (\$35,000-52,000)	123	\$34,983 (\$20,000-52,000)

Source: Spring 2022 Teacher Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

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<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>“All other agency types” includes private or public non-profits. These are non-community action agencies (non-CAA) such as churches (83%); private or public for profits such as for-profit hospitals (4%); and government agencies (non-CAA; 13%).

<sup>b</sup>To lessen the effect of extremely low and extremely high salaries, we set the minimum and maximum teacher salaries to the 10th and 90th percentile values of the data distribution, respectively.

**Table C.17b. Lead teachers' salaries, by program size<sup>a</sup>**

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
<b>Annual lead teacher salaries (categories)<sup>b</sup></b>	63		88		88	
\$20,000 or less		12.5 <sup>^</sup>		12.2 <sup>^</sup>		6.3 <sup>^</sup>
\$20,001 - \$30,000		21.2 <sup>^</sup>		23.9		18.0
\$30,001 - \$35,000		19.6		36.6		13.1
\$35,001 - \$45,000		27.0		13.4 <sup>^</sup>		32.0
More than \$45,000		19.8 <sup>^</sup>		13.9 <sup>^</sup>		30.5

	Small programs: enrollment < 300		Medium programs: enrollment ≥ 300 and < 600		Large programs: enrollment ≥ 600	
	Unweighted total sample size (n)	Weighted mean (reported range <sup>b</sup> )	Unweighted total sample size (n)	Weighted mean (reported range <sup>b</sup> )	Unweighted total sample size (n)	Weighted mean (reported range <sup>b</sup> )
<b>Annual lead teacher salaries<sup>b</sup></b>	63	\$34,670 (\$20,000-52,000)	88	\$33,544 (\$20,000-52,000)	88	\$38,795 (\$20,000-52,000)

Source: Spring 2022 Teacher Survey and the 2021-2022 Program Information Report.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n columns in this table include unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers. Some sample sizes are low relative to the number of total respondents because of a high level of item missingness.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Enrollment is based on cumulative enrollment reported in the 2021-2022 Program Information Report. 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.

<sup>b</sup>To lessen the effect of extremely low and extremely high salaries, we set the minimum and maximum teacher salaries to the 10th and 90th percentile values of the data distribution, respectively.



**Table C.18. Lead teachers' sex, age, and race/ethnicity**

	Unweighted total sample size (n)	Weighted percentage
<b>Sex</b>	358	
Female		96.6
Male		1.4 <sup>^</sup>
Another gender identity		0.0
Prefer not to answer		2.0 <sup>^</sup>
<b>Age</b>	351	
18 - 29		10.1
30 - 39		25.0
40 - 49		25.3
50 - 59		27.8
≥ 60		11.8
<b>Race/ethnicity</b>	347	
White, non-Hispanic		50.2
Black, non-Hispanic		23.5
Hispanic, Latino/a/x, or Chicano/a/x		17.4
Asian or Pacific Islander, non-Hispanic		4.3 <sup>^</sup>
Multiracial/biracial, non-Hispanic		4.3 <sup>^</sup>
American Indian or Alaska Native, non-Hispanic		0.3 <sup>^</sup>
Another race, non-Hispanic		0.0

Source: Fall 2021 and Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

**Table C.19. Lead teachers' total depressive symptoms scores<sup>a</sup>**

	Unweighted total sample size (n)	Weighted percentage
<b>Total depressive symptoms score (categories)</b>	355	
No to few (0 to 4)		65.3
Mild (5 to 9)		17.8
Moderate (10 to 14)		8.6
Severe (15 to 36)		8.3
	Unweighted total sample size (n)	Weighted mean (Reported range <sup>b</sup> )
<b>Total depressive symptoms score</b>	355	4.8 (0-32)

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>The “total depressive symptoms score” is the total score on the Center for Epidemiological Studies Depression Scale (CES–D) short form (12 items on a 4-point scale for frequency in the past week). The publisher reports that depressive symptoms scores have been correlated with clinical diagnosis, but the CES–D is a screening tool and not used to formally diagnose depression (Radloff, 1977).

<sup>b</sup>Possible scores range from 0 to 36.

**Table C.19a. Change in lead teachers’ total depressive symptoms scores<sup>a</sup>**

	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change <sup>b</sup>
		Weighted percentage	Weighted percentage	Weighted percentage point difference
<b>Total depressive symptoms score (categories)</b>	145			
No to few (0 to 4)		51.8	70.6	18.8*
Mild (5 to 9)		25.7	16.3	-9.3
Moderate (10 to 14)		15.1	7.2	-7.9*
Severe (15 to 36)		7.5	5.9	-1.6

	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change <sup>b</sup>
		Weighted mean (reported range) <sup>c</sup>	Weighted mean (reported range) <sup>c</sup>	Weighted mean difference
<b>Total depressive symptoms score</b>	145	6.0 (0-26)	4.0 (0-32)	-1.9*

Source: Fall 2021 and Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers.

Fall 2021 data were collected from November 2021 to January 2022 and Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>The “total depressive symptoms score” is the total score on the Center for Epidemiological Studies Depression Scale (CES–D) short form (12 items on a 4-point scale for frequency in the past week). The publisher reports that depressive symptoms scores have been correlated with clinical diagnosis, but the CES–D is a screening tool and not used to formally diagnose depression (Radloff, 1977).

<sup>b</sup>Asterisk (\*) indicates if there is a statistically significant fall-spring change at the  $p \leq .05$  level. A negative value for fall-spring change means the score decreased from fall to spring. Weighted percentage point or mean differences may differ from the value of subtracting fall 2021 estimates from spring 2022 estimates due to rounding.

<sup>c</sup>Possible scores range from 0 to 36.

**Table C.20. Lead teachers' total anxiety symptoms scores<sup>a</sup>**

	Unweighted total sample size (n)	Weighted percentage
<b>Total anxiety symptoms score (categories)</b>	357	
Minimal (0 to 4)		80.2
Mild (5 to 9)		13.2
Moderate (10 to 14)		4.8
Severe (15 to 21)		1.8 <sup>^</sup>
	Unweighted total sample size (n)	Weighted mean (Reported range <sup>b</sup> )
<b>Total anxiety symptoms score</b>	357	2.3 (0-21)

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>The “total anxiety symptoms score” is the total score on the Generalized Anxiety Disorder–7 (GAD–7) scale (7 items on a 4-point scale for frequency in the past two weeks). The publisher reports that anxiety scores have been correlated with clinical diagnosis, but the GAD–7 is a screening tool and not used to formally diagnose anxiety (Spitzer et al. 2006).

<sup>b</sup>Possible scores range from 0 to 21.

**Table C.20a. Change in lead teachers’ total anxiety symptoms scores<sup>a</sup>**

	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change <sup>b</sup>
		Weighted percentage	Weighted percentage	Weighted percentage point difference
<b>Total anxiety symptoms score (categories)</b>	145			
Minimal (0 to 4)		71.6	84.9	13.4*
Mild (5 to 9)		20.0	8.0	-11.9*
Moderate (10 to 14)		7.7	6.7	-1.1
Severe (15 to 21)		0.7	0.4	-0.4

	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change <sup>b</sup>
		Weighted mean (reported range) <sup>c</sup>	Weighted mean (reported range) <sup>c</sup>	Weighted mean difference
<b>Total anxiety symptoms score</b>	145	3.1 (0-20)	1.9 (0-18)	-1.1*

Source: Fall 2021 and Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 145 teachers.

Fall 2021 data were collected from November 2021 to January 2022 and Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>The “total anxiety symptoms score” is the total score on the Generalized Anxiety Disorder–7 (GAD–7) scale (7 items on a 4-point scale for frequency in the past two weeks). The publisher reports that anxiety scores have been correlated with clinical diagnosis, but the GAD–7 is a screening tool and not used to formally diagnose anxiety (Spitzer et al. 2006).

<sup>b</sup>Asterisk (\*) indicates if there is a statistically significant fall-spring change at the  $p \leq .05$  level. A negative value for fall-spring change means the score decreased from fall to spring. Weighted percentage point or mean differences may differ from the value of subtracting fall 2021 estimates from spring 2022 estimates due to rounding.

<sup>c</sup>Possible scores range from 0 to 21.

**Table C.21. Lead teachers' job satisfaction**

	Unweighted total sample size (n)	Weighted percentage
Was making a difference in the lives of children they teach <sup>a</sup>	358	94.5
Enjoyed present teaching job <sup>a</sup>	356	87.1
Would choose teaching again as career <sup>a</sup>	357	79.6
	Unweighted total sample size (n)	Weighted mean (Reported range <sup>b</sup> )
<b>Lead teachers' job satisfaction<sup>b</sup></b>	356	4.4 (1-5)

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>Percentages reflect teachers who agreed or strongly agreed with items.

<sup>b</sup>"Lead teachers' job satisfaction" reflects the mean of the three items shown in the top half of the table. Each of these items has a 5-point scale ranging from "strongly disagree" to "strongly agree." The mean has a possible range of 1 to 5; higher scores indicate stronger satisfaction.

**Table C.22. Lead teachers' beliefs about teaching<sup>a</sup>**

	Unweighted total sample size (n)	Weighted mean	Reported range <sup>b,c,d</sup>
Developmentally Appropriate Attitudes subscale <sup>b</sup>	357	7.1	1-10
Didactic subscale <sup>c</sup>	357	2.6	1-5
Child-Initiated Practice subscale <sup>d</sup>	357	4.4	1-5

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>Teachers' beliefs about teaching are constructed using 15 items from the Teacher Beliefs Scale (Burts et al. 1990), which consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or a lack of such attitudes and knowledge. Higher scores indicate stronger teacher agreement with the constructs being measured.

<sup>b</sup>The "Developmentally Appropriate Attitudes subscale" has a possible range of 1 to 10.

<sup>c</sup>The "Didactic subscale" has a possible range of 1 to 5.

<sup>d</sup>The "Child-Initiated Practice subscale" has a possible range of 1 to 5.

**Table C.23. Likelihood that lead teachers would continue teaching Head Start in the next program year and reasons they would stay or leave**

	Unweighted total sample size (n)	Weighted percentage
<b>How likely lead teachers were to continue working for Head Start through the next program year</b>	358	
Very likely		79.8
Somewhat likely		13.9
Somewhat unlikely		4.0 <sup>^</sup>
Very unlikely		2.4 <sup>^</sup>
<b>Among lead teachers who were somewhat or very likely to continue working for Head Start through the next program year, top reasons they would stay<sup>a</sup></b>	334	
Work environment, such as relationships with coworkers and flexibility in work hours		78.7
Head Start's values or goals match theirs		66.7
Pay or benefits are sufficient		51.2
The program's leadership		30.4
Do not want to find a new job		29.2
Enjoy working with children and families		10.0
Another reason <sup>b</sup>		9.3
<b>Among lead teachers who are somewhat or very unlikely to continue working for Head Start through the next program year, top reasons they would leave<sup>a</sup></b>	24	
Pay or benefits are low		63.2
The program's leadership		47.6
Work environment, such as relationship with coworkers or flexibility in work hours		38.4
No longer want to work in early childhood education or feel burned out		30.6
Concerns about vaccine or mask requirements, including reluctance to get vaccinated		22.4 <sup>^</sup>
The program's values or goals do not match theirs		14.6 <sup>^</sup>
Pursue their education		7.1 <sup>^</sup>
Family reasons, such as a new baby or moving		5.7 <sup>^</sup>
Concerns about personal health and safety due to COVID-19, including concern about being around unvaccinated individuals		5.6 <sup>^</sup>
Transportation needs		0.0
Another reason <sup>c</sup>		23.7 <sup>^</sup>

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.



**Table C.23** (continued)

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup> Teachers who said they were very likely or somewhat likely to continue working for Head Start through the next program year were asked to select the top three reasons they would stay. Teachers who said they were very unlikely or somewhat unlikely to continue working for Head Start through the next program year were asked to select the top three reasons they would leave.

<sup>b</sup> "Another reason" includes examples such as wanting to receive their full retirement benefits and the location of the center being close to home or other centers in the program.

<sup>c</sup> "Another reason" includes examples such as retiring and lack of support for both staff and children.

**Table C.24. Lead teachers’ job-related stress<sup>a</sup>**

	Unweighted total sample size (n)	Weighted percentage
<b>Was under too many pressures to do job effectively</b>	357	
Strongly disagreed		24.4
Disagreed		31.4
Neither agreed nor disagreed		18.3
Agreed		19.6
Strongly agreed		6.3
<b>Felt staff members often showed signs of stress and strain</b>	357	
Strongly disagreed		15.6
Disagreed		18.8
Neither agreed nor disagreed		19.3
Agreed		36.9
Strongly agreed		9.4
<b>Felt the heavy workload at their center reduced effectiveness</b>	356	
Strongly disagreed		18.2
Disagreed		22.9
Neither agreed nor disagreed		22.2
Agreed		29.0
Strongly agreed		7.8
<b>Felt staff frustration was common at their center</b>	357	
Strongly disagreed		18.1
Disagreed		24.5
Neither agreed nor disagreed		23.6
Agreed		25.9
Strongly agreed		7.9
	<b>Unweighted total sample size (n)</b>	<b>Weighted mean (Reported range<sup>b</sup>)</b>
<b>Lead teachers’ job-related stress<sup>b</sup></b>	357	28.1 (10-50)

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey data on each of the constructs out of a maximum of 358 teachers.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>Lead teachers’ job-related stress items are adapted from the Survey of Organizational Functioning (SOF) Stress subset (Institute of Behavioral Research 2005).

<sup>b</sup>“Lead teachers’ job-related stress” is the mean of the four items shown in the top of the table. “Lead teachers’ job-related stress” has a possible range of 10 to 50; higher scores indicate higher job-related stress.

**Table C.25. Lead teachers’ job-related stress due to the COVID-19 pandemic**

	Unweighted total sample size (n)	Weighted percentage
<b>Worried about their own potential exposure to COVID-19 while at work</b>	358	
Strongly disagreed		29.7
Disagreed		16.6
Neither agreed nor disagreed		17.0
Agreed		26.6
Strongly agreed		10.1
<b>Felt COVID-19 safety rules and regulations were stressful for teacher and other staff members</b>	358	
Strongly disagreed		23.1
Disagreed		17.8
Neither agreed nor disagreed		21.9
Agreed		26.4
Strongly agreed		10.9
<b>Could not meet performance expectations due to the COVID-19 pandemic</b>	358	
Strongly disagreed		34.8
Disagreed		36.3
Neither agreed nor disagreed		16.4
Agreed		10.5
Strongly agreed		2.0 <sup>^</sup>
<b>Felt more stress at work “now” than they did before the COVID-19 pandemic began<sup>a</sup></b>	357	
Strongly disagreed		20.6
Disagreed		18.0
Neither agreed nor disagreed		15.9
Agreed		30.9
Strongly agreed		14.5
	<b>Unweighted total sample size (n)</b>	<b>Weighted mean (Reported range<sup>b</sup>)</b>
<b>Job-related stress due to the COVID-19 pandemic<sup>b</sup></b>	358	2.7 (1-5)

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 358 teachers.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

<sup>a</sup>Teachers were asked about their current job-related stress at the time of the survey.

**Table C.25** (*continued*)

<sup>b</sup>“Job-related stress due to the COVID-19 pandemic” is the mean of the four items shown in the top of the table. “Job-related stress due to the COVID-19 pandemic” has a possible range of 1 to 5; higher scores indicate higher job-related stress due to the COVID-19 pandemic.

**Table C.25a. Change in teachers’ job-related stress due to the COVID-19 pandemic**

		Fall 2021	Spring 2022	Fall-spring change <sup>a</sup>
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
<b>Worried about their own potential exposure to COVID-19 while at work</b>	145			
Strongly disagreed		15.6	26.4	10.7*
Disagreed		7.6	15.7	8.1*
Neither agreed nor disagreed		14.4	16.2	1.9
Agreed		38.0	33.7	-4.2
Strongly agreed		24.5	8.0	-16.5*
<b>Felt COVID-19 safety rules and regulations were stressful for teacher and other staff members</b>	144			
Strongly disagreed		12.2	21.7	9.5*
Disagreed		9.3	17.3	8.0*
Neither agreed nor disagreed		15.5	26.4	10.9
Agreed		41.1	28.0	-13.1*
Strongly agreed		21.9	6.6	-15.2*
<b>Could not meet performance expectations due to the COVID-19 pandemic</b>	144			
Strongly disagreed		30.4	39.8	9.4*
Disagreed		21.0	31.8	10.7*
Neither agreed nor disagreed		27.3	18.9	-8.4
Agreed		11.0	9.4	-1.6
Strongly agreed		10.3	0.1	-10.1*
<b>Felt more stress at work “now” than they did before the COVID-19 pandemic began<sup>b</sup></b>	144			
Strongly disagreed		15.5	19.0	3.5
Disagreed		8.0	12.7	4.7
Neither agreed nor disagreed		21.9	23.2	1.3
Agreed		27.9	32.4	4.4
Strongly agreed		26.6	12.6	-14.0*
<b>Job-related stress due to the COVID-19 pandemic<sup>c</sup></b>	144	3.2 (1-5)	2.7 (1-5)	-0.6*

Source: Fall 2021 and Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the

**Table C.25a** (continued)

study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The n column in this table includes unweighted sample sizes to identify the number of teachers with valid data on each of the constructs out of a maximum of 145 teachers.

Fall 2021 data were collected from November 2021 to January 2022 and Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>Asterisk (\*) indicates if there is a statistically significant fall-spring change at the  $p \leq .05$  level. A negative value for fall-spring change means the score decreased from fall to spring. Weighted percentage point or mean differences may differ from the value of subtracting fall 2021 estimates from spring 2022 estimates due to rounding.

<sup>b</sup>Teachers were asked about their current job-related stress at the time of the survey.

<sup>c</sup>“Job-related stress due to the COVID-19 pandemic” is the mean of the four items shown in the top of the table. The possible range is 1 to 5; higher scores indicate higher job-related stress due to the COVID-19 pandemic.

**Table C.26. Lead teachers' self-rated general health**

	Weighted percentage (unweighted n = 355)
Excellent	13.1
Very good	29.9
Good	42.6
Fair	13.2
Poor	1.2 <sup>^</sup>
Don't know	0.0

Source: Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample size identifies the number of teachers with valid data on the construct out of a maximum of 358 teachers.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>^</sup> Interpret data with caution. Estimate is unreliable because the standard error represents more than 30 percent of the estimate.

**Table C.26a. Change in lead teachers' self-rated general health in the past year**

	Fall 2021	Spring 2022	Fall-spring change <sup>a</sup>
	Weighted percentage (unweighted n = 144)	Weighted percentage (unweighted n = 144)	Weighted percentage point difference (unweighted n = 144)
Excellent	9.5	12.3	2.8
Very good	35.2	28.6	-6.6
Good	44.0	45.8	1.8
Fair	10.0	12.2	2.1
Poor	1.3	1.2	-0.1
Don't know	0.0	0.0	0.0

Source: Fall 2021 and Spring 2022 Teacher Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) teachers who did not consent to participate in the study, and (3) nonresponse to the teacher survey. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See pages 8-10 for more information.

The unweighted sample sizes identify the number of teachers with valid data on the construct out of a maximum of 145 teachers.

Fall 2021 data were collected from November 2021 to January 2022 and Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

<sup>a</sup>Asterisk (\*) indicates if there is a statistically significant fall-spring change at the  $p \leq .05$  level. There were no statistically significant fall-spring changes in this table. Weighted percentage point or mean differences may differ from the value of subtracting fall 2021 estimates from spring 2022 estimates due to rounding.



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