Child and Family Experiences in Head Start FACES Programs in Spring 2022: The 2021—2022 Study

OPRE Report #2024-198

September 2024

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.

Child and Family Experiences in Head Start FACES Programs in Spring 2022: The 2021-2022 Study

OPRE Report #2024-198

September 2024

Tutrang Nguyen, Davis Straske, Natalie Reid, Elizabeth Doran, Charlotte Cabili, Carla Chavez, Aden Bhagwat, Jeffrey Harrington, Addison Larson, Judy Cannon, Victoria Sims, Barbara Carlson, Ashley Kopack Klein, and Sara Bernstein

Submitted to:
Office of Planning, Research, and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services
330 C Street, SW, 4th Floor
Washington, DC 20201
Project Officers: Nina Philipsen and Laura Hoard

Submitted by:
Mathematica
1100 1st Street, NE, 12th Floor
Washington, DC 20002-4221
Telephone: (202) 484-9220
Facsimile: (202) 863-1763
Project Director: Sara Bernstein

Contract Number: 47QRAA18D00BQ/
75D30121F12883

This report is in the public domain. Permission to reproduce is not necessary. Suggested citation: Nguyen, Tutrang, Davis Straske, Natalie Reid, Elizabeth Doran, Charlotte Cabili, Carla Chavez, Aden Bhagwat, Jeffrey Harrington, Addison Larson, Judy Cannon, Victoria Sims, Barbara Carlson, Ashley Kopack Klein, and Sara Bernstein (2024). *Child and Family Experiences in Head Start FACES Programs in Spring 2022: The 2021-2022 Study*, OPRE Report #2024-198, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Disclaimer:

The views expressed in this publication do not necessarily reflect the views or policies of the Office of Planning, Research, and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

This report and other reports sponsored by the Office of Planning, Research, and Evaluation are available at www.acf.hhs.gov/opre.

Subscribe to OPRE News and Follow OPRE on Social Media

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

TABLE OF CONTENTS

OVERVIEW xiv

GLOSSARY OF KEY TERMS ix

LIST OF ACRONYMS xi

I. INTRODUCTION 1

A. The 2021–2022 Study 1

B. Data tables in the current report 2

II. OVERVIEW OF SAMPLE AND OF DATA COLLECTION METHODS FOR HEAD START CHILDREN AND FAMILIES 5

A. The 2021–2022 Study sample 5

B. Spring 2022 data collection methods 6

III. OVERVIEW OF ANALYTIC METHODS FOR HEAD START CHILDREN AND FAMILIES 9

A. Missing data 9

B. Limitations and features of nonresponse bias analysis 9

C. Weighting for sample selection and nonresponse 11

D. Precision of estimates 11

E. Questions with “other” response options 12

F. Questions with “select all that apply” response options 12

G. Fall–spring change analyses 12

H. Subgroup analyses and sample size suppression 13

IV. OVERVIEW OF COMPOSITE VARIABLES AND SCORES FOR HEAD START CHILDREN AND FAMILIES 15

A. Children’s characteristics, family background, and the home environment 15

B. Children’s social-emotional and learning skills 19

C. Children’s physical health and disability status 20

SECTION A CHILDREN’S CHARACTERISTICS, FAMILY BACKGROUND, AND HOME ENVIRONMENT 21

SECTION B CHILDREN’S SOCIAL-EMOTIONAL AND LEARNING SKILLS 89

SECTION C CHILDREN’S DISABILITY STATUS AND PHYSICAL HEALTH STATUS 139

SECTION AA STANDARD ERRORS FOR CHILDREN’S CHARACTERISTICS, FAMILY BACKGROUND, AND HOME ENVIRONMENT 145

SECTION BB STANDARD ERRORS FOR CHILDREN’S SOCIAL-EMOTIONAL AND LEARNING SKILLS 211

SECTION CC STANDARD ERRORS FOR CHILDREN'S DISABILITY STATUS AND PHYSICAL HEALTH STATUS 252

REFERENCES 259

EXHIBITS

II.1 Flow of 2021–2022 Study sample selection 5

II.2 Spring 2022 participation and response rates 7

II.3 Completed parent surveys and TCRs, by month 7

TABLES

A.1 Children's demographic characteristics 23

A.2 Children's demographic characteristics, by previous Head Start experience 24

A.3 Demographic characteristics of newly entering children in Head Start, by child age 25

A.4 Languages spoken in the home and the language always or usually spoken to the child in the home 26

A.5 Child's primary caregiver, parent marital status, and who was living in the child's household 27

A.6 Level of education parents completed 29

A.7 Parent's employment status 30

A.8 Total household income in the past 12 months 31

A.9 Total household income in the past 12 months: Change from fall 2021 to spring 2022 32

A.10 Total household income in the past 12 months, as a percentage of the federal poverty threshold 33

A.11 Whether families shared housing or moved in the last 12 months and why 34

A.12 Parents' feelings about their housing conditions 35

A.13 Parents' total depressive symptoms scores 36

A.14 Parents' total depressive symptoms scores: Change from fall 2021 to spring 2022 37

A.15 Parents' total anxiety symptoms scores 38

A.16 Parents' total anxiety symptoms scores: Change from fall 2021 to spring 2022 39

A.17 Parenting behaviors and stress 40

A.18 Parenting stress and behaviors: Change from fall 2021 to spring 2022 42

A.19 Parents' health status 44

A.20 Parents' health status: Change from fall 2021 to spring 2022 45

A.21 Number of times a family member read to the child in the past week 46

A.22 Number of times a family member read to the child in the past week: Change from fall 2021 to spring 2022 47

A.23 Number of times a family member read to the child in the past week, by previous Head Start experience and for newly entering children by age 48

A.24 Family dinner routines 49

A.25 Family dinner routines: Change from fall 2021 to spring 2022 50

A.26 Parent report of their relationship with the child 51

A.27 Parent report of their relationship with the child: Change from fall 2021 to spring 2022 53

A.28 Parent report of their relationship with child, by previous Head Start experience and for newly entering children by age 55

A.29 Parents' child care plans for next year 58

A.30 Child care plans for next year, by previous Head Start experience and for newly entering children by age 59

A.31 Strategies the parent used to meet child care needs outside of their regular child care arrangements 61

A.32 Strategies the parent used to meet child care needs outside of their regular child care arrangements, by previous Head Start experience and for newly entering children by age 63

A.33 Parent involvement in Head Start activities in the past school year 66

A.34 Parent involvement in Head Start activities in the past school year, by previous Head Start experience and for newly entering children by age 67

A.35 Parent report of culturally responsive practices of program staff 69

A.36 Parent report of culturally responsive practices of program staff, by previous Head Start experience and for newly entering children by age 70

A.37 Parent satisfaction with Head Start program activities, location, and hours 72

A.38 Parent satisfaction with Head Start program activities, location, and hours, by previous Head Start experience and for newly entering children by age 73

A.39 Reasons parents decided to enroll their child in Head Start 74

A.40 Reasons parent decided to enroll their child in Head Start, by previous Head Start experience and for newly entering children by age 75

A.41 Parent report of child's participation in virtual learning activities in the last week 76

A.42 Parent report of child's participation in virtual learning activities in the last week: Change from fall 2021 to spring 2022 78

A.43 Parent preferences for mode of participation in Head Start activities 80

A.44 Community supports that would have been useful to parents at the time they completed the survey or would have been useful in the year prior 81

A.45 Parent knowledge of community supports and comfort accessing them..... 83

A.45a Parent knowledge of community supports and comfort accessing them, by previous Head Start experience and for newly entering children by age 85

B.1 Reliability of children's lead teacher-reported social skills, problem behaviors, approaches to learning, and literacy skills raw scores, and of children's parent-reported approaches to learning raw score 91

B.2 Children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, and children's parent-reported approaches to learning raw score..... 92

B.3 Children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, and children's parent-reported approaches to learning raw score: Change from fall 2021 to spring 2022 93

B.4 Children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by child age..... 95

B.5 Children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by child age: Change from fall 2021 to spring 2022 96

B.6 Children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by previous Head Start experience and for newly entering children by age 98

B.7 Children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by previous Head Start experience: Change from fall 2021 to spring 2022 99

B.8 Children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores for newly entering children by age: Change from fall 2021 to spring 2022 101

B.9 Children's lead teacher-reported early literacy skills 103

B.10 Children's lead teacher-reported early literacy skills: Change from fall 2021 to spring 2022 105

B.11 Children's lead teacher-reported early literacy skills, by child age 107

B.12 Children's lead teacher-reported early literacy skills, by child age: Change from fall 2021 to spring 2022..... 109

B.13 Children's lead teacher-reported early literacy skills, by previous Head Start experience and for newly entering children by age 112

B.14 Children's lead teacher-reported early literacy skills, by previous Head Start experience: Change from fall 2021 to spring 2022..... 115

B.15 Children's lead teacher-reported early literacy skills for newly entering children by age: Change from fall 2021 to spring 2022..... 118

B.16 Children's lead teacher-reported math knowledge and skills 121

B.17 Children's lead teacher-reported math knowledge and skills: Change from fall 2021 to spring 2022 123

B.18 Children's lead teacher-reported math knowledge and skills, by child age 125

B.19 Children's lead teacher-reported math knowledge and skills, by child age: Change from fall 2021 to spring 2022 127

B.20 Children's lead teacher-reported math knowledge and skills, by previous Head Start experience and for newly entering children by age 130

B.21 Children's lead teacher-reported math knowledge and skills, by previous Head Start experience: Change from fall 2021 to spring 2022 133

B.22 Children's lead teacher-reported math knowledge and skills for newly entering children by age: Change from fall 2021 to spring 2022 136

C.1 Children's lead teacher-reported disability and IEP or IFSP status[a] 141

C.2 Lead teacher report of children's receipt of services and how services were delivered, among children who have an IEP or an IFSP 142

C.3 Parent-reported child health status 143

C.4 Parent-reported child health status: Change from fall 2021 to spring 2022 144

AA.1 Standard errors for children's demographic characteristics 147

AA.2 Standard errors for children's demographic characteristics, by previous Head Start experience 148

AA.3 Standard errors for demographic characteristics of newly entering children in Head Start, by child age 149

AA.4 Standard errors for languages spoken in the home and the language always or usually spoken to the child in the home 150

AA.5 Standard errors for child's primary caregiver, parent marital status, and who was living in the child's household 151

AA.6 Standard errors for level of education parents completed 153

AA.7 Standard errors for parent's employment status 154

AA.8 Standard errors for total household income in the past 12 months 155

AA.9 Standard errors for total household income in the past 12 months: Change from fall 2021 to spring 2022 156

AA.10 Standard errors for total household income in the past 12 months, as a percentage of the federal poverty threshold 157

AA.11 Standard errors for whether families shared housing or moved in the last 12 months and why 158

AA.12 Standard errors for parents' feelings about their housing conditions 159

AA.13 Standard errors for parents' total depressive symptoms scores 160

AA.14 Standard errors for parents' total depressive symptoms scores: Change from fall 2021 to spring 2022 161

AA.15 Standard errors for parents' total anxiety symptoms scores..... 162

AA.16 Standard errors for parents' total anxiety symptoms scores: Change from fall 2021 to spring 2022 163

AA.17 Standard errors for parenting behaviors and stress 164

AA.18 Standard errors for parenting stress and behaviors: Change from fall 2021 to spring 2022 166

AA.19 Standard errors for parents' health status..... 168

AA.20 Standard errors for parents' health status: Change from fall 2021 to spring 2022..... 169

AA.21 Standard errors for number of times a family member read to the child in the past week..... 170

AA.22 Standard errors for number of times a family member read to the child in the past week: Change from fall 2021 to spring 2022 171

AA.23 Standard errors for number of times a family member read to the child in the past week, by previous Head Start experience and for newly entering children by age 172

AA.24 Standard errors for family dinner routines..... 173

AA.25 Standard errors for family dinner routines: Change from fall 2021 to spring 2022..... 174

AA.26 Standard errors for parent report of their relationship with the child..... 175

AA.27 Standard errors for parent report of their relationship with the child: Change from fall 2021 to spring 2022..... 177

AA.28 Standard errors for parent report of their relationship with child, by previous Head Start experience and for newly entering children by age..... 179

AA.29 Standard errors for parents' child care plans for next year..... 181

AA.30 Standard errors for child care plans for next year, by previous Head Start experience and for newly entering children by age 182

AA.31 Standard errors for strategies the parent used to meet child care needs outside of their regular child care arrangements 184

AA.32 Standard errors for strategies the parent used to meet child care needs outside of their regular child care arrangements, by previous Head Start experience and for newly entering children by age 186

AA.33 Standard errors for parent involvement in Head Start activities in the past school year 189

AA.34 Standard errors for parent involvement in Head Start activities in the past school year, by previous Head Start experience and for newly entering children by age..... 190

AA.35 Standard errors for parent report of culturally responsive practices of program staff ... 192

AA.36 Standard errors for parent report of culturally responsive practices of program staff, by previous Head Start experience and for newly entering children by age ... 193

AA.37 Standard errors for parent satisfaction with Head Start program activities, location, and hours ... 195

AA.38 Standard errors for parent satisfaction with Head Start program activities, location, and hours, by previous Head Start experience and for newly entering children by age ... 196

AA.39 Standard errors for reasons parents decided to enroll their child in Head Start ... 197

AA.40 Standard errors for reasons parent decided to enroll their child in Head Start, by previous Head Start experience and for newly entering children by age ... 198

AA.41 Standard errors for parent report of child's participation in virtual learning activities in the last week ... 199

AA.42 Standard errors for parent report of child's participation in virtual learning activities in the last week: Change from fall 2021 to spring 2022 ... 201

AA.43 Standard errors for parent preferences for mode of participation in Head Start activities ... 203

AA.44 Standard errors for community supports that would have been useful to parents at the time they completed the survey or would have been useful in the year prior ... 204

AA.45 Standard errors for parent knowledge of community supports and comfort accessing them ... 206

AA.45a Standard errors for parent knowledge of community supports and comfort accessing them, by previous Head Start experience and for newly entering children by age ... 208

BB.2 Standard errors for children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, and children's parent-reported approaches to learning raw score ... 213

BB.3 Standard errors for children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, and children's parent-reported approaches to learning raw score: Change from fall 2021 to spring 2022 ... 214

BB.4 Standard errors for children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by child age ... 215

BB.5 Standard errors for children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by child age: Change from fall 2021 to spring 2022 ... 216

BB.6 Standard errors for children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by previous Head Start experience and for newly entering children by age ... 217

BB.7 Standard errors for children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by previous Head Start experience: Change from fall 2021 to spring 2022 218

BB.8 Standard errors for children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores for newly entering children by age: Change from fall 2021 to spring 2022 219

BB.9 Standard errors for children's lead teacher-reported early literacy skills 220

BB.10 Standard errors for children's lead teacher-reported early literacy skills: Change from fall 2021 to spring 2022 221

BB.11 Standard errors for children's lead teacher-reported early literacy skills, by child age 223

BB.12 Standard errors for children's lead teacher-reported early literacy skills, by child age: Change from fall 2021 to spring 2022 225

BB.13 Standard errors for children's lead teacher-reported early literacy skills, by previous Head Start experience and for newly entering children by age 227

BB.14 Standard errors for children's lead teacher-reported early literacy skills, by previous Head Start experience: Change from fall 2021 to spring 2022 229

BB.15 Standard errors for children's lead teacher-reported early literacy skills for newly entering children by age: Change from fall 2021 to spring 2022 231

BB.16 Standard errors for children's lead teacher-reported math knowledge and skills 233

BB.17 Standard errors for children's lead teacher-reported math knowledge and skills: Change from fall 2021 to spring 2022 235

BB.18 Standard errors for children's lead teacher-reported math knowledge and skills, by child age 237

BB.19 Standard errors for children's lead teacher-reported math knowledge and skills, by child age: Change from fall 2021 to spring 2022 239

BB.20 Standard errors for children's lead teacher-reported math knowledge and skills, by previous Head Start experience and for newly entering children by age 242

BB.21 Standard errors for children's lead teacher-reported math knowledge and skills, by previous Head Start experience: Change from fall 2021 to spring 2022 245

BB.22 Standard errors for children's lead teacher-reported math knowledge and skills for newly entering children by age: Change from fall 2021 to spring 2022 248

CC.1 Standard errors for children's lead teacher-reported disability and IEP or IFSP status 254

CC.2 Standard errors for lead teacher report of children's receipt of services and how services were delivered, among children who have an IEP or an IFSP 255

CC.3 Standard errors for parent-reported child health status 256

CC.4 Standard errors for parent-reported child health status: Change from fall 2021 to spring 2022 257

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

OVERVIEW

Head Start is a national program that helps prepare young children from families with low incomes and other eligible families prepare to succeed in school. It does this by working to promote children's early learning and health and their families' well-being. Head Start connects families with medical, dental, and mental health services to ensure that children are receiving the services they need to 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. The agencies 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, 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). This report includes information on the 2021–2022 Study design and presents key findings from the study's spring 2022 data collection on Head Start children and families. The tables in this report describe children and families in spring 2022 as COVID-19 continued to impact the country.

The 2021–2022 Study collected data in Regions I through X from Head Start parents and teachers in fall 2021 and spring 2022. These data provide descriptive information about the characteristics, experiences, well-being, and needs of Head Start children and families. This report presents data from spring 2022 on Head Start children and families. For some characteristics, it also presents data on changes between fall 2021 and spring 2022. N. Reid and colleagues present data from spring 2022 on Head Start staff (2024). For more information about data from fall 2021 from Head Start parents and teachers, see Doran and colleagues (2024).

Methods

This report includes data gathered from two sources in spring 2022 that are presented in this report:

1. A survey of children's parents, in which children's primary caregivers answered questions about their children in Head Start FACES programs and their households.
2. A teacher child report (TCR) survey, in which teachers answer questions about the development of specific children in their classrooms.

The 2021-2022 Study also gathered data from these sources in fall 2021. In spring 2022, a total of 1,837 children were eligible and consented. Nine hundred twenty-eight children's parents completed the parent survey (51 percent of consented children's parents) and teachers completed TCRs for 1,250 children (68 percent of children whose parents gave consent for them to participate).

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 children and families who were able to participate in spring 2022 data collection between April and July 2022. Although we *selected* a nationally representative sample of children and teachers in fall 2021, fewer children and their families participated in the 2021–2022 Study than expected. Readers should not assume the data are nationally representative of all Head Start children and their families. These data provide a snapshot of the experiences of Head Start children and their families during this difficult time and describe them in spring 2022 as COVID-19 continued to impact the country.

Topics

The 2021–2022 Study focused on the characteristics, experiences, well-being, and needs of Head Start children, families, and staff.

The findings in this report explore Head Start child and family characteristics, including:

1. Children's characteristics, family background, and home environment in spring 2022, and any changes from fall 2021 to spring 2022
2. Children's social-emotional and learning skills in spring 2022, and any changes from fall 2021 to spring 2022
3. Children's disability status and physical health status in spring 2022, and any changes from fall 2021 to spring 2022

Purpose

This report provides (1) information about the 2021–2022 Study, including the background, design, methodology, assessments, and analytic methods; and (2) detailed findings on children and families.

Key Findings and Highlights

For children's characteristics, family background, and home environment (Section A), the tables show:

- Demographic characteristics (for example, age, race/ethnicity, gender, language(s) spoken in the home, child's primary caregiver(s), who lives in the household) in spring 2022
- Parents' level of completed education and employment status in spring 2022
- Family economic well-being (for example, total household income and household income as a percentage of federal poverty threshold) in spring 2022 and fall 2021 to spring 2022 change
- Family housing status, stability, and quality in spring 2022
- Parents' mental health (for example, depressive symptoms scores, anxiety symptoms scores, parenting behaviors and stress) in spring 2022 and fall 2021 to spring 2022 change
- Parents' overall health status in spring 2022 and fall 2021 to spring 2022 change

- Household routines (for example, reading to the child and bedtime and family dinner routines) in spring 2022 and fall 2021 to spring 2022 change
- Parents' report of relationship with the child in spring 2022 and fall 2021 to spring 2022 change
- Parents' child care plans for next year as of spring 2022
- Strategies parents use to meet child care needs outside of their regular child care arrangements in spring 2022
- Parents' participation in and satisfaction in Head Start activities in spring 2022
- Parents' report of program staff's culturally responsive practices in spring 2022
- Reasons parents decided to enroll their child in Head Start in spring 2022
- Parents' report of children's participation in virtual learning activities in spring 2022 and fall 2021 to spring 2022 change
- Parents' report of preferences for mode of participation in Head Start activities in Spring 2022
- Social and community supports available to and useful for parents in spring 2022

For children's social-emotional and learning skills (Section B), the tables show:

- Reliability of and scores for teacher-reported items that measure children's social skills, problem behaviors, approaches to learning, and literacy skills scores in spring 2022 and fall 2021 to spring 2022 change
- Reliability of and scores for parent-reported approaches to learning in spring 2022 and fall 2021 to spring 2022 change
- Teacher-reported early literacy skills in spring 2022 and fall 2021 to spring 2022 change
- Teacher-reported math knowledge and skills in spring 2022 and fall 2021 to spring 2022 change

For children's disability status and physical health status (Section C), the tables show:

- Teacher's report of child's disability status and type and Individualized Education Program (IEP) or Individual Family Service Plan (IFSP) status in spring 2022
- Parent's report of child's health status in spring 2022 and fall 2021 to spring 2022 change

The tables provide this information for all Head Start children. For some characteristics, the tables also provide the information by child age or Head Start exposure (those who were newly entering Head Start versus those who were returning for a second year in fall 2021).

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

GLOSSARY OF KEY TERMS

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 teacher observation to help results better represent the broader population of Head Start children, their families, programs, classrooms, or teachers in Regions I–X.

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

Approaches to learning. Children's motivation, attention, organization, persistence, and independence in learning.

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 2019). 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.

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

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

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

Learning skills. Children's cognitive skills, such as literacy (for example, recognizing letters) and mathematics (such as counting and sorting).

Nationally representative. A sample that represents a national population. For example, FACES 2019 collected data from a sample of Head Start children and families 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.

Raw score. The original score of an assessment. Raw scores are calculated by adding the item values or averaging the item values in the assessment. A raw score provides the value out of the total number possible; for example, scoring 8 out of 10 would be a raw score of 8. Raw scores are not compared to other respondents of the same age nationally or converted to a standard scale.

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.

Weighted percentage. Analysis weights were applied to parent survey and teacher child report data so estimates would better represent the broader population of Head Start children and families in Regions I–X.

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

LIST OF ACRONYMS

CCEE	Child care and early education
CES–D	Center for Epidemiological Studies Depression Scale
COVID-19	Coronavirus disease 2019 (year of origin)
ECLS–K	Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 Approaches to Learning Scale
FACES	Head Start Family and Child Experiences Survey
GAD–7	Generalized Anxiety Disorder seven-item scale
SMS	Sample Management System
TCR	Teacher Child Report

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

I. INTRODUCTION

Head Start is a national program that helps young children from families with low incomes and other eligible families prepare to succeed in school. It does this by working to promote children's early learning and health and their families' well-being. Head Start connects families with medical, dental, and mental health services to ensure that children are receiving the services they need to 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. The agencies in turn deliver comprehensive child development 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 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 children and families. N. Reid and colleagues (2024) present data from spring 2022 on Head Start staff. For more information about data from fall 2021 from Head Start parents and teachers, see Doran and colleagues (2024).

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

- Although we *selected* a nationally representative sample of children in fall 2021, fewer children and their families participated in the 2021–2022 Study than expected. Readers should not assume the data are nationally representative of all Head Start children and their families. These data provide a snapshot of the experiences of Head Start children and their families during this difficult time and describe them in spring 2022 as COVID-19 continued to impact the country (see Overview of Analytic Methods section for more information on response rates).
- Due to health and safety precautions because of the ongoing COVID-19 pandemic, we did not collect direct child assessments or classroom observation data.

B. Data tables in the current report

The tables in this report include findings on children and families from spring 2022.[1] The data reported in the tables 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). Those activities in turn produce key outputs (such as quality of instruction and children's attendance) that lead to child and family development and well-being outcomes (M. Reid et al. 2024).

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 children and families who were able to participate in spring 2022 data collection between April and July 2022. Readers should not assume the data are representative of all Head Start children and families nationally. These data provide a snapshot of the experiences of Head Start children and families during this difficult time.

The tables in this report describe children and families in spring 2022 as COVID-19 continued to impact the country.

- Section A includes tables on children's characteristics, family background, and home environment. We examine these characteristics to understand the children in the sample and how their experiences in Head Start might fit into the larger context in which they are developing in their families and homes (Burchinal et al. 2002; Bryk and Schneider 2003; Fantuzzo and McWayne 2002; Lopez et al. 1999; Yoshikawa et al. 2013). Head Start programs may use this information to shape services to meet the needs of the children and families who participate.
- Section B includes information on children's social-emotional and learning skills and shows these skills by their background characteristics (age, previous Head Start experience). This information could have implications for classroom management and teaching practices.
- Section C includes information on differences in children's physical health and disability status and shows this information by their background characteristics (age, previous Head Start experience). This information could have implications for classroom practice and for supportive services to meet the needs of children.

Each section includes a set of tables focusing on characteristics in spring 2022, and a subset of tables focusing on change during the program year (fall 2021 to spring 2022). Many of these items were collected both in fall 2021 and in spring 2022, making it possible to measure change, for example, growth in children's reported skills and behaviors by comparing the scores in fall 2021 and spring 2022. We highlight fall–spring change that is statistically significant at the $p \leq .05$ level and lower and therefore, is unlikely to differ due to chance. Tables focusing on fall–spring change only include cases with valid data on the construct in both the fall and the spring.

[1] See N. Reid et al. (2024) for findings on classrooms and programs from spring 2022; see Doran et al. (2024) for findings on children, families, and teachers from fall 2021.

Because many tables include data from more than one instrument or from both waves (fall 2021 and spring 2022), a source note under each table describes the instrument(s) and wave(s) that are sources for the data in the table.[2] Some tables use fall 2021 data to create subgroups that provide the information by age or Head Start experience (those who were newly entering Head Start versus those who were returning for a second year in fall 2021).

Standard error tables are in Sections AA (children's characteristics, family background, and home environments), BB (social-emotional and learning skills), and CC (children's physical health and disability status). These tables show the estimate of 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 the Overview of Analytic Methods section.

In this report, we use several specialized terms that are commonly used in the early childhood field. We define those terms in a list of key terms (page ix). We also include a list of acronyms (page xi).

[2] The 2021-2022 Study included parent surveys in fall 2021, with data collected from October 2021 to January 2022. Some questions were asked in a respondent's first survey only (for example, questions about languages spoken in the child's home). For tables reporting on these questions, data is drawn from fall surveys for respondents who completed surveys in fall only, or in fall and spring. For respondents who completed a survey in spring only, their data is drawn from the spring survey.

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

II. OVERVIEW OF SAMPLE AND OF DATA COLLECTION METHODS FOR HEAD START CHILDREN AND FAMILIES

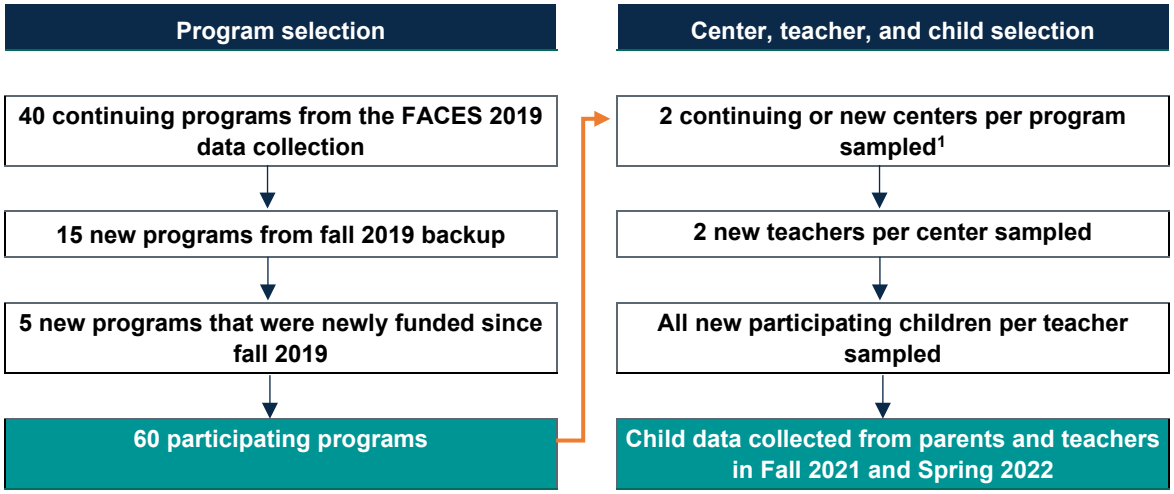
In this chapter, we describe how we used the sample from a previous study, FACES 2019, as a basis for the 2021–2022 Study sample and how the spring 2022 sample builds from the fall 2021 sample. We also discuss our methods for collecting data from Head Start families and teachers, including the surveys 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, two teachers per center, and all children within sampled teachers' classrooms, as shown in Exhibit II.1.[3] To select a sample of Head Start programs for the 2021–2022 Study, we started with the program sample from FACES 2019.[4] Of the 59 sampled programs that participated in FACES 2019 in fall 2019, 40 agreed to participate again in fall 2021. We then used backup programs from the fall 2019 sample to add 15 more program participants. 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 that participated in fall 2021, for a total of 60 participating programs.

In programs that participated in fall 2019, we selected the same centers from 2019. If any of these centers had closed, we re-sampled centers for the program. We then selected teachers within the sampled and participating centers. For each teacher, we sampled all children in the teacher's classroom for the study.

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



[1] For continuing programs whose sampled centers had not closed, we kept the same centers; otherwise, we selected new centers.

[3] The number of centers and teachers that were sampled could vary depending on program structure: for example, a program might have only one center or only one teacher in a center.

[4] For information on FACES 2019 sampling, see Kopack Klein et al. (2021).

B. Spring 2022 data collection methods

Sampling, recruitment, and data collection for fall 2021 and spring 2022 took place remotely as the COVID-19 pandemic continued to have widespread effects in the United States.[5] Although most child care and early education (CCEE) settings, including Head Start programs, had reopened their physical buildings by the start of the 2021-2022 Study data collection, most CCEE settings faced increased health and safety protocols and staffing challenges, as compared to before the pandemic (Grose 2021).

Preparation for spring 2022 data collection began with determining which children selected in the fall were still eligible for the spring data collection (those still enrolled in Head Start at the time of data collection). Additionally, due to the low participation rates in fall 2021, consent collection for children selected in the fall continued into spring 2022. Despite the continued parental consent collection into spring 2022, participation and response rates in spring 2022 continued to be lower than expected. We discuss the implications of these response rates in the Overview of Analytic Methods section.[6]

Marginal participation rates are the percentage of sampled participants that agreed to participate. For children participating in the 2021-2022 Study, marginal participation is the percentage of sampled, eligible children whose parents consented to participate. In spring 2022, the marginal participation for children was 66 percent (Exhibit II.2). We collected parent surveys and teacher child reports (TCRs) from parents and teachers of eligible and consented children from April through July of 2022. The parent survey was administered either via web or computer-assisted telephone interviewing (CATI). The TCR was administered via web or paper.[7] Although we sent surveys to all parents 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 than expected, which was consistent with other CCEE research during the pandemic (Tout et al. 2023). Marginal response rates are reported in Exhibit II.2.

[5] We conducted in-person recruitment in a limited number of programs in spring 2022 in an effort to boost participation rates.

[6] More detailed information on nonresponse and nonresponse bias analysis is in the 2021–2022 Study User's Manual (M. Reid et al. 2024).

[7] Refer to the 2021–2022 Study User's Manual (M. Reid et al. 2024) for more detail on survey administration and consent procedures.

Exhibit II.2. Spring 2022 participation and response rates

Instrument	Selected and eligible in spring 2022[a]	Participants in spring 2022[b]	Participation rate in spring 2022[c] (percentage)	Number of completed instruments in spring 2022	Response rates in spring 2022 (percentage)[d]
Parent survey (child level)	2,783	1,837	66	928	51
Teacher child report (child level)	2,783	1,837	66	1,250	68

[a]We initially sampled a total of 3,252 children. Among those children, 2,783 remained after sibling subsampling and accounting for children who left Head Start between fall and spring.

[b]Participants are children whose parents consented to participate in the study. Parents and teachers may not have completed all the relevant instruments. Child participation reflects participation in spring 2022.

[c]This is a marginal (not cumulative) unweighted participation rate. Marginal participation rates are the percentage of the eligible sample that chose to participate, meaning children whose parents consented to participate among those who were eligible.

[d]This is a marginal (not cumulative) unweighted response rate. The parent survey response rate reflects the percentage of parents who completed surveys among children whose parents consented to their participation in the study. The TCR response rate reflects the percentage of teachers who completed TCRs among children whose parents consented to their participation in the study.

Of those parents and teachers who completed surveys, most did so in May and June 2022 (Exhibit II.3).

Exhibit II.3. Completed parent surveys and TCRs, by month

Instrument	April 2022	May 2022	June 2022	July 2022	Total
Parent survey	109	464	245	110	928
TCR	133	774	218	125	1250

Note: These values reflect the monthly distribution of 928 parents who completed spring 2022 parent surveys and 1,250 teachers who completed spring 2022 TCRs.

The child's primary caregiver completed the parent survey, regardless of whether this person identified as the child's parent. In spring 2022, 88 percent of respondents to the parent survey identified themselves as the child's biological mother and 6 percent identified themselves as the child's biological father. Three percent identified themselves as the child's grandparent or great-grandparent. The remaining respondents identified themselves as the child's foster parent, stepparent, sibling or step-sibling, other relative, or other non-relative.

Most data in the tables in this report present information from the parent surveys and TCRs. Some of the data come from the Survey Management System (SMS), which is the system the study team uses to track respondent information. The SMS contains information from the parental consent forms for each child, such as child age.

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

III. OVERVIEW OF ANALYTIC METHODS FOR HEAD START CHILDREN AND FAMILIES

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 children or families. Estimates are based on Head Start parents and teachers 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 children and families during this difficult time.

In this section, we describe our methods for analyzing spring 2022 data about children and families from parents and teachers in the 2021–2022 Study. First, we present different types of missing data and then address a key concern raised by low participation and response rates: nonresponse bias. We discuss how we assess nonresponse bias, including the limitations of nonresponse bias analysis. Then, we describe who the estimates in the data tables represent when weighted, and we discuss the precision of the estimates presented in this report. In addition, we describe how we indicate when respondents could select all response options that applied to a question. Finally, we describe how we conducted subgroup analyses and fall–spring change analyses.

A. Missing data

The number of children within and across tables can vary depending on item nonresponse, which happens when there are data from a parent survey or TCR for a child, but a specific item within that instrument is missing. This can happen if someone chooses not to respond to a particular item. For example, in the parent survey, the survey might not display an item because of the parent's earlier response to a "gateway" item. Rates of item-level missing data are low in the 2021–2022 Study. Data on key characteristics such as children's race and ethnicity, age, sex, and language that is always or usually spoken to child in the home are present for all sample members or missing in less than 1 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 parent survey or TCR is missing. 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.[8] We discuss the potential implications of unit nonresponse, and weighting to adjust for sampling and nonresponse, next.

B. Limitations and features of nonresponse bias analysis

Nonresponse bias can occur when people who did not participate in data collection or respond to surveys (nonrespondents) would have responded differently enough from those who did participate (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

[8] For more information about how to handle nonresponse in 2021–2022 Study data, see the 2021–2022 Study User's Manual (M. Reid et al. 2024).

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 children, fewer children and their families participated than expected. We set a response rate target of 85 percent for each survey, meaning we aimed to receive completed parent surveys and TCRs for 85 percent of children.

Bias cannot be measured directly. This is because we do not know how the 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; U.S. Census Bureau 2023). We were only able to indirectly test for potential bias using information (covariates) we had for both respondents and nonrespondents to see whether there are differences (for example, size of their Head Start program by total enrollment). Specifically, we tested whether 14 covariates differed for respondents and nonrespondents. There may be other characteristics that we were not able to test that are also related to nonresponse bias after weighting.

To conduct the nonresponse bias analysis, we applied statistical weights that adjusted the estimates – to the extent possible – to account for those who did not respond to the surveys. For the 14 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.

Program participation. We conducted nonresponse bias analyses for program participation in fall 2021 by comparing the participating programs with the full sample (that is, participating and nonparticipating programs; see Exhibit II.1). We found some differences between participating programs and the full sample that were not resolved or mitigated by the analysis weight and were large enough to conclude there may be remaining indicators of nonresponse bias after weighting. As program-level participation is a building block for other weights, any remaining indicators of nonresponse bias could carry through to child estimates.

Survey response. We also conducted nonresponse bias analyses at the child-level for response to the spring 2022 surveys. For parent survey response, there do not appear to be remaining indicators of meaningful nonresponse bias after weighting. For weights attempting to account for combined response to both the parent survey and the TCR, some differences between respondents and nonrespondents were large enough to conclude there may be remaining indicators of nonresponse bias after weighting. There may be other characteristics that we were not able to test that could also indicate nonresponse bias after weighting. We do not know if the weights mitigated the likelihood of bias for those variables that we could not test because data was not available for nonrespondents.

Detailed information on nonresponse and the nonresponse bias analyses is in the 2021–2022 Study User's Manual (M. Reid et al. 2024).

C. Weighting for sample selection and nonresponse

We use four weights at the child/family level depending on data included in the tables:

- For tables that include estimates using only data from the parent survey, we apply a weight to the children whose parent completed a fall *or* spring survey.[9]
- For tables that include estimates of change from fall to spring using only data from the parent survey, we apply a longitudinal weight to the children whose parent completed a fall *and* spring survey.[10]
- For tables that include estimates using data from both the parent survey and the TCR, we apply a weight to the children whose parent completed their survey in the fall *or* spring *and* whose teacher completed the TCR in the spring.[11]
- For tables that include estimates of change from fall to spring using data from both the parent survey and the TCR, we apply a longitudinal weight to the children whose parent completed their survey in the fall *or* spring and whose teacher completed the TCR in the fall *and* spring.[12]

The data are weighted to adjust for the probability of selection. To the extent possible, they also account for (1) programs that chose not to participate, (2) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, **because the response rates were lower than expected, readers should not assume the data are nationally representative of children and families enrolled in Head Start programs 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 M. Reid et al. 2024 for more information).**

Further, readers should use caution when interpreting weighted data from the TCR, as the associated weights had remaining indicators of nonresponse bias for those covariates that were tested.

D. Precision of estimates

Standard errors provide information on the precision of estimates. A larger standard error signifies a wider confidence interval around the estimate. For example, a 95 percent confidence

[9] This weight adjusts for parents who completed neither the fall nor spring survey.

[10] This weight adjusts for parents who did not complete both the fall and spring surveys.

[11] This weight adjusts for parents who completed neither the fall nor spring survey or whose teachers did not complete the spring TCR.

[12] This weight adjusts for parents who completed neither the fall nor spring survey or whose teachers completed neither the fall nor spring TCR.

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.

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–C), we also provide accompanying standard error tables (Tables AA–CC) based on the weighted estimates.

E. Questions with "other" response options

Some survey questions gave parents and teachers the option of filling in text boxes (labeled "Other") if the listed survey responses did not accurately or fully capture their experiences. For example, when asked about strategies they used to meet child care needs outside of their regular child care arrangements, parents could fill in their own 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. In the tables, we present responses to the "Other" questions as "Another ____," (specifying the general category of responses in the blank, such as "Another reason" or "Another strategy") and provide examples of these responses in table footnotes as available.

F. Questions with "select all that apply" response options

Some questions allowed parents to select all response options (or in some cases, up to a certain number of response options) that applied to a question. For example, when asked about the reasons they decided to enroll their child in Head Start, parents could select all response options that applied from the following list: to help prepare their child for kindergarten; close to child's home; free of cost; friends, neighbors, or family members had also sent their child; provides hours that fit parent's schedule; or offers additional services for child and family. Because they could select as many responses as applied, percentages may not sum to 100 percent. We identified these types of survey questions in the tables with a footnote on the specific item. If we did not include this footnote, respondents could select only one response option.

G. Fall–spring change analyses

We surveyed some parents and teachers in both fall 2021 and spring 2022, which allowed us to ask key questions of those respondents at both time points and to test whether there were differences between responses in fall and in spring. We examined fall-spring change across all children and separately for child's previous Head Start experience (newly entering Head Start versus returning for a second year, and newly entering 3-year-olds versus newly entering 4-year-olds) and by child age (3-year-olds versus 4-year-olds). To examine whether fall estimates differed significantly from spring estimates, we conducted ordinal regressions (for ordinal

variables) and linear regressions (for binary variables and for continuous variables) to examine whether mean values or percentages differed between fall and spring. We report whether the differences are statistically significant at the $p \leq .05$ level, using chi-squared tests for ordinal (that is, categorical) variables and t-tests for binary and continuous variables. Some differences, although statistically significant, are very small and may not always be practically meaningful.[13] 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.

H. Subgroup analyses and sample size suppression

We present some tables by previous Head Start experience (newly entering Head Start versus returning for a second year, and newly entering 3-year-olds versus newly entering 4-year-olds) and by child age (3-year-olds versus 4-year-olds). 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 suppressed (that is, do not report) the estimates. We collapsed categories whenever possible to limit the number of estimates that could not be reported.

[13] For example, children's hyperactive behavior subscale score for children returning to Head Start in fall 2021 was 1.4 and in spring 2022 was 1.5, and the difference was statistically significant (Table B.7). Hyperactive behavior has a range of 0 to 6 and a standard deviation of 1.70. So while there was a statistically significant increase in hyperactive behavior score from fall 2021 to spring 2022, a change of 0.1 may not indicate a practically meaningful change in behavior given the change is a small proportion of the total range and of a standard deviation.

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

IV. OVERVIEW OF COMPOSITE VARIABLES AND SCORES FOR HEAD START CHILDREN AND FAMILIES

In this section, we discuss how we measured the constructs of interest. We give details about composites, which are characteristics constructed from more than one survey item, and details about scores, which are calculated by adding or averaging the item values in an assessment or scale. We also include variables that are recoded from a single variable.

An example of a composite is *who is living in child's household*. This composite uses data from two items from the parent survey: the people living in the child's house and the relationship of each member of the household to the child. Together, these two items make up the composite that indicates who is living in the child's household.

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 respondent completed their first survey (which could have been in fall 2021 or spring 2022). We indicate the study wave (fall 2021 and/or spring 2022) that we used to calculate composites derived from parent survey or TCR data in the source note of the data table.

More information about how we constructed variables and handled missing data can be found in the 2021–2022 Study User's Manual (M. Reid et al. 2024).

A. Children's characteristics, family background, and the home environment

Parents reported on characteristics of their households (such as income and languages spoken in the home), the household members (including their relationship to the child in the sample), their own symptoms of depression (if any), their social supports, and their ratings of their children's health status, among other subjects.[14]

We created composites to describe child and family characteristics. We also created composites to define subgroups used in analysis, such as children's previous Head Start experience. The composites describing the child's gender, race/ethnicity, age, the language that is always or usually spoken to the child in the home, parents' marital status, highest level of education of parent(s), highest level of education of mother(s) and father(s), employment status of parent(s), and employment status of mother(s) and father(s) are based on fall 2021 data, and in some instances, spring 2022 data (if fall data are missing).[15] We describe how we created these composites below.

[14] For simplicity, we use the term "parents" throughout this report to represent the child's primary caregiver who completed the parent survey. In the 2021–2022 Study's sample, 90.5 percent of respondents to the parent survey were biological or adoptive parents for the child. The remaining 9.5 percent of respondents to the parent survey were other primary caregivers, such as grandparents. These statistics are weighted percentages.

[15] For example, we asked parents the language they usually spoke in the home in fall 2021. For parents who did not complete a fall survey but completed a spring 2022 survey, we asked this question in the spring. If parents completed a fall survey, they were not shown this question again in the spring.

Previous Head Start experience identifies the percentage of children who were newly entering Head Start versus those who were returning for a second year in fall 2021. Information comes from Head Start programs (the child's date of birth and the date the child first enrolled in any Head Start program). We include tables that break out the data by previous Head Start experience, and some tables for newly entering children by age. Because only 12 percent of the children in the sample were returning for a second year in fall 2021, we do not report information on them separately by age in the tables; 73 percent of children who were returning for a second year in fall 2021 were age 4 or older.

Child race/ethnicity is constructed from two questions. The first question asks parents whether the child belongs to one or more race categories. The second asks whether the child is of Spanish, Hispanic, Latino/a/x, or Chicano/a/x origin. If the parent indicated that the child's ethnicity was Spanish, Hispanic, Latino/a/x, or Chicano/a/x, then we categorized the child as Hispanic, Latino/a/x, or Chicano/a/x regardless of the race categories they selected. If the parent indicated that the child was 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: White, non-Hispanic; Black, non-Hispanic; American Indian or Alaska Native, non-Hispanic; Asian or Pacific Islander, non-Hispanic; multiracial/biracial, non-Hispanic; and another race, non-Hispanic. The survey question was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

Language that is always or usually spoken to the child in the home is constructed from parents' report of the language they always or usually use with the child at home. If parents reported speaking only one language in the home, we considered that to be the one they always spoke to the child. If they reported using more than one language in the home, we asked which one they used most often when speaking to the child. Categories include English, Spanish, and another (non-Spanish) language. The survey question was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

Child's primary caregiver(s) is constructed from parents' reports of the people who live in the household, with each adult household member's relationship to the child. The six categories are the child living with two biological or adoptive parents; living with one biological or adoptive parent; living with one biological or adoptive parent and one nonbiological or nonadoptive parent; living with two nonbiological or nonadoptive parents; living with biological or adoptive grandparent(s) without parents; and living with another primary caregiver. These categories focus on biological or adoptive parents and do not include other adults, such as parents' romantic partners or foster parents. Thus, for example, the "one biological or adoptive parent" category indicates the biological or adoptive parent is the only biological or adoptive parent in the household; it does not necessarily mean the parent is the only adult in the household. The survey question was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

We show marital status in two ways:

1. *Marital status of all households* includes households in which the child's primary caregiver may not be a biological or adoptive parent, or in which the child lives with only one biological or adoptive parent. Marital status categories include married, registered domestic

partnership or civil union, and unmarried. The survey question was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

2. *Marital status of two-parent households* includes households in which children live with their biological or adoptive mother and biological or adoptive father. Marital status categories include married, registered domestic partnership or civil union, and unmarried. The survey question was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

Highest level of education of parent(s) in the household is constructed from parents' report of who lives in the household and the highest level of education. Categories include less than a high school diploma; high school diploma or GED; some college and/or a vocational, technical, or associate's degree; and bachelor's degree or higher. Children in one- or two-parent households with biological or adoptive parents are included in this construct; we exclude the 9.5 percent of children whose households do not include a biological or adoptive parent. This construct includes children with one or with two biological or adoptive parents; when there are two parents, it indicates the highest education level between them. For example, if a child lives in a two-parent household where one parent has a high school diploma and the other parent has a bachelor's degree, the child would be included in the "bachelor's degree or higher" category. The survey question was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

Highest level of education of mother(s) and father(s) in the household is constructed from parents' report of who lives in the household and their highest level of education. Children in one- or two-parent households with biological or adoptive parents are included in this construct; we exclude the 9.5 percent of children whose households do not include a biological or adoptive parent. Children are included in either the mother or father category if they have a mother or father in the household, respectively. The survey question was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

Employment status of parent(s) in the household is constructed from parents' report of who lives in the household and their current employment status. Categories include two parents working full time, single parent working full time, one parent working full time and one parent working part time or less, two parents working full time or less, and single parent working part time or less. Children in one- or two-parent households with biological or adoptive parents are included in this construct; we exclude the 9.5 percent of children whose households do not include a biological or adoptive parent. The survey question was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

Employment status of mother(s) and father(s) in the household is constructed from parents' report of who lives in the household and their current employment status. We only asked for the employment status of parents who live with the child. Categories include working full time, working part time, looking for work, and not in the labor force. Children in one- or two-parent households with biological or adoptive parents are included in this construct; we exclude the 9.5 percent of children whose households do not include a biological or adoptive parent. Children are included in either the mother or father category if they have a mother or father in the household, respectively. The survey question was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

All potential sources of income supporting the household, calculated as a percentage of federal poverty threshold, uses 2020 thresholds set by the U.S. Census Bureau. These are determined by annual household income compared to the number of family members. In 2020, 100 percent of the federal poverty threshold for a family of four was $26,496. The survey questions were asked of all parents in both fall 2021 and spring 2022.

We also report *annual household income*, which includes all contributions from members of the household, safety net programs, and other sources of income such as rental income, interest, and dividends.[16] It does not include stimulus payments from the government. Additionally, household income is not used to determine eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. The survey questions were asked of all parents in both fall 2021 and spring 2022.

Parents' depressive symptoms are from the short form of the Center for Epidemiological Studies Depression (CES–D) Scale (Ross et al. 1983). Parents 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 of the time, (3) occasionally or a moderate amount of time, and (4) most or all of the time. Responses of rarely or never are recoded as 0; some or a little are recoded as 1; occasionally or moderately are recoded as 2; and most or all of the time are recoded as 3. Scores of the recoded items were summed for a possible range of 0 to 36. Total depressive symptoms scores are categorized as no to few (0 to 4), mild depressive symptoms (5 to 9), moderate depressive symptoms (10 to 14), and severe depressive symptoms (15 and above). The CES–D is a screening tool, not a diagnostic tool, but scores have been correlated with clinical diagnosis (Radloff 1977). The survey questions were asked of all parents in both fall 2021 and spring 2022.

Parents' anxiety symptoms are from the Generalized Anxiety Disorder seven-item (GAD–7) scale (Spitzer et al. 2006). Parents 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 are recoded as 0; several days are recoded as 1; more than half the days recoded as 2; and nearly every day are recoded as 3. Scores of the recoded items were summed for a possible range of 0 to 21. Total anxiety symptoms scores are categorized as no to minimal anxiety symptoms (0 to 4), mild anxiety symptoms (5 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 scores have been correlated with clinical diagnosis (Plummer et al. 2016). The survey questions were asked of all parents in both fall 2021 and spring 2022.

Parenting behaviors and stress is constructed using six items in the parent survey that come from the Healthy Families Parenting Inventory (Krysik and LeCroy 2012): (1) has a plan for child's behavior management; (2) child frustrates them; (3) feels confident in their parenting; (4) parenting involves more work than they are able to manage; (5) feels that they are meeting their child's needs; and (6) has time enough to relax, think, and plan. Ratings are on a 5-point scale: (1) rarely or never, (2) a little of the time, (3) some of the time, (4) a good part of the time, and

[16] When household income could not be constructed because of out-of-range or missing values, we imputed a continuous income variable. Imputation is a statistical procedure that allows us to use nonmissing data to estimate what the missing value is likely to be.

(5) always or most of the time. Some items are reverse coded so that higher scores indicate more stress related to parenting. *Parenting behaviors and stress* is a mean score and has a possible range of 1 to 5. The survey questions were asked of all parents in both fall 2021 and spring 2022.

Parenting relationship warmth score is constructed using six items from the parent survey: parent and child have warm, close times together; most of the time the parent feels that the child likes and wants to be near them; even when the parent is in a bad mood, they show the child a lot of love; parent expresses affection by hugging, kissing, and holding the child; the child does things that really bother the parent; and the parent often feels angry with the child. Ratings are on a 4-point scale ranging from not true at all to completely true. Some items are reverse coded to make the scale direction consistent, meaning negatively-worded items (where lower values indicate greater relationship warmth) are coded in a positive direction (so that higher values indicate greater relationship warmth). The parenting relationship warmth score is a mean score and has a possible range of 1 to 4; higher scores indicate greater relationship warmth in the parent–child relationship. These questions come from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study. The survey questions were asked of all parents in both fall 2021 and spring 2022.

Number of strategies the parent used to meet child care needs is constructed using five items from the parent survey: family or friends sometimes provide child care, they or another guardian reduces work hours, they or another guardian works different hours than usual, older siblings sometimes provide child care, or they or another guardian takes child to work. This variable has a possible range of 0 to 5, where lower scores represent fewer strategies used to meet child care needs. The survey questions were asked of all parents in both fall 2021 and spring 2022.

Findings on these topics are reported in Section A.

B. Children's social-emotional and learning skills

We used data from the TCR and parent survey to get multiple perspectives on children's positive behavior and challenging behavior that could affect their ability to learn and interact with children of the same age and with adults. Because of the COVID-19 pandemic, we did not collect direct assessments (and assessor ratings) of children's behaviors in the classroom, which past FACES studies have collected.

Lead teachers reported on children's cooperative classroom behavior or social skills (for example, following the teacher's directions or complimenting classmates) and on their problem behaviors (for example, hits or fights with others) in the classroom using items taken from the Behavior Problems Index (Peterson and Zill 1986), the Personal Maturity Scale (Entwisle et al. 1997), and the Social Skills Rating Scale (Gresham and Elliott 1990). Teachers reported on children's literacy skills (for example, recognizing letters) by using adapted items from the National Household Education Survey. Lead teachers and parents also rated children's approaches to learning (children's motivation, attention, organization, persistence, and independence in learning) by using the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 Approaches to Learning Scale (ECLS–K; National Center for Education Statistics 2002). These scores are based on teachers' and parents' ratings of children; all scores are

indicators of absolute performance, not performance compared to other children. The survey questions were asked of all parents and teachers in both fall 2021 and spring 2022.

- *Social skills score* is a sum of 12 items with a total of 24 possible points, all related to children's cooperative behavior and social skills. The items come from the Personal Maturity Scale and the Social Skills Rating Scale. Higher scores indicate the child exhibits cooperative behavior more frequently. The lead teacher reports this score.
- *Problem behaviors total score* is a sum of 14 items that contains three subscale scores—Aggressive Behavior (four items), Withdrawn Behavior (six items), and Hyperactive Behavior (three items).[17] The items come from an abbreviated adaptation of the Personal Maturity Scale and from the Behavior Problems Index. Higher scores indicate the child exhibits negative behavior more frequently. The lead teacher reports this score.
- *Literacy skills score* is a sum of five items that ranges from 0 to 7. These items are adapted from the National Household Education Survey. Higher scores indicate the child exhibits literacy skills more frequently. The lead teacher reports this score.
- *Approaches to learning score* is a mean (average) of six items that make up the Approaches to Learning Scale from the ECLS–K. Higher scores indicate the child exhibits positive approaches to learning behaviors more frequently. This score is reported both by lead teachers and parents.[18]

Lead teachers also report on children's *math knowledge and skills* (for example, counting ability and sorting ability). The survey questions were asked of all teachers in both fall 2021 and spring 2022.

Findings on these topics and scores are reported in Section B.

C. Children's physical health and disability status

The 2021–2022 Study measured children's physical health and disability status in several ways. Lead teachers reported on aspects of children's disability status and developmental conditions or concerns. For children with a teacher-reported disability, lead teachers reported on the type(s) of disability and whether the child had an Individualized Education Program (IEP) or Individual Family Service Plan (IFSP). The survey questions were asked of all teachers in both fall 2021 and spring 2022. Among children who had an IEP or IFSP, lead teachers reported on children's receipt of services and how services were delivered. Parents rated their child's overall health status. This survey question was asked of all teachers in spring 2022 only.

Findings on these topics and composites are reported in Section C.

[17] The number of items in the three subscales add up to 13. One item that was not included in the subscales is included in the total score for problem behaviors. Therefore, the total score for problem behaviors accounts for 14 items.

[18] Parents answered questions using language adapted to be more appropriate for the home environment (rather than the school environment in which teachers observe children). See the 2021–2022 Study User's Manual (M. Reid et al. 2024) for details.

SECTION A

CHILDREN'S CHARACTERISTICS, FAMILY BACKGROUND, AND HOME ENVIRONMENT

Return to description of **Section A** topics and composites.

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

Table A.1. Children's demographic characteristics

	Unweighted total sample size (n)	Weighted percentage
Previous Head Start experience	1,159	
Newly entering children		88.0
Returning children		12.0
Age as of September 1, 2021	1,158	
3 years old or younger		52.5
4 years old or older		47.5
Race/ethnicity	1,156	
White, non-Hispanic		31.8
Black, non-Hispanic		27.9
Hispanic, Latino/a/x, or Chicano/a/x		26.3
American Indian or Alaska Native, non-Hispanic		7.8
Asian or Pacific Islander, non-Hispanic		4.5^
Multiracial/biracial, non-Hispanic		1.2^
Another race, non-Hispanic[a]		0.5^
Gender[b]	1,158	
Boy		50.3
Girl		49.9
Prefer not to answer		0.1^
Another gender identity		0.0
Participated in Early Head Start	932	
Yes		17.5
No		82.5

Source: Fall 2021 and Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children.

Fall 2021 data were collected from October 2021 to January 2022, and 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.

[a]"Another race, non-Hispanic" includes respondents who did not fit into a category included in the table. These races/ethnicities were categorized as "Another race, non-Hispanic" due to the small number of respondents.

[b]Respondents could select all gender identities that applied.

Table A.2. Children's demographic characteristics, by previous Head Start experience

	All newly entering children		All returning children	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Age as of September 1, 2021	975		183	
3 years old or younger		56.0		26.8
4 years old or older		44.0		73.2
Race/ethnicity	974		182	
White, non-Hispanic		31.7		32.4
Black, non-Hispanic		28.1		26.5^
Hispanic, Latino/a/x, or Chicano/a/x		25.4		33.3
American Indian or Alaska Native, non-Hispanic		7.9		7.1^
Asian or Pacific Islander, non-Hispanic		5.1^		0.0
Multiracial/biracial, non-Hispanic		1.3^		0.3^
Another race, non-Hispanic[a]		0.5^		0.4^
Gender[b]	975		183	
Boy		50.2		51.5
Girl		49.9		50.1
Prefer not to answer		0.1^		0.0
Another gender identity		0.0		0.0
Participated in Early Head Start	773		159	
Yes		16.1		26.8
No		83.9		73.2

Source: Fall 2021 and Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children.

Fall 2021 data were collected from October 2021 to January 2022, and 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.

[a]"Another race, non-Hispanic" includes respondents who did not fit into a category included in the table. These races/ethnicities were categorized as "Another race, non-Hispanic" due to the small number of respondents.

[b]Respondents could select all gender identities that applied.

Table A.3. Demographic characteristics of newly entering children in Head Start, by child age

	Newly entering children by age			
	3 years old or younger[a]		4 years old or older[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Race/ethnicity	554		420	
White, non-Hispanic		34.0		28.8
Black, non-Hispanic		25.8		31.0
Hispanic, Latino/a/x, or Chicano/a/x		24.3		26.7
American Indian or Alaska Native, non-Hispanic		9.5^		5.8
Asian or Pacific Islander, non-Hispanic		4.6^		5.8^
Multiracial/biracial, non-Hispanic		1.3^		1.4^
Another race, non-Hispanic[b]		0.5^		0.5^
Gender[c]	555		420	
Boy		47.8		53.2
Girl		52.3		46.7
Prefer not to answer		0.1^		0.0^
Another gender identity		0.0		0.0
Participated in Early Head Start	449		323	
Yes		21.8		8.6
No		78.2		91.4

Source: Fall 2021 and Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

Fall 2021 data were collected from October 2021 to January 2022, and 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.

[a]Age as of September 1, 2021.

[b]"Another race, non-Hispanic" includes respondents who did not fit into a category included in the table. These races/ethnicities were categorized as "Another race, non-Hispanic" due to the small number of respondents.

[c]Respondents could select all gender identities that applied.

Table A.4. Languages spoken in the home and the language always or usually spoken to the child in the home

	Unweighted total sample size (n)	Weighted percentage
All languages spoken in the home[a]	1,147	
English		91.3
Spanish		26.4
Another language[b]		12.4^
Language that is always or usually spoken to the child in the home[c]	1,150	
English		79.4
Spanish		14.6
Another language[b]		6.1^
Language that is always or usually spoken to the child in the home is used for classroom instruction[d]	786	
Yes		85.4
No		14.6^

Source: Fall 2021 and Spring 2022 Parent Survey 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample size to identify the number of children with valid data on each of the constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children. The unweighted sample size for match between home and classroom language is lower because that construct requires a child to have an associated Fall 2021 or Spring 2022 Parent Survey, and a completed Spring 2022 Teacher Survey.

Fall 2021 data were collected from October 2021 to January 2022, and 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.

[a]The study based this on the parent's report of languages spoken in the home; respondents could select all languages that the family speaks.

[b]"Another language" includes examples of non-Spanish languages such as Farsi and Portuguese. These languages were categorized as "Another language" due to the small number of respondents.

[c]Parents could report using more than one language in the home. If they reported using only one language in the home, we considered that to be the language always spoken to the child in the home. If parents reported using more than one language in the home, we asked about and used the language that is usually spoken to the child.

[d]The study based this on the lead teacher's report of the language(s) used for instruction in the classroom, as well as the parent's report of the language that is always or usually spoken to the child at home. More information on the Spring 2022 Teacher Survey is available in N. Reid et al. (2024).

Table A.5. Child's primary caregiver, parent marital status, and who was living in the child's household[a]

	Unweighted total sample size (n)	Weighted percentage
Child's primary caregiver	926	
One biological or adoptive parent		58.0
Two biological or adoptive parents		29.8
One biological or adoptive parent and one non-biological or non-adoptive parent		2.8
Biological or adoptive grandparent(s) without parents		2.2^
Two non-biological or non-adoptive parents		0.0
Another primary caregiver[b]		7.2
Marital status of two-parent households	376	
Married		71.5
Unmarried		23.6
Registered domestic partnership or civil union		4.9
Marital status of all households	842	
Married		37.6
Unmarried		60.0
Registered domestic partnership or civil union		2.3
Child was living with temporary household members[c]	924	
Yes		3.5
No		96.5
Child was living with grandparent and/or great grandparent[d]	927	
Yes, with parent(s) in the household		6.4
Yes, without parent(s) in the household		2.6
No		91.1

	Unweighted total sample size (n)	Weighted mean	Reported range
Number of people in household[e]	928	2.6	2-6

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Fall 2021 data were collected from October 2021 to January 2022, and 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.

[a]This table focuses on biological or adoptive caregivers and does not include other adults, such as parents' romantic partners or foster parents. Thus, for example, the "One biological or adoptive parent" category indicates that the biological or adoptive parent is the only biological or adoptive parent in the household; it does not mean the parent is the only adult in the household.

Table A.5 (*continued*)

[b]"Another primary caregiver" includes examples such as stepparent without a biological parent and households with more than two parents. These caregivers were categorized as "Another primary caregiver" due to the small number of respondents.

[c]"Temporary household members" include someone who usually lives somewhere else but is staying in the household for the time being.

[d]This category includes children living with and without their biological or adoptive parent(s).

[e]"Number of people" includes anyone who normally lives in the household with the child (including relatives and non-relatives).

Table A.6. Level of education parents completed[a]

	Unweighted total sample size (n)	Weighted percentage
Highest level of education of parent(s) in the household[b]	1,094	
Less than high school diploma		13.4
High school diploma or GED		35.2
Some college/vocational/technical/Associate degree		36.5
Bachelor's degree or higher		14.9
Level of education of mother(s) in the household[c]	1,068	
Less than high school diploma		15.5
High school diploma or GED		38.6
Some college/vocational/technical/Associate degree		33.9
Bachelor's degree or higher		11.9
Level of education of father(s) in the household[d]	413	
Less than high school diploma		18.7
High school diploma or GED		36.8
Some college/vocational/technical/Associate degree		29.3
Bachelor's degree or higher		15.2

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Data include households with at least one biological or adoptive parent. We exclude the 4.5 percent of children whose households do not include a biological or adoptive parent.

[b]"Highest level of education of parent(s) in the household" includes children with one or two biological or adoptive parents in the household and the highest education level among them when there are two parents. If there is only one parent, the "highest level of education of parent(s) in the household" reflects that parent.

[c]"Level of education of mother(s) in the household" includes children with a biological or adoptive mother in the household, whether alone or with another parent, and all mothers in households.

[d]"Level of education of father(s) in the household" includes children with biological or adoptive a father in the household, whether alone or with another parent, and all fathers in households.

Table A.7. Parent's employment status[a]

	Unweighted total sample size (n)	Weighted percentage
Employment status of parent(s) in the household[b]	1,041	
Two parents working full time		7.3
Single parent working full time		23.6
One parent working full time; one parent working part time or less		21.9
Two parents working part time or less		8.1
Single parent working part time or less		39.1
Employment status of mother(s) in the household[c]	1,077	
Full-time		32.6
Part-time		25.9
Looking for work		9.2
Not in labor force		32.3
Employment status of father(s) in the household[d]	447	
Full-time		71.5
Part-time		14.3
Looking for work		4.5^
Not in labor force		9.6

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children.

Fall 2021 data were collected from October 2021 to January 2022, and 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.

[a]Data include households with at least one biological or adoptive parent. We exclude the 4.5 percent of children whose households do not include a biological or adoptive parent.

[b]"Employment status of parent(s) in the household" includes children with one or two biological or adoptive parents in the household and the highest employment level among them when there are two parents. If there is only one parent, the "employment status of parent(s) in the household" reflects that parent.

[c]"Employment status of mother(s) in the household" includes children with a mother in the household, whether alone or with another parent. Percentages may sum to more than 100 because there are households with more than one biological or adoptive mother.

[d]"Employment status of father(s) in the household" includes children with a father in the household, whether alone or with another parent. Percentages may sum to more than 100 percent because there are households with more than one biological or adoptive father.

Table A.8. Total household income in the past 12 months[a]

	Unweighted total sample size (n)	Weighted percentage
Annual household income (categories)	928	
<$10,000		13.6
$10,001 - $20,000		22.1
$20,001 - $30,000		20.3
$30,001 - $40,000		19.7
$40,001 - $50,000		8.1
>$50,000		16.2

	Unweighted total sample size (n)	Weighted mean	Reported range
Annual household income[b]	928	$29,965	$3,600-75,000

Source: Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]This table summarizes household income. Readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income. There are also other (non-income) ways to qualify for the program. Household income reported in this table includes all contributions from members of the household, safety net programs, and other sources of income such as rental income, interest, and dividends. This does not include stimulus payments from the government.

[b]To lessen the effect of a small number of respondents who reported annual incomes higher than $75,000, we limit the annual household income at a maximum of $75,000.

Table A.9. Total household income in the past 12 months: Change from fall 2021 to spring 2022[a]

		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Annual household income categories	504			
<$10,000		19.3	13.3	-6.0
$10,001-$20,000		18.9	26.0	7.1
$20,001-$30,000		25.3	19.0	-6.3
$30,001-$40,000		16.9	18.2	1.3
$40,001-$50,000		6.7	8.6	1.9
>$50,000		12.9	14.9	2.1

	Unweighted total sample size (n)	Weighted mean (reported range)	Weighted mean (reported range)	Weighted mean difference (reported range[e])
Annual household income[d]	504	$26,427 ($1,200-75,000)	$28,685 ($3,600-75,000)	$2,259 (-$71,400-63,000)*

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]This table summarizes household income. Readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income. There are also other (non-income) ways to qualify for the program. Household income reported in this table includes all contributions from members of the household, safety net programs, and other sources of income such as rental income, interest, and dividends. This does not include stimulus payments from the government.

[b]Asterisk (*) indicates if there is a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[c]A negative value for fall-spring change means a decrease in income from fall to spring.

[d]To lessen the effect of a small number of respondents who reported annual incomes higher than $75,000, we limit the annual household income at a maximum of $75,000.

[e]The change in scores between fall 2021 and spring 2022 were outliers for 11 parents, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 2.2 percent of the sample. These outliers are included in the table and account for the large reported ranges for fall-spring change.

Table A.10. Total household income in the past 12 months, as a percentage of the federal poverty threshold[a,b]

	Weighted percentage (unweighted n = 927)
Below 50 percent	13.3
50 to 100 percent	19.9
101 to 130 percent	11.9
131 to 185 percent	23.9
186 to 200 percent	5.3
201 percent or above	25.7

Source: Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]This table summarizes household income. Readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income. There are also other (non-income) ways to qualify for the program. Household income reported in this table includes all contributions from members of the household, safety net programs, and other sources of income such as rental income, interest, and dividends. This does not include stimulus payments from the government.

[b]The federal poverty threshold used in this table is based on 2020 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, 100 percent of the federal poverty threshold for a family of four in 2020 was $26,496.

Table A.11. Whether families shared housing or moved in the last 12 months and why

	Unweighted total sample size (n)	Weighted percentage
Housing situation[a]	924	
Family lives in shared housing, transitional housing or apartment, or homeless shelter		7.6
Family does not live in shared housing, transitional housing or apartment, or homeless shelter		90.9
Family has another housing situation[b]		1.5^
Number of moves in the last 12 months	928	
None		86.7
One		11.8
Two		0.6^
Three or more		0.9^
Among families that moved at least once in the last 12 months, the main reason for the most recent move	134	
For a job or schooling		28.3
Could not afford prior home		11.1^
To be closer to family or friends		6.9^
To lower living expenses		6.5^
Escape domestic abuse		5.6^
Moved in with partner or spouse		4.6^
Prior landlord sold housing		4.1^
Housing was destroyed		4.5^
Was evicted		1.7^
Safer community		1.0^
Family or friends no longer willing to house them		1.0^
Time limit up for transitional housing		1.0^
More space		0.3^
Another reason[c]		23.5

Source: Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children. 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 through 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.

[a]These responses were mutually exclusive; respondents were only able to select one of the three response options.

[b]"Another housing situation" includes examples such as living in a camper or mobile home.

[c]"Another reason" includes examples such as divorce or becoming a homeowner. These reasons were categorized as "Another reason" due to the small number of respondents.

Table A.12. Parents' feelings about their housing conditions

	Unweighted total sample size (n)	Weighted percentage
Housing is just the right size	1,152	
Strongly disagree		8.4
Disagree		13.9
Neutral		16.4
Agree		38.5
Strongly agree		22.8
Housing is crowded	1,152	
Strongly disagree		23.8
Disagree		41.3
Neutral		16.0
Agree		13.9
Strongly agree		5.0
Housing needs major repairs	1,153	
Strongly disagree		20.3
Disagree		45.2
Neutral		16.6
Agree		13.1
Strongly agree		4.9
Housing is old and aged	1,151	
Strongly disagree		17.2
Disagree		35.8
Neutral		21.1
Agree		18.0
Strongly agree		7.9
Housing is kept in good condition	1,154	
Strongly disagree		2.4^
Disagree		5.1
Neutral		14.2
Agree		52.2
Strongly agree		26.1

Source: Fall 2021 and Spring 2022 Parent Survey.

Note: They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on the each of constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children.

Fall 2021 data were collected from October 2021 to January 2022, and 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.13. Parents' total depressive symptoms scores[a]

	Unweighted total sample size (n)	Weighted percentage
Total depressive symptoms score (categories)	919	
No to few (0 to 4)		50.6
Mild (5 to 9)		22.7
Moderate (10 to 14)		16.1
Severe (15 to 36)		10.6

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Total depressive symptoms score	919	6.4	0-36

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]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).

[b]Possible scores range from 0 to 36. 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).

Table A.14. Parents' total depressive symptoms scores: Change from fall 2021 to spring 2022[a]

		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Total depressive symptoms score (categories)	492			
No to few (0 to 4)		57.2	57.8	0.6
Mild (5 to 9)		24.9	20.6	-4.3
Moderate (10 to 14)		11.7	12.9	1.2
Severe (15 to 36)		6.2	8.7	2.4
	Unweighted total sample size (n)	**Weighted mean (reported range[d])**	**Weighted mean (reported range[d])**	**Weighted mean difference (reported range[d, e])**
Total depressive symptoms score	492	5.3 (0-33)	5.5 (0-32)	0.2 (-28-23)

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]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).

[b]Asterisk (*) indicates if there is a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level. There was not a statistically significant fall-spring change in the distribution of responses in this table.

[c]A negative value for fall-spring change means a decrease in score from fall to spring.

[d]Possible scores range from 0 to 36. 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).

[e]The change in scores between fall 2021 and spring 2022 were outliers for 11 parents, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 2.2 percent of the sample. These outliers are included in the table and account for the large reported ranges for fall-spring change.

Table A.15. Parents' total anxiety symptoms scores[a]

	Unweighted total sample size (n)	Weighted percentage
Total anxiety symptoms score (categories)	918	
Minimal (0 to 4)		70.1
Mild (5 to 9)		20.3
Moderate (10 to 14)		5.6
Severe (15 to 21)		4.0

	Unweighted sample size (n)	Weighted mean	Reported range[b]
Total anxiety symptoms score	918	3.4	0-21

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]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).

[b]Possible scores range from 0 to 21. The GAD–7 is a screening tool and not used to formally diagnose anxiety, but the publisher reports that anxiety symptoms scores have been correlated with clinical diagnosis (Spitzer et al. 2006).

Table A.16. Parents' total anxiety symptoms scores: Change from fall 2021 to spring 2022[a]

		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Total anxiety symptoms score (categories)	494			
Minimal (0 to 4)		77.3	74.3	-3.0
Mild (5 to 9)		14.9	18.1	3.2
Moderate (10 to 14)		4.5	5.2	0.7
Severe (15 to 21)		3.3	2.4	-0.9

	Unweighted total sample size (n)	Weighted mean (reported range[d])	Weighted mean (reported range[d])	Weighted mean difference (reported range[d, e])
Total anxiety symptoms score	494	2.9 (0-21)	3.0 (0-21)	0.1 (-15-16)

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]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).

[b]Asterisk (*) indicates if there is a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level. There was not a statistically significant fall-spring change in the distribution of responses in this table.

[c]A negative value for fall-spring change means a decrease in score from fall to spring.

[d]Possible scores range from 0 to 21. The GAD–7 is a screening tool and not used to formally diagnose anxiety, but the publisher reports that anxiety symptoms scores have been correlated with clinical diagnosis (Spitzer et al. 2006).

[e]The change in scores between fall 2021 and spring 2022 were outliers for 11 parents, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 2.2 percent of the sample. These outliers are included in the table and account for the large reported ranges for fall-spring change.

Table A.17. Parenting behaviors and stress

	Unweighted total sample size (n)	Weighted percentage
Parent has a plan for their child's behavior management	912	
Rarely or never		11.2
A little of the time		7.5
Some of the time		16.0
A good part of the time		24.4
Always or most of the time		40.8
Parent's child frustrates them	912	
Rarely or never		69.8
A little of the time		18.1
Some of the time		10.7
A good part of the time		0.5^
Always or most of the time		1.0^
Parent feels confident in their parenting	914	
Rarely or never		4.7^
A little of the time		2.5
Some of the time		8.5
A good part of the time		24.3
Always or most of the time		60.0
Parenting involves more work than parent is able to manage	908	
Rarely or never		72.4
A little of the time		11.0
Some of the time		10.6
A good part of the time		2.6
Always or most of the time		3.4
Parent feels that they are meeting their child's needs	911	
Rarely or never		4.0
A little of the time		1.7
Some of the time		5.9
A good part of the time		16.3
Always or most of the time		72.1
Parent has time to relax, think, and plan	910	
Rarely or never		19.1
A little of the time		15.7
Some of the time		26.2
A good part of the time		13.9
Always or most of the time		25.2

	Unweighted total sample size (n)	Weighted mean (reported range[b])
Parenting behaviors and stress[a]	910	1.9 (1-4)

Source: Spring 2022 Parent Survey.

Table A.17 (*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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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.

[a]"Parenting behaviors and stress" takes the mean of the six items shown in the top of the table. Higher scores indicate more parenting stress. Four of the six items were reverse coded, specifically, "Parent has a plan for their child or children's behavior management," "Parent feels confident in their parenting," "Parent feels that they are meeting their child or children's needs," and "Parent has time to themselves to relax, think, plan." That is, we changed the low score values to high score values and high score values to low score values of these four items to align with higher scores indicating more frequency of stress.

[b]The possible range is 1 to 5 and reflects the range in the mean rating of the six items.

Table A.18. Parenting stress and behaviors: Change from fall 2021 to spring 2022

		Fall 2021	Spring 2022	Fall-spring change[a,b]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Parent has a plan for their child's behavior management	493			
Rarely or never		14.7	13.0	-1.7
A little of the time		6.2	8.6	2.3
Some of the time		18.7	16.4	-2.3
A good part of the time		20.0	22.1	2.2
Always or most of the time		40.4	39.9	-0.5
Parent's child frustrates them	493			
Rarely or never		73.1	76.1	3.0
A little of the time		17.4	15.6	-1.8
Some of the time		8.8	7.9	-0.8
A good part of the time		0.6	0.1	-0.5
Always or most of the time		0.1	0.3	0.2
Parent feels confident in their parenting	492			
Rarely or never		3.5	4.5	0.9
A little of the time		2.6	3.7	1.0
Some of the time		6.8	8.3	1.5
A good part of the time		22.8	21.6	-1.2
Always or most of the time		64.2	61.9	-2.3
Parenting involves more work than parent is able to manage	491			
Rarely or never		73.3	75.4	2.2
A little of the time		9.1	10.9	1.8
Some of the time		9.7	9.4	-0.3
A good part of the time		3.2	1.0	-2.2
Always or most of the time		4.7	3.3	-1.4
Parent feels that they are meeting their child's needs	492			
Rarely or never		2.8	1.9	-0.9
A little of the time		2.2	0.6	-1.7
Some of the time		4.9	6.0	1.1
A good part of the time		14.9	14.2	-0.7
Always or most of the time		75.3	77.4	2.1

Table A.18 (*continued*)

		Fall 2021	Spring 2022	Fall-spring change[a,b]
Parent has time to relax, think, and plan	491			
Rarely or never		19.3	14.9	-4.5
A little of the time		15.2	17.4	2.2
Some of the time		27.0	26.4	-0.6
A good part of the time		13.9	13.0	-0.9
Always or most of the time		24.6	28.3	3.8

	Unweighted total sample size (n)	Weighted mean (reported range[c])	Weighted mean (reported range[c])	Weighted mean difference (reported range[c,d])
Parenting behaviors and stress[c]	492	1.9 (1-4)	1.8 (1-4)	-0.1 (-2-2)

Source: Fall 2021 and Spring 2022 Parent Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to a limited extent, to account for (1) programs that chose not to participate, (2) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Asterisk (*) indicates if there is a statistically significant fall-spring change in the distributions of responses at the $p \leq .05$ level. There was not a statistically significant fall-spring change in the distribution of responses in this table.

[b]A negative value for fall-spring change means a decrease in score from fall to spring.

[c]"Parenting behaviors and stress" reflects the mean of the six items shown in the top of the table. The possible range is 1 to 5. Higher scores indicate more parenting stress. Four of the six items were reverse coded, specifically, "Parent has a plan for their child or children's behavior management," "Parent feels confident in their parenting," "Parent feels that they are meeting their child or children's needs," and "Parent has time to themselves to relax, think, plan." That is, we changed the low score values to high score values and high score values to low score values of these four items to align with higher scores indicating more frequency of stress.

[d]The change in scores between fall 2021 and spring 2022 were outliers for 3 parents, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents less than 1 percent of the sample. These outliers are included in the table and account for the large reported ranges for fall-spring change.

Table A.19. Parents' health status

	Weighted percentage (unweighted n = 928)
Excellent	26.2
Very good	28.3
Good	29.8
Fair	13.7
Poor	2.1

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

Table A.20. Parents' health status: Change from fall 2021 to spring 2022

	Fall 2021	Spring 2022	Fall-spring change[a,b]
	Weighted percentage (unweighted n = 501)	Weighted percentage (unweighted n = 501)	Weighted percentage point difference (unweighted n = 501)
Excellent	18.2	27.0	8.8*
Very good	30.5	32.0	1.6
Good	36.0	27.0	-9.1*
Fair	12.6	12.7	0.1
Poor	2.7	1.3	-1.4

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Asterisk (*) indicates if there is a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[b]A negative value for fall-spring change means a decrease in health status from fall to spring.

Table A.21. Number of times a family member read to the child in the past week

	Weighted percentage (unweighted n = 928)
Not at all	2.3^
Once or twice	27.0
Three or more times, but not every day	44.7
Every day	25.9

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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.22. Number of times a family member read to the child in the past week: Change from fall 2021 to spring 2022

	Fall 2021	Spring 2022	Fall-spring change[a,b]
	Weighted percentage (unweighted n = 503)	Weighted percentage (unweighted n = 503)	Weighted percentage point difference (unweighted n = 503)
Not at all	4.9	1.1	-3.8*
Once or twice	21.4	23.0	1.6
Three or more times, but not every day	41.8	51.1	9.4
Every day	31.9	24.8	-7.1

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Asterisk (*) indicates if there is a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[b]A negative value for fall-spring change means a decrease in the number of times a family member ready to the child in the past week from fall to spring.

Table A.23. Number of times a family member read to the child in the past week, by previous Head Start experience and for newly entering children by age

	Newly entering children by age			
	3-year-olds[a]	4-year-olds[a]	All newly entering children	All returning children
	Weighted percentage (unweighted n = 462)	Weighted percentage (unweighted n = 318)	Weighted percentage (unweighted n = 780)	Weighted percentage (unweighted n = 148)
Not at all	2.6^	1.8^	2.3^	2.1^
Once or twice	30.1	23.5	27.4	24.5
Three or more times, but not every day	43.5	49.5	46.0	36.0
Every day	23.8	25.2	24.4	37.3

Source: Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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.

[a]Age as of September 1, 2021.

Table A.24. Family dinner routines

	Unweighted total sample size (n)	Weighted percentage
Number of days per week the family eats dinner together (categories)	924	
0 – 2		1.5
3 – 4		13.1
5 – 6		22.5
7		62.9

	Unweighted total sample size (n)	Weighted mean	Reported range[a]
Number of days per week the family eats dinner together	924	6.1	0-7

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]Possible range for the number of days per week that the family eats dinner together is 0 to 7.

Table A.25. Family dinner routines: Change from fall 2021 to spring 2022

		Fall 2021	Spring 2022	Fall-spring change[a,b]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Number of days per week the family eats dinner together (categories)	500			
0 – 2		4.1	1.4	-2.8
3 – 4		10.9	13.2	2.3
5 – 6		23.2	23.1	-0.1
7		61.7	62.4	0.6
	Unweighted total sample size (n)	**Weighted mean (reported range[c])**	**Weighted mean (reported range[c])**	**Weighted mean difference (reported range[c,d])**
Number of days per week the family eats dinner together	500	6.0 (0-7)	6.1 (0-7)	0.1 (-6-7)

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Asterisk (*) indicates if there is a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level. There was not a statistically significant fall-spring change in the distribution of responses in this table.

[b]A negative value for fall-spring change means a decrease in the number of days per week the family eats dinner together from fall to spring.

[c]The possible range for the "number of days per week the family eats dinner together" is 0 to 7.

[d]The change in scores between fall 2021 and spring 2022 were outliers for 8 parents, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 1.6 percent of the sample. These outliers are included in the table and account for the large reported ranges for fall-spring change.

Table A.26. Parent report of their relationship with the child[a]

	Unweighted total sample size (n)	Weighted percentage
Parent and child have warm, close times together	927	
Not true at all		0.3^
Somewhat true		1.1
Mostly true		19.6
Completely true		79.0
Most of the time parent feels that child likes and wants to be near them	927	
Not true at all		0.9^
Somewhat true		4.3^
Mostly true		12.5
Completely true		82.3
Even when the parent is in a bad mood, they show child a lot of love	927	
Not true at all		0.5^
Somewhat true		2.5
Mostly true		18.5
Completely true		78.5
Parent expresses affection by hugging, kissing, and holding child	927	
Not true at all		0.0^
Somewhat true		1.9^
Mostly true		9.1
Completely true		89.0
Child does things that really bother the parent	925	
Not true at all		50.2
Somewhat true		41.4
Mostly true		5.6
Completely true		2.8
Parent often feels angry with child	928	
Not true at all		80.2
Somewhat true		17.4
Mostly true		1.0^
Completely true		1.4^

	Unweighted total sample size (n)	Weighted mean	Reported range[c]
Parenting relationship warmth score[b]	928	3.7	2-4

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

Table A.26 (*continued*)

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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.

[a]This measure is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[b]"Parenting relationship warmth score" is the average of six items that measure the extent to which statements about the parent's relationship with the child are not true at all, somewhat true, mostly true, or completely true. Negatively worded items were reverse coded prior to calculating the average.

[c]Possible range for the "parenting relationship warmth score" is 1 to 4. Higher scores indicate greater relationship warmth in the parent-child relationship.

Table A.27. Parent report of their relationship with the child: Change from fall 2021 to spring 2022[a]

		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Parent and child have warm, close times together	501			
Not true at all		0.1	0.0	-0.1
Somewhat true		2.3	1.1	-1.2
Mostly true		13.7	17.3	3.6
Completely true		83.9	81.6	-2.3
Most of the time parent feels that child likes and wants to be near them	502			
Not true at all		0.6	1.1	0.5
Somewhat true		2.9	4.1	1.3
Mostly true		16.9	11.2	-5.7
Completely true		79.7	83.6	3.9
Even when the parent is in a bad mood, they show child a lot of love	501			
Not true at all		1.0	1.0	0.0
Somewhat true		1.4	2.1	0.8
Mostly true		15.7	16.6	0.8
Completely true		81.9	80.3	-1.5
Parent expresses affection by hugging, kissing, and holding child	501			
Not true at all		0.0	0.0	0.0
Somewhat true		1.0	1.8	0.8
Mostly true		8.7	7.5	-1.2
Completely true		90.3	90.7	0.4
Child does things that really bother the parent	499			
Not true at all		53.5	51.0	-2.6
Somewhat true		39.9	42.4	2.5
Mostly true		3.0	5.0	2.1
Completely true		3.6	1.6	-2.0
Parent often feels angry with child	501			
Not true at all		82.8	82.4	-0.4
Somewhat true		16.4	16.6	0.2
Mostly true		0.8	0.5	-0.4
Completely true		0.0	0.5	0.5

Table A.27 (*continued*)

	Unweighted total sample size (n)	Fall 2021 Weighted mean (reported range[e])	Spring 2022 Weighted mean (reported range[e])	Fall-spring change[b,c] Weighted mean difference (reported range[e,f])
Parenting relationship warmth score[d]	502	3.8 (3-4)	3.7 (2-4)	0.0 (-2-1)

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and 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.

[a]This measure is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[b]Asterisk (*) indicates if there is a statistically significant fall-spring change in the distribution of responses at the $p < .05$ level. There was not a statistically significant fall-spring change in the distribution of responses in this table.

[c]A negative value for fall-spring change means a decrease in score from fall to spring.

[d]"Parenting relationship warmth score" is the average of six items that measure the extent to which statements about the parent's relationship with the child are not true at all, somewhat true, mostly true, or completely true. Negatively worded items were reverse coded prior to calculating the average.

[e]Possible range for the "parenting relationship warmth score" is 1 to 4. Higher scores indicate greater relationship warmth in the parent-child relationship.

[f]The change in scores between fall 2021 to spring 2022 were outliers for 6 parents, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 1.2 percent of the sample. These outliers are included in the table and account for the large reported ranges for fall-spring change.

Table A.28. Parent report of their relationship with child, by previous Head Start experience and for newly entering children by age[a]

	Newly entering children by age							
	3-year-olds[b]		4-year-olds[b]		All newly entering children		All returning children	
	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
Parent and child have warm, close times together	461		318		779		148	
Not true at all		0.0^		0.8^		0.3^		0.0
Somewhat true		0.6^		1.9^		1.1^		1.4^
Mostly true		21.2		16.5		19.2		22.0
Completely true		78.2		80.9		79.3		76.6
Most of the time parent feels that child likes and wants to be near them	462		318		780		147	
Not true at all		1.2^		0.1^		0.8^		2.3^
Somewhat true		4.8^		3.7^		4.4^		3.8^
Mostly true		12.3		14.2		13.1		8.3
Completely true		81.6		82.1		81.8		85.6
Even when the parent is in a bad mood, they show child a lot of love	461		318		779		148	
Not true at all		0.0^		1.3^		0.6^		0.0
Somewhat true		2.9^		2.2^		2.6^		1.4^
Mostly true		23.2		13.0		19.0		15.0
Completely true		73.9		83.4		77.8		83.5

Table A.28 (*continued*)

	Newly entering children by age							
	3-year-olds[b]		4-year-olds[b]		All newly entering children		All returning children	
	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
Parent expresses affection by hugging, kissing, and holding child	462		318		780		147	
Not true at all		0.0^		0.0		0.0^		0.0
Somewhat true		1.2^		3.3^		2.1^		0.7^
Mostly true		9.6		8.9		9.3		7.5^
Completely true		89.2		87.8		88.6		91.8
Child does things that really bother the parent	460		317		777		148	
Not true at all		44.2		55.0		48.7		61.5
Somewhat true		45.6		38.4		42.6		32.6
Mostly true		6.1		5.1^		5.7		5.0^
Completely true		4.1		1.5^		3.1		1.0^
Parent often feels angry with child	462		318		780		148	
Not true at all		75.5		85.4		79.6		84.5
Somewhat true		21.2		13.0		17.8		14.6
Mostly true		1.3^		0.8^		1.1^		0.5^
Completely true		2.0^		0.9^		1.5^		0.3^
	Unweighted total sample size (n)	Weighted mean (reported range[d])	Unweighted total sample size (n)	Weighted mean (reported range[d])	Unweighted total sample size (n)	Weighted mean (reported range[d])	Unweighted total sample size (n)	Weighted mean (reported range[d])
Parenting relationship warmth score[c]	462	3.7 (2-4)	318	3.7 (2-4)	780	3.7 (2-4)	148	3.8 (3-4)

Source: Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not

Table A.28 (*continued*)

assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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.

[a]This measure is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[b]Age as of September 1, 2021.

[c]"Parenting relationship warmth score" is the average of six items that measure the extent to which statements about the parent's relationship with the child are not true at all, somewhat true, mostly true, or completely true. Negatively worded items were reverse coded prior to calculating the average.

[d]Possible range for the "parenting relationship warmth score" is 1 to 4. Higher scores indicate greater relationship warmth in the parent-child relationship.

Table A.29. Parents' child care plans for next year

	Unweighted total sample size (n)	Weighted percentage
Child care plans for next year	913	
Child will attend kindergarten		48.1
Child will attend the same Head Start center		42.2
Child will attend another preschool		6.2
Child will attend a different Head Start center		2.1^
Child care will be provided by a friend, neighbor, or family member (including a parent)		0.0^
Another child care plan[a]		1.4^
Among children not attending kindergarten or the same Head Start center next year, reason why parent is sending child someplace new[b]	93	
Prepares child for kindergarten		55.2
Close to home		38.8
Know friend, neighbor, or family member (including a parent) who had also sent their child		25.7
Offers additional services for child and family[c]		17.1^
Provides hours that fit parents schedule		13.4
Free of cost		13.0^
Another reason[d]		13.8^

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children. 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.

[a]"Another child care plan" includes examples such as enrolling the child in transitional kindergarten and homeschooling the child.

[b]Respondents could select all reasons that applied.

[c]"Offers additional services for child and family" includes examples such as services for child's special needs or health screenings, or help accessing public assistance or job trainings.

[d]"Another reason" includes examples such as homeschooling the child, private school, and the child's being eligible for pre-K.

Table A.30. Child care plans for next year, by previous Head Start experience and for newly entering children by age

	Newly entering children by age							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	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
Child care plans for next year	454		313		767		146	
Child will attend kindergarten		12.1		90.9		44.5		73.6
Child will attend the same Head Start center		71.7		6.3^		44.8		23.6
Child will attend another preschool		10.2		1.8^		6.8		2.2^
Child will attend a different Head Start center		4.0^		0.1^		2.4^		0.0
Child care will be provided by a friend, neighbor, or family member (including a parent)		0.0^		0.0		0.0^		0.0
Another child care plan[b]		1.9^		0.9^		1.5^		0.6^
Among children not attending kindergarten or the same Head Start center next year, reason why parent is sending child someplace new[c]	71		12		83		10	
Prepares child for kindergarten		63.0		4.9^		54.2		77.5
Close to home		40.2		37.2^		39.8		16.7^
Know friend, neighbor, or family member (including a parent) who had also sent their child		31.0		3.7^		26.9		0.0

Table A.30 (*continued*)

	Newly entering children by age							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	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
Offers additional services for child and family[d]		21.1^		0.0		17.8^		0.0
Provides hours that fit parents schedule		14.8^		8.2^		13.8		4.8^
Free of cost		16.1		0.0		13.6^		0.0
Another reason[e]		14.6^		13.7^		14.5^		0.0

Source: Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 928 children. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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.

[a]Age as of September 1, 2021.

[b]"Another child care plan" includes examples such as enrolling the child in transitional kindergarten and homeschooling the child.

[c]Respondents could select all reasons that applied.

[d]"Offers additional services for child and family" includes examples such as services for child's special needs or health screenings, or help accessing public assistance or job trainings.

[e]"Another reason" includes examples such as homeschooling the child, private school, and the child's being eligible for pre-K.

Table A.31. Strategies the parent used to meet child care needs outside of their regular child care arrangements

	Unweighted total sample size (n)	Weighted percentage
Family or friends sometimes provide child care for parent to meet child care needs outside of their regular child care arrangements	925	
Yes		61.7
No		38.3
Parent or another guardian reduces work hours for parent to meet child care needs outside of their regular child care arrangements	925	
Yes		37.1
No		62.9
Parent or another guardian works different hours than usual for parent to meet child care needs outside of their regular child care arrangements	926	
Yes		28.2
No		71.8
Older siblings sometimes provide child care for parent to meet child care needs outside of their regular child care arrangements	925	
Yes		20.4
No		79.6
Parent or another guardian takes child to work for parent to meet child care needs outside of their regular child care arrangements	925	
Yes		8.6
No		91.4
Parent uses another strategy to meet child care needs outside of their regular child care arrangements[a]	925	
Yes		61.7
No		38.3
Number of strategies the parent used to meet child care needs outside of their regular child care arrangements	916	
Zero		18.8
One		32.3
Two		25.5
Three		17.0
Four		5.3
Five		1.0

Table A.31 (*continued*)

	Unweighted total sample size (n)	Weighted percentage
Parent used at least one strategy to meet child care needs outside of their regular child care arrangements	924	
Yes		81.3
No		18.7

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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.

[a]"Another strategy" category includes examples such as caring for their child while working from home, relying on a babysitter, and using church day care services.

Table A.32. Strategies the parent used to meet child care needs outside of their regular child care arrangements, by previous Head Start experience and for newly entering children by age

	Newly entering children by age							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	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
Family or friends sometimes provide child care for parent to meet child care needs outside of their regular child care arrangements	460		317		777		148	
Yes		60.7		61.7		61.1		66.2
No		39.3		38.3		38.9		33.8
Parent or another guardian reduces work hours for parent to meet child care needs outside of their regular child care arrangements	461		316		777		148	
Yes		40.4		34.7		38.0		30.1
No		59.6		65.3		62.0		69.9
Parent or another guardian works different hours than usual for parent to meet child care needs outside of their regular child care arrangements	460		318		778		148	
Yes		29.5		27.1		28.5		26.1
No		70.5		72.9		71.5		73.9
Older siblings sometimes provide child care for parent to meet child care needs outside of their regular child care arrangements	461		316		777		148	
Yes		19.6		22.3		20.7		18.3
No		80.4		77.7		79.3		81.7

Table A.32 (*continued*)

	Newly entering children by age							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	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
Parent or another guardian takes child to work for parent to meet child care needs outside of their regular child care arrangements	459		318		777		148	
Yes		8.9		7.6		8.4		10.1
No		91.1		92.4		91.6		89.9
Parent uses another strategy to meet child care needs outside of their regular child care arrangements[b]	460		317		777		148	
Yes		60.7		61.7		61.1		66.2
No		39.3		38.3		38.9		33.8
Number of strategies the parent used to meet child care needs outside of their regular child care arrangements	453		315		768		148	
Zero		17.5		20.1		18.6		20.5
One		32.5		31.9		32.2		32.8
Two		27.6		23.6		26.0		22.0
Three		16.3		18.4		17.1		16.1
Four		4.9		5.4^		5.1		6.7^
Five		1.1^		0.6^		0.9^		1.2^
Parent uses at least one strategy to meet child care needs outside of their regular child care arrangements	458		318		776		148	
Yes		82.7		80.1		81.6		79.5
No		17.3		19.9		18.4		20.5

Source: Spring 2022 Parent Survey and Survey Management System.

Table A.32 (*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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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.

[a]Age as of September 1, 2021.

[b]"Another strategy" category includes caring for their child while working from home, relying on a babysitter, and using church day care services.

Table A.33. Parent involvement in Head Start activities in the past school year

	Unweighted total sample size (n)	Weighted percentage[a]
Volunteered or helped out in classroom	926	
Yes		30.5
No		55.6
No opportunity provided		13.8
Attended or helped prepare for Head Start social events for children and families	927	
Yes		32.2
No		54.4
No opportunity provided		13.4
Attended parent education meetings or workshops	927	
Yes		47.5
No		45.8
No opportunity provided		6.8
Attended parent/teacher conferences	924	
Yes		82.1
No		14.2
No opportunity provided		3.7
Head Start staff visited home	928	
Yes		34.2
No		53.3
No opportunity provided		12.5
Participated in Head Start Policy Council, Parent Committee, or other Head Start planning groups	924	
Yes		23.3
No		66.4
No opportunity provided		10.2
Another Head Start activity[b]	912	
Yes		21.1
No		56.8
No opportunity provided		22.1

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]Percentage of parents who responded "yes" includes those who report participating in an activity at least once during the program year.

[b]"Another Head Start activity" includes holiday activities, after school activities, and supervising children on the playground. These activities were categorized as "Another Head Start activity" due to the small number of respondents.

Table A.34. Parent involvement in Head Start activities in the past school year, by previous Head Start experience and for newly entering children by age

	Newly entering children by age							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	Unweighted total sample size (n)	Weighted percentage[b]	Unweighted total sample size (n)	Weighted percentage[b]	Unweighted total sample size (n)	Weighted percentage[b]	Unweighted total sample size (n)	Weighted percentage[b]
Volunteered or helped out in classroom	461		317		778		148	
Yes		29.7		28.7		29.3		39.2
No		56.0		59.0		57.2		44.2
No opportunity provided		14.3		12.2		13.5		16.7
Attended or helped prepare for Head Start social events for children and families	461		318		779		148	
Yes		29.3		33.8		31.1		39.9
No		58.6		50.4		55.2		48.7
No opportunity provided		12.1		15.8		13.6		11.4^
Attended parent education meetings or workshops	461		318		779		148	
Yes		45.9		50.7		47.9		44.4
No		47.4		42.9		45.5		47.8
No opportunity provided		6.8		6.4		6.6		7.9^
Attended parent/teacher conferences	461		317		778		146	
Yes		78.4		86.9		81.9		83.6
No		17.2		10.5^		14.4		12.6
No opportunity provided		4.4^		2.7^		3.7		3.8^
Head Start staff visited home	462		318		780		148	
Yes		31.9		34.7		33.0		42.7
No		58.2		48.5		54.2		46.1
No opportunity provided		9.8		16.8		12.7		11.2^

Table A.34 (*continued*)

	Newly entering children by age							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	Unweighted total sample size (n)	Weighted percentage[b]	Unweighted total sample size (n)	Weighted percentage[b]	Unweighted total sample size (n)	Weighted percentage[b]	Unweighted total sample size (n)	Weighted percentage[b]
Participated in Head Start Policy Council, Parent Committee, or other Head Start planning groups	462		316		778		146	
Yes		24.1		20.2		22.5		29.0
No		65.9		68.9		67.1		61.3
No opportunity provided		9.9		10.9		10.3		9.7^
Another Head Start activity[c]	454		314		768		144	
Yes		21.7		21.0		21.4		18.9
No		58.1		55.2		56.9		56.1
No opportunity provided		20.2		23.8		21.7		25.1

Source: Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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.

[a]Age as of September 1, 2021

[b]Percentage includes parents who report participating in an activity at least once during the school year.

[c]"Another Head Start activity" includes holiday activities, after school activities, and supervising children on the playground. These activities were categorized as "Another Head Start activity" due to the small number of respondents.

Table A.35. Parent report of culturally responsive practices of program staff

	Unweighted total sample size (n)	Weighted percentage
Program staff respect family's cultural and/or religious beliefs	907	
Strongly disagree		1.0^
Somewhat disagree		1.0^
Neither agree nor disagree		4.5
Somewhat agree		12.4
Strongly agree		81.0
Program staff encourage parent to learn about family's culture and history	899	
Strongly disagree		6.0
Somewhat disagree		5.1
Neither agree nor disagree		26.2
Somewhat agree		19.0
Strongly agree		43.8
Program staff have materials for child that positively reflect family's cultural background	897	
Strongly disagree		2.7^
Somewhat disagree		5.2^
Neither agree nor disagree		21.5
Somewhat agree		21.6
Strongly agree		49.1

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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.36. Parent report of culturally responsive practices of program staff, by previous Head Start experience and for newly entering children by age

	Newly entering children by age				All newly entering children		All returning children	
	3-year-olds[a]		4-year-olds[a]					
	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
Program staff respect family's cultural and/or religious beliefs	448		312		760		147	
Strongly disagree		1.0^		1.1^		1.0^		1.1^
Somewhat disagree		1.8^		0.4^		1.2^		0.0
Neither agree nor disagree		4.2		5.7^		4.8		2.1^
Somewhat agree		13.5		9.7		12.0		15.6
Strongly agree		79.5		83.1		81.0		81.2
Program staff encourage parent to learn about family's culture and history	444		310		754		145	
Strongly disagree		5.5		6.3		5.8		7.1^
Somewhat disagree		5.3		5.2^		5.2		3.9^
Neither agree nor disagree		25.6		26.5		25.9		28.2
Somewhat agree		19.3		17.4		18.5		22.4^
Strongly agree		44.4		44.7		44.5		38.4
Program staff have materials for child that positively reflect family's cultural background	444		310		754		143	
Strongly disagree		2.1^		3.1^		2.6^		3.6^
Somewhat disagree		4.1		6.6^		5.1^		5.5^
Neither agree nor disagree		23.6		19.0		21.7		20.0
Somewhat agree		19.5		23.0		21.0		26.0
Strongly agree		50.6		48.3		49.7		44.9

Table A.36 (*continued*)

Source: Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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.

[a]Age as of September 1, 2021.

Table A.37. Parent satisfaction with Head Start program activities, location, and hours

	Unweighted total sample size (n)	Weighted percentage
How close Head Start is to the child's home	904	
Very satisfied		73.5
Somewhat satisfied		19.8
Somewhat dissatisfied		4.2^
Very dissatisfied		2.5
The hours program is open	906	
Very satisfied		75.8
Somewhat satisfied		16.9
Somewhat dissatisfied		4.5
Very dissatisfied		2.8^
Transportation provided by Head Start	876	
Very satisfied		46.5
Somewhat satisfied		29.4
Somewhat dissatisfied		14.4
Very dissatisfied		9.8

Source: Spring 2022 Parent Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to a limited extent, to account for (1) programs that chose not to participate, (2) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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.38. Parent satisfaction with Head Start program activities, location, and hours, by previous Head Start experience and for newly entering children by age

	Newly entering children by age							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	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
How close Head Start is to the child's home	447		312		759		145	
Very satisfied		73.7		72.1		73.0		76.9
Somewhat satisfied		18.1		23.4		20.3		16.2
Somewhat dissatisfied		5.6^		2.4^		4.2^		4.0^
Very dissatisfied		2.6^		2.2^		2.4		2.8^
The hours program is open	449		312		761		145	
Very satisfied		76.1		74.4		75.4		79.0
Somewhat satisfied		15.9		18.0		16.8		17.7
Somewhat dissatisfied		6.0^		3.2^		4.8		1.9^
Very dissatisfied		2.0^		4.4^		3.0^		1.4^
Transportation provided by Head Start	438		309		747		144	
Very satisfied		58.4		61.3		59.6		67.0
Somewhat satisfied		25.9		23.7		25.0		20.2
Somewhat dissatisfied		2.6^		3.3^		2.9		1.0^
Very dissatisfied		3.4^		1.8^		2.7^		3.6^

Source: Spring 2022 Parent Survey and Survey Management System.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to a limited extent, to account for (1) programs that chose not to participate, (2) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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.

[a]Age as of September 1, 2021.

Table A.39. Reasons parents decided to enroll their child in Head Start[a]

	Weighted percentage (unweighted n = 921)
To help prepare child for kindergarten	87.9
Close to child's home	63.4
Free of cost	57.5
Friends, neighbors, or family members had also sent their child	48.1
Provides hours that fit parent's schedule	47.5
Offers additional services for child and family[b]	42.1

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on the construct in spring 2022.The unweighted sample size identifies the number of children with valid data in spring 2022 on each of the constructs out of a maximum of 928 children.

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

[a]Respondents could select all reasons that applied.

[b]"Offers additional services for child" may include special needs or health screenings. "Offers additional services for family" may include help accessing public assistance or job trainings.

Table A.40. Reasons parent decided to enroll their child in Head Start, by previous Head Start experience and for newly entering children by age[a]

	Newly entering children by age			
	3-year-olds[b]	4-year-olds[b]	All newly entering children	All returning children
	Weighted percentage (unweighted n = 459)	Weighted percentage (unweighted n = 315)	Weighted percentage (unweighted n = 774)	Weighted percentage (unweighted n = 147)
To help prepare child for kindergarten	89.2	84.9	87.4	91.4
Close to child's home	62.3	63.3	62.7	68.1
Free of cost	54.0	61.9	57.2	59.2
Friends, neighbors, or family members had also sent their child	46.2	52.0	48.5	45.1
Provides hours that fit parent's schedule	47.1	49.5	48.1	43.1
Offers additional services for child and family[c]	39.5	44.9	41.7	44.7

Source: Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on the construct in fall 2021 or spring 2022 out of a maximum of 928 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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

[a]Respondents could select all reasons that applied.

[b]Age as of September 1, 2021.

[c]"Offers additional services for child" may include special needs or health screenings. "Offers additional services for family" may include help accessing public assistance or job trainings.

Table A.41. Parent report of child's participation in virtual learning activities in the last week[a]

	Unweighted total sample size (n)	Weighted percentage
Child participated in virtual or remote educational activities that were not required or suggested by Head Start program[b]	925	
Yes		53.4
No		46.6
Child participated in Head Start virtual or remote learning activities[c]	924	
Yes		30.3
No		69.7
Among children that participated in Head Start virtual or remote learning activities, child is engaged	307	
Strongly agree		22.9
Agree		43.1
Neutral		26.4
Disagree		6.3^
Strongly disagree		1.3^
Among children that participated in Head Start virtual or remote learning activities, activities allowed parent to be involved in child's education in a way not able to otherwise	307	
Strongly agree		29.1
Agree		35.7
Neutral		23.1
Disagree		10.6^
Strongly disagree		1.5^
Among children that participated in Head Start virtual or remote learning activities, activities are worthwhile for child	306	
Strongly agree		34.2
Agree		42.5
Neutral		15.6
Disagree		5.7^
Strongly disagree		2.0^

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children. 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.

[a]"In the last week" refers to the seven-day period leading up to the date the parent completed the survey; this 7-day period was during the COVID-19 pandemic. Children participated in virtual or remote educational and learning activities using a computer, phone, or tablet.

Table A.41 (*continued*)

[b]Virtual or remote educational activities not required or suggested by the Head Start program include learning activities that children do on their own, such as ABC Mouse, educational videos, or educational games on a tablet.

[c]Head Start virtual or remote learning activities include Head Start classes, activities, or assignments that are required or suggested by the Head Start program. These could include Zoom meetings with teachers, Ready Rosie, or Creative Curriculum take-home activities.

Table A.42. Parent report of child's participation in virtual learning activities in the last week: Change from fall 2021 to spring 2022[a]

	Fall 2021		Spring 2022		Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage	Weighted percentage point difference
Child has participated in virtual educational activities that were not required or suggested by Head Start[d]	498		498		
Yes		57.3		56.8	-0.6
No		42.7		43.2	0.6
Child participated in Head Start virtual or remote learning activities[e]	499		499		
Yes		32.3		27.9	-4.4
No		67.7		72.1	4.4
Among children that participated in Head Start virtual or remote learning activities, child is engaged	91		91		
Strongly agree		30.3		31.1	0.8
Agree		38.7		39.2	0.5
Neutral		23.9		20.9	-3.0
Disagree		6.1		7.8	1.7
Strongly disagree		1.0		1.1	0.1
Among children that participated in Head Start virtual or remote learning activities, activities allowed parent to be involved in child's education in a way not able to otherwise	91		91		
Strongly agree		35.5		40.6	5.1
Agree		47.6		34.1	-13.4
Neutral		10.5		13.6	3.2

Table A.42 (*continued*)

	Fall 2021		Spring 2022		Fall-spring change[b,c]
	Unweighted total sample size (n)	**Weighted percentage**	**Unweighted total sample size (n)**	**Weighted percentage**	**Weighted percentage point difference**
Disagree		2.9		9.1	6.3
Strongly disagree		3.6		2.5	-1.1
Among children that participated in Head Start virtual or remote learning activities, activities are worthwhile for child	90		90		
Strongly agree		37.5		49.2	11.7
Agree		50.4		33.5	-16.9
Neutral		6.6		9.5	2.9
Disagree		4.9		3.5	-1.4
Strongly disagree		0.5		4.3	3.8

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children. On each survey, some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Fall 2021 data were collected from October 2021 to January 2022 and Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]"In the last week" refers to the seven-day period leading up to the date the parent completed the survey; this 7-day period was during the COVID-19 pandemic." Children participated in virtual or remote educational and learning activities using a computer, phone, or tablet.

[b]Asterisk (*) indicates if there is a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level. There was not a statistically significant fall-spring change in the distribution of responses in this table.

[c]A negative value for fall-spring change means a decrease in the level of agreement from fall to spring.

[d]Virtual educational activities not required or suggested by the Head Start program include learning activities that children do on their own, such as ABC Mouse, educational videos, or educational games on a tablet.

[e]Head Start virtual or remote learning activities include Head Start classes, activities, or assignments that are required or suggested by the Head Start program. These could include Zoom meetings with teachers, Ready Rosie, or Creative Curriculum take-home activities.

Table A.43. Parent preferences for mode of participation in Head Start activities

	Unweighted total sample size (n)	Weighted percentage
How parent would prefer to attend parent education meetings or workshops focusing on topics such as job skills or child-rearing	921	
In person		39.7
Virtually[a]		33.9
Both		26.5
How parent would prefer to attend parent-teacher conferences	927	
In person		49.5
Virtually[a]		20.7
Both		29.8
How parent would prefer to participate in Policy Council, Parent Committee, or other Head Start planning groups	919	
In person		33.9
Virtually[a]		39.0
Both		27.1

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]"Virtually" refers to activities or events that do not occur in person and instead take place on web-based video platform, such as Zoom.

Table A.44. Community supports that would have been useful to parents at the time they completed the survey or would have been useful in the year prior[a]

	Support would have been useful at the time they completed the survey		If support would not have been useful at the time they completed the survey, support would have been useful in the year prior	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Help with housing	925		543	
Yes		41.6		12.9
No		58.4		87.1
Finding or training for a job	926		627	
Yes		30.1		17.4
No		69.9		82.6
Help to go to school or college	927		532	
Yes		41.1		8.5
No		58.9		91.5
Referrals to counseling or mental health services	926		708	
Yes		24.0		5.6
No		76.0		94.4
Referrals to medical, dental, or orthodontic care	927		604	
Yes		34.2		8.6
No		65.8		91.4
Help for accessing the Internet (such as Smartphones or Chromebooks/laptops, MiFi/hotspots)[b]	926		581	
Yes		37.4		12.1
No		62.6		87.9
Remote learning and virtual services (such as social gatherings) for children	924		620	
Yes		31.6		13.2
No		68.4		86.8
At-home family activity ideas	925		361	
Yes		60.1		4.9
No		39.9		95.1

Table A.44 (*continued*)

	Support would have been useful at the time they completed the survey		If support would not have been useful at the time they completed the survey, support would have been useful in the year prior	
	Unweighted total sample size (n)	**Weighted percentage**	**Unweighted total sample size (n)**	**Weighted percentage**
Assistance applying for unemployment benefits, or for financial support from state or local agencies	921		728	
Yes		22.7		8.0
No		77.3		92.0
Providing food or applying for nutrition assistance (such as the Supplemental Nutrition Assistance Program)	922		603	
Yes		36.0		9.5
No		64.0		90.5

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]"Year prior" refers to the twelve-month period leading up to the date they completed the survey; this 12-month period was during the COVID-19 pandemic.

[b]"MiFi" refers to mobile Wi-Fi.

Table A.45. Parent knowledge of community supports and comfort accessing them[a]

	Unweighted total sample size (n)	Weighted percentage
Parent knows where to find resources for their family	919	
Always or most of the time		43.5
A good part of the time		18.8
Some of the time		22.1
A little of the time		7.8
Rarely or never		7.8
Parent knows where to find important medical information	917	
Always or most of the time		53.7
A good part of the time		19.6
Some of the time		17.2
A little of the time		3.3
Rarely or never		6.3
Parent can get help from the community if needed	913	
Always or most of the time		33.6
A good part of the time		17.9
Some of the time		22.8
A little of the time		6.7
Rarely or never		19.0
Parent is comfortable in finding the help needed	922	
Always or most of the time		45.7
A good part of the time		15.0
Some of the time		21.9
A little of the time		9.2
Rarely or never		8.2
Parent knows community agencies they can go to for help	920	
Always or most of the time		36.4
A good part of the time		13.2
Some of the time		19.5
A little of the time		6.8
Rarely or never		24.1

Table A.45 (*continued*)

	Unweighted total sample size (n)	Weighted percentage
Parent finds it hard to ask for help from community agencies	915	
Always or most of the time		15.1
A good part of the time		8.9
Some of the time		26.3
A little of the time		12.8
Rarely or never		37.0
Parent finds it hard to ask for help from friends and family	921	
Always or most of the time		17.3
A good part of the time		9.9
Some of the time		25.0
A little of the time		8.5
Rarely or never		39.4

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]Items come from the Mobilizing Resources Subscale from the Healthy Families Parenting Inventory (LeCroy et al. 2007).

Table A.45a. Parent knowledge of community supports and comfort accessing them, by previous Head Start experience and for newly entering children by age[a]

	Newly entering children by age							
	3-year-olds[b]		4-year-olds[b]		All newly entering children		All returning children	
	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
Parent knows where to find resources for their family	459		315		774		145	
Always or most of the time		41.0		46.0		43.1		46.6
A good part of the time		18.8		19.9		19.2		16.0^
Some of the time		24.9		16.6		21.5		26.3
A little of the time		7.9		9.2^		8.4		3.6^
Rarely or never		7.5		8.3^		7.8		7.5^
Parent knows where to find important medical information	458		314		772		145	
Always or most of the time		50.4		57.0		53.1		57.6
A good part of the time		21.8		17.2		19.9		17.2^
Some of the time		18.5		15.4		17.2		16.6
A little of the time		3.3		3.1^		3.2		3.8^
Rarely or never		5.9		7.2^		6.5		4.7^
Parent can get help from the community if needed	454		313		767		146	
Always or most of the time		32.5		34.3		33.2		35.9
A good part of the time		14.9		20.4		17.2		23.4
Some of the time		25.5		19.8		23.1		20.0
A little of the time		8.1		4.7		6.7		7.0^
Rarely or never		19.1		20.8		19.8		13.6

Table A.45a (*continued*)

	Newly entering children by age							
	3-year-olds[b]		4-year-olds[b]		All newly entering children		All returning children	
	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
Parent is comfortable in finding the help needed	459		316		775		147	
Always or most of the time		41.5		49.5		44.8		52.1
A good part of the time		14.3		17.5		15.6		10.1^
Some of the time		23.9		17.5		21.3		26.7
A little of the time		11.9		6.4		9.7		5.9^
Rarely or never		8.3		9.1^		8.6		5.2^
Parent knows community agencies they can go to for help	459		314		773		147	
Always or most of the time		34.4		36.1		35.1		45.3
A good part of the time		13.4		13.8		13.6		10.6^
Some of the time		20.9		17.5		19.5		19.6
A little of the time		8.5		4.4^		6.8		6.7^
Rarely or never		22.8		28.2		25.0		17.7
Parent finds it hard to ask for help from community agencies	455		315		770		145	
Always or most of the time		12.8		18.2		15.1		15.3^
A good part of the time		10.4		7.7^		9.3		5.7^
Some of the time		30.6		21.7		26.9		21.9
A little of the time		12.6		12.1		12.4		15.4
Rarely or never		33.6		40.2		36.3		41.7

Table A.45a (*continued*)

	Newly entering children by age							
	3-year-olds[b]		4-year-olds[b]		All newly entering children		All returning children	
	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
Parent finds it hard to ask for help from friends and family	459		315		774		147	
Always or most of the time		17.2		18.8		17.9		13.1
A good part of the time		10.1		9.9		10.0		8.6
Some of the time		27.3		21.7		25.0		24.7
A little of the time		9.6		6.5		8.4		9.7^
Rarely or never		35.7		43.1		38.7		43.9

Source: Spring 2022 Parent Survey and Survey Management System.

Note: Statistics represent children enrolled in Head Start FACES programs in the 2021-2022 program year and whose parents agreed to participate in the Study. 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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.

[a]Items come from the Mobilizing Resources Subscale from the Healthy Families Parenting Inventory (LeCroy et al. 2007).

[b]Age as of September 1, 2021.

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

SECTION B

CHILDREN'S SOCIAL-EMOTIONAL AND LEARNING SKILLS

Return to description of **Section B** topics and composites.

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

Table B.1. Reliability of children's lead teacher-reported social skills, problem behaviors, approaches to learning, and literacy skills raw scores, and of children's parent-reported approaches to learning raw score

	Number of items administered	Cronbach's alpha
Lead teachers' report of children's skills and behavior		
Social skills raw score[a]	12	0.91
Problem behaviors total raw score[a]	14	0.88
Aggressive behavior raw subscale score	4	0.87
Hyperactive behavior raw subscale score	3	0.78
Withdrawn behavior raw subscale score	6	0.78
Approaches to learning raw score (ECLS–K)[b]	6	0.93
Child literacy skills raw score[c]	6	0.67
Parents' report of children's behavior		
Approaches to learning raw score (ECLS–K)[b]	6	0.74

Source: Spring 2022 Teacher Child Report and Spring 2022 Parent Survey.
Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[b]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[c]"Child literacy skills raw score" items are adapted from the National Household Education Survey.

Table B.2. Children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, and children's parent-reported approaches to learning raw score

	Unweighted total sample size (n)	Weighted mean	SD	Reported range	Possible range
Lead teachers' report of children's behavior					
Social skills raw score[a]	784	18.2	5.14	0-24	0-24
Problem behaviors total raw score[a]	785	4.8	5.20	0-28	0-28
Aggressive behavior subscale raw score	786	1.5	2.08	0-8	0-8
Hyperactive behavior subscale raw score	784	1.4	1.70	0-6	0-6
Withdrawn behavior subscale raw score	784	1.4	2.10	0-12	0-12
Approaches to learning raw score (ECLS–K)[b]	785	2.9	0.76	1-4	1-4
Parents' report of children's behavior					
Approaches to learning raw score (ECLS–K)[b]	925	2.9	0.53	1-4	1-4

Source: Spring 2022 Teacher Child Report and Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

For the teacher reported constructs, the n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children. For the parent reported construct, the n column in this table includes the unweighted sample size to identify the number of children with valid data on the construct in spring 2022 out of a maximum of 928 children.

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

SD=Standard deviation.

[a]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale. For "social skills raw score," higher scores indicate the child exhibits cooperative behaviors more frequently. For "problem behaviors raw score," higher scores indicate the child exhibits negative behaviors more frequently.

[b]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99. Higher scores indicate the child exhibits positive approaches to learning behaviors more frequently.

Table B.3. Children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, and children's parent-reported approaches to learning raw score: Change from fall 2021 to spring 2022

		Fall 2021	Spring 2022	Fall-spring change[a,b]
	Unweighted total sample size (n)	Weighted mean (reported range[e])	Weighted mean (reported range[e])	Weighted mean difference (reported range[e,f])
Lead teachers' report of children's behavior				
Social skills raw score[c]	475	18.0 (0-24)	19.0 (0-24)	1.0* (-15-12)
Problem behaviors total raw score[c]	485	4.3 (0-26)	4.1 (0-25)	-0.2 (-15-25)
Aggressive behavior subscale raw score	487	1.4 (0-8)	1.5 (0-8)	0.1 (-7-8)
Hyperactive behavior subscale raw score	486	1.4 (0-6)	1.3 (0-6)	-0.1 (-3-6)
Withdrawn behavior subscale raw score	483	1.1 (0-10)	1.0 (0-10)	-0.1 (-7-9)
Approaches to learning raw score (ECLS–K)[d]	485	2.8 (1-4)	3.0 (1-4)	0.2* (-2-2)
Parents' report of children's behavior				
Approaches to learning raw score (ECLS–K)[d]	500	2.9 (1-4)	3.0 (1-4)	0.0 (-1-1)

Source: Fall 2021 and Spring 2022 Teacher Child Report and Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

For the teacher reported constructs, the n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children. For the parent reported construct, the n column includes the unweighted sample size to identify the number of children with valid data on the construct in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022 for the Teacher Child Report and October 2021 to January 2022 for the Parent Survey, during the COVID-19 pandemic. Spring 2022 data were collected from April 2022 to July 2022 for the Teacher Child Report and Parent Survey, during the COVID-19 pandemic.

[a]Asterisk (*) indicates if there is a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[b]A negative value for fall-spring change means a decrease in score from fall to spring.

[c]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[d]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[e]Possible range for the "social skills raw score" is 0 to 24; possible range for the "problem behaviors raw score" is 0 to 28 (possible ranges for raw subscores are as follows: "aggressive behavior" is 0 to 8, "hyperactive behavior" is 0 to 6, and "withdrawn behavior" is 0 to 12). For "social skills raw score," higher scores indicate the child exhibits cooperative behavior more frequently. For "problem behaviors raw score," higher scores indicate the child exhibits negative behavior more

Table B.3 (*continued*)

frequently. Possible score range for approaches to learning raw score is 1 to 4. Higher scores indicate the child exhibits positive approaches to learning behaviors more frequently.

[f]Across the constructs in this table, the change in scores between fall 2021 and spring 2022 were outliers for 3 to 9 children, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 0.6 to 1.8 percent of the sample. These outliers are included in the table and account for the large reported ranges for fall-spring change.

Table B.4. Children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by child age

	3 years old or younger[a]				4 years old or older[a]			
	Unweighted total sample size (n)	Weighted mean	SD	Reported range[d]	Unweighted total sample size (n)	Weighted mean	SD	Reported range[d]
Social skills raw score[b]	409	17.6	5.14	0-24	374	18.8	5.08	0-24
Problem behaviors total raw score[b]	412	4.9	5.17	0-28	372	4.8	5.25	0-25
Aggressive behavior subscale raw score	412	1.6	2.14	0-8	373	1.5	2.01	0-8
Hyperactive behavior subscale raw score	409	1.4	1.71	0-6	374	1.4	1.69	0-6
Withdrawn behavior subscale raw score	411	1.4	1.98	0-12	372	1.5	2.22	0-11
Approaches to learning raw score (ECLS–K)[c]	410	2.9	0.74	1-4	374	3.0	0.77	1-4

Source: Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

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

SD=Standard deviation.

[a]Age as of September 1, 2021.

[b]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[c]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[d]Possible range for the "social skills raw score" is 0 to 24; possible range for the "problem behaviors raw score" is 0 to 28 (possible ranges for raw subscores are as follows: "aggressive behavior" is 0 to 8, "hyperactive behavior" is 0 to 6, and "withdrawn behavior" is 0 to 12). For "social skills raw score," higher scores indicate the child exhibits cooperative behavior more frequently. For "problem behaviors raw score," higher scores indicate the child exhibits negative behavior more frequently. Possible score range for approaches to learning raw score is 1 to 4. Higher scores indicate the child exhibits positive approaches to learning behaviors more frequently.

Table B.5. Children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by child age: Change from fall 2021 to spring 2022

	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change[b,c]		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted mean (reported range)	Weighted mean (reported range)	Weighted mean difference (reported range[f])	Unweighted total sample size (n)	Weighted mean (reported range)	Weighted mean (reported range)	Weighted mean difference (reported range[g])
Social skills raw score[d]	245	17.5 (0-24)	18.2 (0-24)	0.8* (-9-12)	230	18.8 (2-24)	19.9 (0-24)	1.2* (-15-11)
Problem behaviors total raw score[d]	254	4.7 (0-26)	4.5 (0-21)	-0.3 (-11-17)	231	3.7 (0-24)	3.7 (0-25)	0.0 (-15-25)
Aggressive behavior subscale raw score	255	1.6 (0-8)	1.7 (0-8)	0.1 (-3-5)	232	1.1 (0-8)	1.2 (0-8)	0.1 (-7-8)
Hyperactive behavior subscale raw score	253	1.5 (0-6)	1.4 (0-6)	-0.2 (-3-4)	233	1.2 (0-6)	1.2 (0-6)	0.0 (-3-6)
Withdrawn behavior subscale raw score	252	1.1 (0-10)	1.0 (0-10)	-0.1 (-7-9)	231	1.2 (0-10)	1.0 (0-9)	-0.1 (-5-9)
Approaches to learning raw score (ECLS–K)[e]	252	2.7 (1-4)	2.9 (1-4)	0.2* (-2-2)	233	3.0 (1-4)	3.2 (1-4)	0.2* (-2-2)

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Age as of September 1, 2021.

[b]Asterisk (*) indicates if there is a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[c]A negative value for fall-spring change means a decrease in score from fall to spring.

[d]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale. Possible range for the "social skills raw score" is 0 to 24; possible range for the "problem behaviors raw score" is 0 to 28 (possible ranges for raw subscores are as follows: "aggressive behavior" is 0 to 8, "hyperactive behavior" is 0 to 6, and "withdrawn behavior" is 0 to 12). For "social skills raw score," higher scores indicate the child exhibits cooperative behaviors more frequently. For "problem behaviors raw score," higher scores indicate the child exhibits negative behaviors more frequently.

Table B.5 (*continued*)

[e]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99. Possible scores range from 1 to 4 for approaches to learning. Higher scores indicate the child exhibits positive approaches to learning behaviors more frequently.

[f]Across the constructs in this table, the change in scores between fall 2021 and spring 2022 were outliers for 2 to 5 children, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 0.8 to 2 percent of the sample. These outliers are included in the table and account for the large reported ranges for fall-spring change.

[g]Across the constructs in this table, the change in scores between fall 2021 and spring 2022 were outliers for 1 to 5 children, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 0.4 to 2.2 percent of the sample.

Table B.6. Children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by previous Head Start experience and for newly entering children by age

	Newly entering children by age											
	3-year-olds[a]			4-years-olds[a]			All newly entering children			All returning children		
	Unweighted total sample size (n)	Weighted mean (reported range[d])	SD	Unweighted total sample size (n)	Weighted mean (reported range[d])	SD	Unweighted total sample size (n)	Weighted mean (reported range[d])	SD	Unweighted total sample size (n)	Weighted mean (reported range[d])	SD
Social skills raw score[b]	374	17.6 (0-24)	5.14	278	18.8 (0-24)	4.92	653	18.2 (0-24)	5.08	131	18.3 (0-24)	5.55
Problem behaviors total raw score[b]	376	4.7 (0-28)	5.01	276	4.9 (0-25)	5.38	653	4.8 (0-28)	5.17	132	5.0 (0-21)	5.40
Aggressive behavior subscale raw score	376	1.5 (0-8)	2.03	277	1.5 (0-8)	2.04	654	1.5 (0-8)	2.03	132	1.8 (0-8)	2.35
Hyperactive behavior subscale raw score	373	1.4 (0-6)	1.71	278	1.5 (0-6)	1.70	652	1.4 (0-6)	1.70	132	1.4 (0-6)	1.68
Withdrawn behavior subscale raw score	376	1.3 (0-12)	1.96	276	1.6 (0-11)	2.28	653	1.4 (0-12)	2.11	131	1.5 (0-8)	2.02
Approaches to learning raw score (ECLS–K)[c]	375	2.9 (1-4)	0.74	278	3.0 (1-4)	0.74	654	2.9 (1-4)	0.74	131	3.0 (1-4)	0.85

Source: Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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

SD=Standard deviation.

[a]Age as of September 1, 2021.

[b]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[c]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[d]Possible range for the "social skills raw score" is 0 to 24; possible range for the "problem behaviors raw score" is 0 to 28 (possible ranges for raw subscores are as follows: "aggressive behavior" is 0 to 8, "hyperactive behavior" is 0 to 6, and "withdrawn behavior" is 0 to 12). For "social skills raw score", higher scores indicate the child exhibits cooperative behavior more frequently. For "problem behaviors raw score," higher scores indicate the child exhibits negative behavior more frequently. Possible score range for approaches to learning score is 1 to 4; higher scores indicate the child exhibits positive approaches to learning behaviors more frequently.

Table B.7. Children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by previous Head Start experience: Change from fall 2021 to spring 2022

	All newly entering children				All returning children			
		Fall 2021	Spring 2022	Fall-spring change[a,b]		Fall 2021	Spring 2022	Fall-spring change[a,b]
	Unweighted total sample size (n)	Weighted mean (reported range[e])	Weighted mean (reported range[e])	Weighted mean difference (reported range[e,f])	Unweighted total sample size (n)	Weighted mean (reported range[e])	Weighted mean (reported range[e])	Weighted mean difference (reported range[e,g])
Social skills raw score[c]	393	18.2 (0-24)	19.1 (0-24)	0.9* (-15-12)	82	16.9 (5-24)	18.4 (2-24)	1.4* (-9-11)
Problem behaviors total raw score[c]	400	4.1 (0-24)	4.0 (0-25)	-0.1 (-15-25)	85	5.9 (0-26)	5.2 (0-21)	-0.6* (-10-8)
Aggressive behavior subscale raw score	402	1.3 (0-8)	1.4 (0-8)	0.1 (-7-8)	85	2.0 (0-8)	2.0 (0-8)	0.1 (-3-5)
Hyperactive behavior subscale raw score	401	1.4 (0-6)	1.3 (0-6)	-0.1 (-3-6)	85	1.4 (0-6)	1.5 (0-6)	0.1* (-2-3)
Withdrawn behavior subscale raw score	399	1.0 (0-10)	1.0 (0-10)	0.0 (-7-9)	84	1.9 (0-9)	1.3 (0-7)	-0.6* (-5-6)
Approaches to learning raw score (ECLS–K)[d]	401	2.8 (1-4)	3.0 (1-4)	0.2* (-2-2)	84	2.9 (1-4)	3.1 (1-4)	0.2* (-2-2)

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Asterisk (*) indicates a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[b]A negative value for fall-spring change means a decrease in score from fall to spring.

[c]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[d]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

[e]Possible range for the "social skills raw score" is 0 to 24; possible range for the "problem behaviors raw score" is 0 to 28 (possible ranges for raw subscores are as follows: "aggressive behavior" is 0 to 8, "hyperactive behavior" is 0 to 6, and "withdrawn behavior" is 0 to 12). For "social skills raw score," higher scores indicate the child exhibits cooperative behavior more frequently. For "problem behaviors raw score," higher scores indicate the child exhibits negative behavior more

Table B.7 (*continued*)

frequently. Possible score range for approaches to learning score is 1 to 4; higher scores indicate the child exhibits positive approaches to learning behaviors more frequently.

[f]Across the constructs in this table, the change in scores between fall 2021 and spring 2022 were outliers for 3 to 9 children, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 0.7 to 2.3 percent of the sample. These outliers are included in the table and account for the large reported ranges for fall-spring change.

[g]Across the constructs in this table, the change in scores between fall 2021 and spring 202 was an outlier for 1 child, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 0.3 percent of the sample. This outlier is included in the table and accounts for the large reported ranges for fall-spring change.

Table B.8. Children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores for newly entering children by age: Change from fall 2021 to spring 2022

	Newly entering children by age							
	3-year-olds[a]				4-year-olds[a]			
		Fall 2021	Spring 2022	Fall-spring change[b,c]		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted mean (reported range[f])	Weighted mean (reported range[f])	Weighted mean difference (reported range[f, g])	Unweighted total sample size (n)	Weighted mean (reported range[f])	Weighted mean (reported range[f])	Weighted mean difference (reported range[f, h])
Social skills raw score[d]	226	17.6 (0-24)	18.4 (0-24)	0.8* (-9-12)	167	19.0 (2-24)	20.1 (0-24)	1.1* (-15-10)
Problem behaviors total raw score[d]	233	4.6 (0-23)	4.2 (0-21)	-0.4 (-11-17)	167	3.4 (0-24)	3.7 (0-25)	0.3 (-15-25)
Aggressive behavior subscale raw score	234	1.5 (0-8)	1.5 (0-8)	0.1 (-3-4)	168	0.9 (0-8)	1.1 (0-8)	0.2 (-7-8)
Hyperactive behavior subscale raw score	232	1.5 (0-6)	1.3 (0-6)	-0.2* (-3-4)	169	1.1 (0-6)	1.2 (0-6)	0.0 (-3-6)
Withdrawn behavior subscale raw score	232	1.0 (0-10)	0.9 (0-10)	-0.1 (-7-9)	167	1.0 (0-10)	1.1 (0-9)	0.0 (-5-9)
Approaches to learning raw score (ECLS–K)[e]	232	2.7 (1-4)	2.9 (1-4)	0.2* (-2-2)	169	3.0 (1-4)	3.2 (1-4)	0.2* (-2-2)

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 418 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

[a]Age as of September 1, 2021.

[b]Asterisk (*) indicates a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[c]A negative value for fall-spring change means a decrease in score from fall to spring.

[d]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[e]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

Table B.8 (*continued*)

[f]Possible range for the "social skills raw score" is 0 to 24; possible range for the "problem behaviors raw score" is 0 to 28 (possible ranges for raw subscores are as follows: "aggressive behavior" is 0 to 8, "hyperactive behavior" is 0 to 6, and "withdrawn behavior" is 0 to 12). For "social skills raw score," higher scores indicate the child exhibits cooperative behavior more frequently. For "problem behaviors raw score," higher scores indicate the child exhibits negative behavior more frequently. Possible score range for approaches to learning score is 1 to 4; higher scores indicate the child exhibits positive approaches to learning behaviors more frequently.

[g]Across the constructs in this table, the change in scores between fall 2021 and spring 2022 were outliers for 1 to 5 children, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 0.4 to 2.2 percent of the sample. These outliers are included in the table and account for the large reported ranges for fall-spring change.

[h]Across the constructs in this table, the change in scores between fall 2021 and spring 2022 were outliers for 1 to 5 children, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 0.6 to 3 percent of the sample. These outliers are included in the table and account for the large reported ranges for fall-spring change.

Table B.9. Children's lead teacher-reported early literacy skills

	Unweighted total sample size (n)	Weighted percentage
Child demonstrates a beginning understanding of the relationship between sounds and letters[a]	801	
Not at all		22.4
For one or two letters		23.9
For a few (up to 5) letters		22.0
For several (6 or more) letters		31.7
Child can recognize[b]	801	
None of the letters of the alphabet		9.5
Some of them		45.9
Most of them		21.7
All of them		22.8
Child likes to write or pretends to write[b]	802	
Never		4.7
Has done it once or twice		12.2
Sometimes		43.0
Often		40.1
Child mostly writes and draws rather than scribbles[b]	799	
Yes		69.4
No		30.6
Child writes their first name even if some of the letters are backward[b]	801	
Yes		67.3
No		32.7
Child recognizes their first name in writing or in print[b]	800	
Yes		91.5
No		8.5
Child can read other words in writing or print	801	
Yes		36.7
No		63.3
Child can identify rhyming words	801	
Yes		51.1
No		48.9

	Unweighted total sample size (n)	Weighted mean	SD	Reported range[c]
Child literacy skills score	802	4.7	1.82	0-7

Source: Spring 2022 Teacher Child 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

Table B.9 (*continued*)

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

[a]An example of the "relationship between sounds and letters" is when the letter B makes a "buh" sound.

[b]This item is adapted from the National Household Education Survey and is included in the "child literacy skills score."

[c]Possible scores range from 0 to 7; higher scores indicate the child exhibits greater literacy skills.

Table B.10. Children's lead teacher-reported early literacy skills: Change from fall 2021 to spring 2022

		Fall 2021	Spring 2022	Fall-spring change[a,b]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child demonstrates a beginning understanding of the relationship between sounds and letters[c]	501			
Not at all		30.0	19.4	-10.6*
For one or two letters		33.3	24.4	-8.9*
For a few (up to 5) letters		22.6	24.5	1.9
For several (6 or more) letters		14.1	31.7	17.6*
Child can recognize[d]	501			
None of the letters of the alphabet		15.7	7.6	-8.1*
Some of them		50.9	46.9	-4.0
Most of them		20.2	21.6	1.5
All of them		13.3	23.9	10.6*
Child likes to write or pretend to write[d]	502			
Never		6.8	3.5	-3.3
Has done it once or twice		14.5	10.3	-4.3
Sometimes		42.5	42.9	0.3
Often		36.1	43.4	7.2
Child mostly writes and draws rather than scribbles[d]	498			
Yes		55.1	71.6	16.4*
No		44.9	28.4	-16.4*
Child writes their first name even if some of the letters are backward[d]	502			
Yes		45.7	67.4	21.7*
No		54.3	32.6	-21.7*
Child recognizes their own first name in writing or in print[d]	501			
Yes		86.2	91.5	5.4*
No		13.8	8.5	-5.4*
Child can read other words in writing or print	501			
Yes		34.3	41.9	7.6
No		65.7	58.1	-7.6
Child can identify rhyming words	502			
Yes		33.2	52.6	19.3*
No		66.8	47.4	-19.3*

Table B.10 (*continued*)

		Fall 2021	Spring 2022	Fall-spring change[a,b]
	Unweighted total sample size (n)	Weighted mean (reported range[e])	Weighted mean (reported range[e])	Weighted mean difference (reported range[e,f])
Child literacy skills score	502	4.0 (0-7)	4.8 (0-7)	0.8* (-3-6)

Source: Fall 2021 and Spring 2022 Teacher Child 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Asterisk (*) indicates a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[b]A negative value for fall-spring change means a decrease in the frequency, level of agreement, or score from fall to spring.

[c]An example of the “relationship between sounds and letters” is when the letter B makes a “buh” sound.

[d]This item is adapted from the National Household Education Survey and is included in the “child literacy skills score.”

[e]Possible scores range from 0 to 7; higher scores indicate the child exhibits greater literacy skills.

[f]The change in scores between fall 2021 and spring 2022 were outliers for 8 children, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 1.6 percent of the sample. These outliers are included in the table and account for the large reported ranges for fall-spring change.

Table B.11. Children's lead teacher-reported early literacy skills, by child age

	3 years old or younger[a]		4 years old or older[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Child demonstrates a beginning understanding of the relationship between sounds and letters[b]	415		385	
Not at all		31.4		12.5
For one or two letters		28.8		18.6
For a few (up to 5) letters		19.3		25.2
For several (6 or more) letters		20.5		43.7
Child can recognize[c]	414		386	
None of the letters of the alphabet		13.7		4.9
Some of them		53.0		38.3
Most of them		13.6		31.1
All of them		19.6		25.7
Child likes to write or pretend to write[c]	415		386	
Never		4.9		4.5^
Has done it once or twice		14.7		9.5
Sometimes		53.6		30.3
Often		26.8		55.7
Child mostly writes and draws rather than scribbles[c]	414		384	
Yes		55.9		84.4
No		44.1		15.6
Child writes their first name even if some of the letters are backward[c]	415		385	
Yes		52.4		83.9
No		47.6		16.1
Child recognizes their own first name in writing or in print[c]	414		385	
Yes		87.4		95.9
No		12.6		4.1^
Child can read other words in writing or print	415		385	
Yes		27.2		47.8
No		72.8		52.2
Child can identify rhyming words	415		385	
Yes		37.6		66.0
No		62.4		34.0

Table B.11 (*continued*)

	3 years old or younger[a]		4 years old or older[a]	
	Unweighted total sample size (n)	**Weighted mean (reported range[d])**	**Unweighted total sample size (n)**	**Weighted mean (reported range[d])**
Child literacy skills score	415	4.2 (0-7)	386	5.3 (0-7)

Source: Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

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.

[a]Age as of September 1, 2021.

[b]An example of the “relationship between sounds and letters” is when the letter B makes a “buh” sound.

[c]This item is adapted from the National Household Education Survey and is included in the “child literacy skills score.”

[d]Possible scores range from 0 to 7; higher scores indicate the child exhibits greater literacy skills.

Table B.12. Children's lead teacher-reported early literacy skills, by child age: Change from fall 2021 to spring 2022

	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change[b,c]		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child demonstrates a beginning understanding of the relationship between sounds and letters[d]	258				243			
Not at all		40.1	26.9	-13.1*		17.2	9.9	-7.3
For one or two letters		41.8	30.1	-11.7*		22.5	17.2	-5.3
For a few (up to 5) letters		11.4	21.9	10.6		36.8	27.7	-9.1
For several (6 or more) letters		6.8	21.0	14.3*		23.4	45.2	21.8*
Child can recognize[e]	257				244			
None of the letters of the alphabet		21.4	11.3	-10.1*		8.5	3.0	-5.6*
Some of them		54.7	54.0	-0.7		46.0	37.9	-8.1
Most of them		16.8	15.4	-1.4		24.4	29.5	5.1
All of them		7.1	19.3	12.2*		21.1	29.6	8.6*
Child likes to write or pretend to write[e]	257				245			
Never		8.4	3.2	-5.2*		4.7	3.9	-0.9
Has done it once or twice		17.1	15.2	-1.9		11.4	4.1	-7.2*
Sometimes		51.2	53.0	1.7		31.6	30.2	-1.4
Often		23.3	28.7	5.4		52.3	61.8	9.5*
Child mostly writes and draws rather than scribbles[e]	256				242			
Yes		39.8	58.6	18.8*		74.6	88.0	13.4*
No		60.2	41.4	-18.8*		25.4	12.0	-13.4*

Table B.12 (*continued*)

	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change[b,c]		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child writes their first name even if some of the letters are backward[e]	258				244			
Yes		23.6	53.4	29.7*		73.6	85.2	11.5*
No		76.4	46.6	-29.7*		26.4	14.8	-11.5*
Child recognizes their own first name in writing or in print[e]	257				244			
Yes		80.6	86.7	6.2		93.2	97.5	4.3
No		19.4	13.3	-6.2		6.8	2.5	-4.3
Child can read other words in writing or print	257				244			
Yes		28.9	33.9	5.0		41.0	51.9	10.9
No		71.1	66.1	-5.0		59.0	48.1	-10.9
Child can identify rhyming words	258				244			
Yes		16.4	35.6	19.2*		54.5	73.9	19.5*
No		83.6	64.4	-19.2*		45.5	26.1	-19.5*
	Unweighted total sample size (n)	**Weighted mean (reported range[f])**	**Weighted mean (reported range[f])**	**Weighted mean difference (reported range[f, g])**	**Unweighted total sample size (n)**	**Weighted mean (reported range[f])**	**Weighted mean (reported range[f])**	**Weighted mean difference (reported range[f, h])**
Child literacy skills score	258	3.3 (0-7)	4.2 (0-7)	1.0* (-3-5)	244	4.8 (0-7)	5.5 (0-7)	0.7* (-3-6)

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Table B.12 (*continued*)

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Age as of September 1, 2021.

[b]Asterisk (*) indicates a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[c]A negative value for fall-spring change means a decrease in the frequency, level of agreement, or score from fall to spring.

[d]An example of the "relationship between sounds and letters" is when the letter B makes a "buh" sound.

[e]This item is adapted from the National Household Education Survey and is included in the "child literacy skills score."

[f]Possible scores range from 0 to 7; higher scores indicate the child exhibits greater literacy skills.

[g]The change in scores between fall 2021 and spring 2022 were outliers for 5 children, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 2 percent of the sample. These outliers are included in the table and account for the large reported ranges for fall-spring change.

[h]The change in scores between fall 2021 and spring 2022 were outliers for 3 children, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 1.2 percent of the sample. These outliers are included in the table and account for the large reported ranges for fall-spring change.

Table B.13. Children's lead teacher-reported early literacy skills, by previous Head Start experience and for newly entering children by age

	Newly entering children by age							
	3 years old or younger[a]		4 years old or older[a]		All newly entering children		All returning children	
	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
Child demonstrates a beginning understanding of the relationship between sounds and letters[b]	379		289		669		132	
Not at all		31.4		12.5		23.2		17.2^
For one or two letters		29.0		21.1		25.5		14.0^
For a few (up to 5) letters		19.1		23.9		21.0		28.1
For several (6 or more) letters		20.5		42.5		30.3		40.6
Child can recognize[c]	378		290		669		132	
None of the letters of the alphabet		13.3		5.3		9.8		7.7^
Some of them		53.8		39.8		47.6		35.3
Most of them		12.6		30.5		20.2		31.8
All of them		20.2		24.4		22.5		25.2
Child likes to write or pretend to write[c]	379		290		670		132	
Never		4.9		5.3^		5.0		2.6^
Has done it once or twice		15.3		9.1		12.6		9.9^
Sometimes		53.7		29.4		43.6		38.7
Often		26.1		56.2		38.8		48.8
Child mostly writes and draws rather than scribbles[c]	378		289		668		131	
Yes		55.3		83.3		67.5		81.7
No		44.7		16.7		32.5		18.3

Table B.13 (*continued*)

	Newly entering children by age							
	3 years old or younger[a]		4 years old or older[a]		All newly entering children		All returning children	
	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
Child writes their first name even if some of the letters are backward[c]	379		289		669		132	
Yes		51.4		81.6		64.5		85.2
No		48.6		18.4		35.5		14.8^
Child recognizes their own first name in writing or in print[c]	378		289		668		132	
Yes		86.6		96.4		90.8		95.5
No		13.4		3.6^		9.2		4.5^
Child can read other words in writing or print	379		289		669		132	
Yes		27.9		48.6		36.5		37.4
No		72.1		51.4		63.5		62.6
Child can identify rhyming words	379		289		669		132	
Yes		38.0		63.7		49.3		63.0
No		62.0		36.3		50.7		37.0
	Unweighted total sample size (n)	**Weighted mean (reported range[d])**	**Unweighted total sample size (n)**	**Weighted mean (reported range[d])**	**Unweighted total sample size (n)**	**Weighted mean (reported range[d])**	**Unweighted total sample size (n)**	**Weighted mean (reported range[d])**
Child literacy skills score	379	4.1 (0-7)	290	5.2 (0-7)	670	4.6 (0-7)	132	5.2 (0-7)

Source: Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

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

Table B.13 (*continued*)

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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

[a]Age as of September 1, 2021.

[b]An example of the "relationship between sounds and letters" is when the letter B makes a "buh" sound.

[c]This item is adapted from the National Household Education Survey and is included in the "child literacy skills score."

[d]Possible scores range from 0 to 7; higher scores indicate the child exhibits greater literacy skills.

Table B.14. Children's lead teacher-reported early literacy skills, by previous Head Start experience: Change from fall 2021 to spring 2022

	All newly entering children				All returning children			
		Fall 2021	Spring 2022	Fall-spring change[a,b]		Fall 2021	Spring 2022	Fall-spring change[a,b]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child demonstrates a beginning understanding of the relationship between sounds and letters[c]	416				85			
Not at all		30.2	20.0	-10.3*		28.2	15.6	-12.6*
For one or two letters		35.4	26.1	-9.4		18.0	12.3	-5.7
For a few (up to 5) letters		23.0	24.1	1.1		19.5	27.3	7.8*
For several (6 or more) letters		11.3	29.9	18.6*		34.3	44.9	10.5*
Child can recognize[d]	416				85			
None of the letters of the alphabet		16.0	7.6	-8.4*		13.7	7.6	-6.0*
Some of them		53.6	49.7	-4.0		30.8	26.8	-4.0
Most of them		19.1	19.9	0.7		27.5	34.4	6.9
All of them		11.3	22.9	11.6*		28.0	31.1	3.1*
Child likes to write or pretend to write[d]	417				85			
Never		7.5	3.3	-4.1*		1.9	4.4	2.6
Has done it once or twice		14.0	11.4	-2.7		18.3	2.6	-15.7*
Sometimes		43.8	41.8	-2.0		33.1	50.6	17.5*
Often		34.7	43.5	8.8*		46.7	42.4	-4.3
Child mostly writes and draws rather than scribbles[d]	414				84			
Yes		53.0	70.5	17.5*		70.8	79.7	8.9*
No		47.0	29.5	-17.5*		29.2	20.3	-8.9*

Table B.14 (*continued*)

	All newly entering children				All returning children			
		Fall 2021	Spring 2022	Fall-spring change[a,b]		Fall 2021	Spring 2022	Fall-spring change[a,b]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child writes their first name even if some of the letters are backward[d]	417				85			
Yes		42.4	65.1	22.7*		69.6	84.1	14.4*
No		57.6	34.9	-22.7*		30.4	15.9	-14.4*
Child recognizes their own first name in writing or in print[d]	416				85			
Yes		85.3	90.5	5.2*		92.2	98.9	6.7*
No		14.7	9.5	-5.2*		7.8	1.1	-6.7*
Child can read other words in writing or print	416				85			
Yes		32.9	40.9	8.0		44.3	48.9	4.6
No		67.1	59.1	-8.0		55.7	51.1	-4.6
Child can identify rhyming words	417				85			
Yes		30.8	50.3	19.5*		50.8	68.9	18.1*
No		69.2	49.7	-19.5*		49.2	31.1	-18.1*
	Unweighted total sample size (n)	Weighted mean (reported range[e])	Weighted mean (reported range[e])	Weighted mean difference (reported range[e,f])	Unweighted total sample size (n)	Weighted mean (reported range[e])	Weighted mean (reported range[e])	Weighted mean difference (reported range[e,g])
Child literacy skills score	417	3.8 (0-7)	4.7 (0-7)	0.8* (-3-6)	85	4.8 (0-7)	5.4 (2-7)	0.6* (-2-5)

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Table B.14 (*continued*)

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

[a]Asterisk (*) indicates a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[b]A negative value for fall-spring change means a decrease in the frequency, level of agreement, or score from fall to spring.

[c]An example of the "relationship between sounds and letters" is when the letter B makes a "buh" sound.

[d]This item is adapted from the National Household Education Survey and is included in the "child literacy skills score."

[e]Possible scores range from 0 to 7; higher scores indicate the child exhibits greater literacy skills.

[f]The change in scores between fall 2021 and spring 2022 were outliers for 7 children, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 1.7 percent of the sample.

[g]The change in scores between fall 2021 and spring 2022 was an outlier for 1 child, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 1.2 percent of the sample.

Table B.15. Children's lead teacher-reported early literacy skills for newly entering children by age: Change from fall 2021 to spring 2022

	Newly entering children by age							
	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change[b,c]		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child demonstrates a beginning understanding of the relationship between sounds and letters[d]	237				179			
Not at all		39.5	26.6	-12.9*		16.5	10.2	-6.3
For one or two letters		43.3	31.2	-12.1*		23.8	18.5	-5.4
For a few (up to 5) letters		10.8	21.3	10.5		41.1	28.2	-12.9
For several (6 or more) letters		6.4	20.9	14.5*		18.5	43.1	24.6*
Child can recognize[e]	236				180			
None of the letters of the alphabet		20.5	10.3	-10.2*		9.4	3.7	-5.7
Some of them		57.0	55.6	-1.4		48.7	41.0	-7.7
Most of them		15.8	14.3	-1.5		24.1	28.1	4.0
All of them		6.8	19.9	13.1*		17.8	27.2	9.4
Child likes to write or pretend to write[e]	236				181			
Never		8.9	2.8	-6.1*		5.4	4.2	-1.2
Has done it once or twice		17.1	15.7	-1.4		9.6	5.0	-4.6
Sometimes		51.4	53.0	1.6		32.8	25.5	-7.3
Often		22.6	28.5	5.9		52.2	65.3	13.1*
Child mostly writes and draws rather than scribbles[e]	235				179			
Yes		39.4	58.7	19.4*		73.0	87.6	14.7*
No		60.6	41.3	-19.4*		27.0	12.4	-14.7*

Table B.15 (*continued*)

	Newly entering children by age							
	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change[b,c]		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child writes their first name even if some of the letters are backward[e]	237				180			
Yes		23.0	52.8	29.8*		71.0	83.3	12.3*
No		77.0	47.2	-29.8*		29.0	16.7	-12.3*
Child recognizes their own first name in writing or in print[e]	236				180			
Yes		79.5	85.8	6.3		93.8	97.3	3.5
No		20.5	14.2	-6.3		6.2	2.7	-3.5
Child can read other words in writing or print	236				180			
Yes		28.9	34.2	5.3		38.6	50.6	12.0
No		71.1	65.8	-5.3		61.4	49.4	-12.0
Child can identify rhyming words	237				180			
Yes		15.5	35.7	20.2*		53.3	71.7	18.4*
No		84.5	64.3	-20.2*		46.7	28.3	-18.4*
	Unweighted total sample size (n)	Weighted mean (reported range[f])	Weighted mean (reported range[f])	Weighted mean difference (reported range[f, g])	Unweighted total sample size (n)	Weighted mean (reported range[f])	Weighted mean (reported range[f])	Weighted mean difference (reported range[f, h])
Child literacy skills score	237	3.2 (0-7)	4.2 (0-7)	1.0* (-3-5)	180	4.7 (0-7)	5.4 (0-7)	0.6* (-3-6)

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not

Table B.15 (*continued*)

assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 418 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

[a]Age as of September 1, 2021.

[b]Asterisk (*) indicates a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[c]A negative value for fall-spring change means a decrease in the frequency, level of agreement, or score from fall to spring.

[d]An example of the “relationship between sounds and letters” is when the letter B makes a “buh” sound.

[e]This item is adapted from the National Household Education Survey and is included in the “child literacy skills score.”

[f]Possible scores range from 0 to 7; higher scores indicate the child exhibits greater literacy skills.

[g]The change in scores between fall 2021 and spring 2022 were outliers for 4 children, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 1.7 percent of the sample.

[h]The change in scores between fall 2021 and spring 2022 was an outlier for 1 child, meaning the difference in their responses between fall and spring was more than three standard deviations different from the average fall-spring change. This represents 1.7 percent of the sample.

Table B.16. Children's lead teacher-reported math knowledge and skills

	Unweighted total sample size (n)	Weighted percentage
Child can count	801	
Not at all		2.7
Up to 5		12.7
Up to 10		30.5
Up to 20		42.2
Up to 50		8.3
Up to 100 or more		3.7
Child can identify basic shapes such as triangle, rectangle, circle, or square[a]	801	
None of them		1.1^
Some of them		15.1
Most of them		24.7
All of them		59.1
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	787	
Yes		67.1
No		32.9
Child can sort objects by any of the following attributes[b]	802	
Color		97.8
Shape		87.5
Size		79.4
Function (for example, things we use to write, things we sit on)		46.4
No opportunity to observe		1.3^
Child can put more than three things in order by length and height	800	
Yes		75.4
No		16.6
No opportunity to observe		8.0
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	800	
Not consistently for even 1 or 2		12.1
Up to 2 objects		19.8
Up to 3 objects		26.3
Up to 4 objects		16.5
Up to 5 objects		22.1
No opportunity to observe		3.3^

Table B.16 (*continued*)

	Unweighted total sample size (n)	Weighted percentage
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	799	
Yes		36.2
No		54.2
No opportunity to observe		9.6

Source: Spring 2022 Teacher Child 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

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.

[a]This item is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[b]Lead teachers marked all responses that applied.

Table B.17. Children's lead teacher-reported math knowledge and skills: Change from fall 2021 to spring 2022

		Fall 2021	Spring 2022	Fall-spring change[a,b]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child can count	503			
Not at all		5.7	2.3	-3.4*
Up to 5		21.7	14.3	-7.5*
Up to 10		41.5	31.8	-9.7
Up to 20		25.9	41.1	15.2*
Up to 50		3.6	7.6	3.9
Up to 100 or more		1.5	3.0	1.5
Child can identify basic shapes such as triangle, rectangle, circle, or square[c]	503			
None of them		5.7	1.5	-4.1*
Some of them		23.6	14.0	-9.6*
Most of them		27.6	23.8	-3.8
All of them		43.1	60.7	17.6*
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	475			
Yes		59.8	70.9	11.1
No		40.2	29.1	-11.1
Child can sort objects by any of the following attributes[d]	503			
Color		93.0	98.1	5.2*
Shape		68.5	87.9	19.4*
Size		63.5	81.3	17.8*
Function (for example, things we use to write, things we sit on)		27.4	47.8	20.4*
No opportunity to observe		4.2	1.5	-2.7
Child can put more than three things in order by length and height	503			
Yes		63.6	76.6	13.0*
No		24.2	14.4	-9.8*
No opportunity to observe		12.3	9.0	-3.2

Table B.17 (*continued*)

	Unweighted total sample size (n)	Fall 2021 Weighted percentage	Spring 2022 Weighted percentage	Fall-spring change[a,b] Weighted percentage point difference
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	503			
Not consistently for even 1 or 2		19.4	11.8	-7.7
Up to 2 objects		23.2	21.6	-1.6
Up to 3 objects		21.9	22.9	1.0
Up to 4 objects		11.1	11.9	0.8
Up to 5 objects		18.6	27.9	9.3*
No opportunity to observe		5.8	3.9	-1.9
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	503			
Yes		25.4	33.7	8.3*
No		61.4	54.6	-6.8*
No opportunity to observe		13.2	11.7	-1.6

Source: Fall 2021 and Spring 2022 Teacher Child 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Asterisk (*) indicates a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[b]A negative value for fall-spring change means a decrease in frequency or level of agreement from fall to spring.

[c]This item is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[d]Lead teachers marked all responses that applied.

Table B.18. Children's lead teacher-reported math knowledge and skills, by child age

	3 years old or younger[a]		4 years old or older[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Child can count	414		386	
Not at all		3.5^		1.7^
Up to 5		19.3		5.3
Up to 10		34.8		25.9
Up to 20		37.5		47.9
Up to 50		3.0^		13.2
Up to 100 or more		1.8^		5.9^
Child can identify basic shapes such as triangle, rectangle, circle, or square[b]	414		386	
None of them		52.7		65.9
Some of them		25.1		24.4
Most of them		20.3		9.4
All of them		1.8^		0.4^
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	404		382	
Yes		56.5		78.7
No		43.5		21.3
Child can sort objects by any of the following attributes[c]	415		386	
Color		97.4		98.2
Shape		83.4		92.2
Size		74.6		84.7
Function (for example, things we use to write, things we sit on)		35.0		58.8
No opportunity to observe		1.3^		1.2^
Child can put more than three things in order by length and height	413		386	
Yes		69.5		81.9
No		22.6		9.8
No opportunity to observe		7.9^		8.3^
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	413		386	
Not consistently for even 1 or 2		15.1		8.7
Up to 2 objects		25.6		13.4
Up to 3 objects		26.9		25.9
Up to 4 objects		15.0		17.3
Up to 5 objects		13.1		32.6
No opportunity to observe		4.3^		2.1^

Table B.18 (*continued*)

	3 years old or younger[a]		4 years old or older[a]	
	Unweighted total sample size (n)	**Weighted percentage**	**Unweighted total sample size (n)**	**Weighted percentage**
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	412		386	
Yes		26.8		46.1
No		63.9		43.8
No opportunity to observe		9.2		10.1

Source: Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

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.

[a]Age as of September 1, 2021.

[b]This item is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[c]Lead teachers marked all responses that applied.

Table B.19. Children's lead teacher-reported math knowledge and skills, by child age: Change from fall 2021 to spring 2022

	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change[b,c]		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child can count	258				245			
Not at all		8.3	3.4	-4.9*		2.6	1.0	-1.6
Up to 5		30.4	22.6	-7.8*		10.8	3.8	-7.1*
Up to 10		42.4	32.5	-9.9*		40.3	30.8	-9.6
Up to 20		15.7	39.7	24.0*		38.7	42.9	4.2
Up to 50		2.7	1.0	-1.6		4.9	15.8	10.9*
Up to 100 or more		0.6	0.7	0.2		2.7	5.8	3.1
Child can identify basic shapes such as triangle, rectangle, circle, or square[d]	258				245			
None of them		7.8	2.2	-5.7*		3.0	0.7	-2.2
Some of them		29.3	21.1	-8.2		16.4	5.0	-11.4*
Most of them		34.1	26.7	-7.5		19.4	20.2	0.8
All of them		28.7	50.0	21.3*		61.2	74.0	12.8*
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	238				237			
Yes		49.3	58.6	9.3		72.3	85.5	13.2*
No		50.7	41.4	-9.3		27.7	14.5	-13.2*

Table B.19 (*continued*)

	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change[b,c]		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child can sort objects by any of the following attributes[e]	258				245			
Color		90.8	98.4	7.6*		95.7	97.8	2.1
Shape		58.7	83.6	24.9*		80.8	93.2	12.4*
Size		55.2	77.5	22.3*		73.9	85.9	12.0*
Function (for example, things we use to write, things we sit on)		17.0	37.7	20.8*		40.6	60.6	20.0*
No opportunity to observe		5.7	1.6	-4.1		2.3	1.3	-1.0
Child can put more than three things in order by length and height	258				245			
Yes		56.4	69.4	13.0		72.6	85.6	13.0*
No		29.8	20.7	-9.1		17.2	6.5	-10.7*
No opportunity to observe		13.9	9.9	-3.9		10.2	7.9	-2.3
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	258				245			
Not consistently for even 1 or 2		29.3	15.1	-14.3*		7.0	7.6	0.6
Up to 2 objects		27.2	25.7	-1.5		18.2	16.5	-1.7
Up to 3 objects		21.1	24.6	3.5		22.9	20.9	-2.1
Up to 4 objects		8.4	10.7	2.3		14.5	13.4	-1.1
Up to 5 objects		8.6	18.4	9.8*		31.2	40.0	8.8
No opportunity to observe		5.5	5.6	0.2		6.2	1.7	-4.5*

Table B.19 (*continued*)

	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change[b,c]		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	258				245			
Yes		17.5	26.5	9.0		35.4	42.9	7.5*
No		69.8	63.0	-6.8		50.8	44.0	-6.8*
No opportunity to observe		12.7	10.5	-2.2		13.9	13.1	-0.7

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Age as of September 1, 2021.

[b]Asterisk (*) indicates a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[c]A negative value for fall-spring change means a decrease in the frequency or level of agreement from fall to spring.

[d]This item is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[e]Lead teachers marked all responses that applied.

Table B.20. Children's lead teacher-reported math knowledge and skills, by previous Head Start experience and for newly entering children by age

	Newly entering children by age				All newly entering children		All returning children	
	3 years old or younger[a]		4 years old or older[a]					
	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
Child can count	378		290		669		132	
Not at all		2.5^		2.0^		2.3^		5.4^
Up to 5		20.1		6.2^		14.1		3.8^
Up to 10		35.9		26.0		31.5		24.3
Up to 20		36.4		46.0		40.3		54.2
Up to 50		3.2^		13.0		7.9		10.8
Up to 100 or more		1.9^		6.9^		4.0		1.6^
Child can identify basic shapes such as triangle, rectangle, circle, or square[b]	378		290		669		132	
None of them		52.8		64.9		58.2		64.8
Some of them		25.0		25.2		24.9		22.8
Most of them		20.3		9.5		15.6		12.3^
All of them		1.9^		0.5^		1.3^		0.2^
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	369		288		658		129	
Yes		56.2		76.2		65.0		80.8
No		43.8		23.8		35.0		19.2

Table B.20 (*continued*)

	Newly entering children by age				All newly entering children		All returning children	
	3 years old or younger[a]		4 years old or older[a]					
	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
Child can sort objects by any of the following attributes[c]	379		290		670		132	
Color		97.3		98.0		97.6		99.3
Shape		83.7		92.7		87.6		86.9
Size		73.8		84.2		78.4		86.3
Function (for example, things we use to write, things we sit on)		34.5		56.5		44.2		60.6
No opportunity to observe		1.4^		1.3^		1.4^		0.7^
Child can put more than three things in order by length and height	377		290		668		132	
Yes		69.5		81.0		74.6		80.9
No		22.3		10.5		17.2		12.5^
No opportunity to observe		8.2^		8.5		8.3		6.5^
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	377		290		668		132	
Not consistently for even 1 or 2		15.6		8.9^		12.7		8.3^
Up to 2 objects		25.9		14.7		21.0		12.0
Up to 3 objects		25.4		26.5		25.7		30.0
Up to 4 objects		15.3		19.0		17.3		11.1^
Up to 5 objects		13.5		28.7		19.9		36.3
No opportunity to observe		4.4^		2.2^		3.4^		2.3^
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	376		290		667		132	
Yes		26.9		42.8		34.1		49.7
No		63.6		46.8		56.1		42.3
No opportunity to observe		9.5		10.4^		9.8		8.0^

Table B.20 (*continued*)

Source: Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

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

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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

[a]Age as of September 1, 2021.

[b]This item is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[c]Lead teachers marked all responses that applied.

Table B.21. Children's lead teacher-reported math knowledge and skills, by previous Head Start experience: Change from fall 2021 to spring 2022

	All newly entering children				All returning children			
		Fall 2021	Spring 2022	Fall-spring change[a,b]		Fall 2021	Spring 2022	Fall-spring change[a,b]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child can count	418				85			
Not at all		5.8	1.5	-4.3*		5.2	8.1	2.9*
Up to 5		22.2	15.6	-6.6*		18.1	4.6	-13.6*
Up to 10		41.7	33.7	-8.0		40.0	17.6	-22.4*
Up to 20		25.9	40.0	14.2*		26.0	48.8	22.9*
Up to 50		2.7	6.0	3.3		10.2	19.1	8.9*
Up to 100 or more		1.7	3.1	1.5		0.5	1.8	1.3*
Child can identify basic shapes such as triangle, rectangle, circle, or square[c]	418				85			
None of them		6.2	1.8	-4.5*		1.7	0.0	-1.7*
Some of them		24.6	14.6	-10.1*		16.1	9.8	-6.3*
Most of them		28.5	24.3	-4.3		21.1	20.7	-0.4
All of them		40.6	59.4	18.8*		61.1	69.5	8.4*
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	393				82			
Yes		57.5	68.7	11.2		75.6	86.1	10.4*
No		42.5	31.3	-11.2		24.4	13.9	-10.4*

Table B.21 (*continued*)

	All newly entering children				All returning children			
		Fall 2021	Spring 2022	Fall-spring change[a,b]		Fall 2021	Spring 2022	Fall-spring change[a,b]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child can sort objects by any of the following attributes[d]	418				85			
Color		93.0	98.0	5.0*		92.7	98.9	6.2*
Shape		67.5	88.4	20.9*		75.9	84.2	8.4*
Size		63.3	80.5	17.2*		65.0	86.8	21.8*
Function (for example, things we use to write, things we sit on)		25.5	46.7	21.2*		41.1	55.9	14.8*
No opportunity to observe		4.2	1.5	-2.7		4.1	1.1	-3.0
Child can put more than three things in order by length and height	418				85			
Yes		61.6	76.0	14.5*		78.1	80.5	2.4
No		25.0	14.6	-10.4*		18.1	13.0	-5.2*
No opportunity to observe		13.4	9.4	-4.1		3.8	6.6	2.8
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	418				85			
Not consistently for even 1 or 2		20.6	12.3	-8.3		10.8	7.7	-3.1
Up to 2 objects		22.8	22.9	0.1		25.8	12.0	-13.8*
Up to 3 objects		23.0	22.1	-0.9		14.1	29.3	15.2
Up to 4 objects		11.9	12.2	0.3		5.2	9.4	4.3
Up to 5 objects		15.6	26.3	10.7*		40.1	39.7	-0.4
No opportunity to observe		6.0	4.2	-1.9		4.0	1.8	-2.2*

Table B.21 (*continued*)

	All newly entering children				All returning children			
		Fall 2021	Spring 2022	Fall-spring change[a,b]		Fall 2021	Spring 2022	Fall-spring change[a,b]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	418				85			
Yes		22.7	30.9	8.2*		45.1	54.7	9.6*
No		63.2	57.4	-5.7		48.3	33.9	-14.4*
No opportunity to observe		14.2	11.7	-2.5		6.6	11.5	4.9*

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

[a]Asterisk (*) indicates a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[b]A negative value for fall-spring change means a decrease in frequency or level of agreement from fall to spring.

[c]This item is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[d]Lead teachers marked all responses that applied.

Table B.22. Children's lead teacher-reported math knowledge and skills for newly entering children by age: Change from fall 2021 to spring 2022

	Newly entering children by age							
	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change[b,c]		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child can count	237				181			
Not at all		7.9	2.0	-5.9*		2.8	0.9	-2.0
Up to 5		30.7	23.2	-7.5		9.9	4.6	-5.3*
Up to 10		42.4	34.5	-7.9		40.7	32.5	-8.1
Up to 20		16.2	38.5	22.3*		40.0	42.2	2.2
Up to 50		2.2	1.0	-1.2		3.5	13.3	9.8
Up to 100 or more		0.6	0.8	0.2		3.2	6.6	3.4
Child can identify basic shapes such as triangle, rectangle, circle, or square[d]	237				181			
All of them		28.2	50.4	22.2*		58.8	72.7	13.9*
Most of them		33.2	26.6	-6.6		21.7	20.8	-0.9
Some of them		30.3	20.7	-9.6		16.3	5.6	-10.7*
None of them		8.3	2.3	-6.0*		3.3	0.9	-2.3
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	218				175			
Yes		47.8	58.4	10.6		70.8	82.8	12.0
No		52.2	41.6	-10.6		29.2	17.2	-12.0

Table B.22 (*continued*)

	Newly entering children by age							
	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change[b,c]		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child can sort objects by any of the following attributes[e]	237				181			
Color		91.2	98.3	7.0*		95.6	97.7	2.1
Shape		58.8	84.6	25.9*		80.2	93.8	13.6*
Size		57.0	77.0	19.9*		72.5	85.6	13.2
Function (for example, things we use to write, things we sit on)		16.7	38.7	21.9*		38.4	58.5	20.1*
No opportunity to observe		5.6	1.7	-3.9		2.1	1.3	-0.8
Child can put more than three things in order by length and height	237				181			
Yes		55.1	69.7	14.6		71.1	85.4	14.3*
No		30.5	20.1	-10.4		17.0	6.6	-10.4*
No opportunity to observe		14.5	10.3	-4.2		11.9	8.0	-3.9
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	237				181			
Not consistently for even 1 or 2		30.4	15.3	-15.1*		6.3	8.0	1.7
Up to 2 objects		25.9	25.4	-0.4		18.4	19.2	0.9
Up to 3 objects		21.2	24.0	2.8		25.6	19.3	-6.4
Up to 4 objects		8.8	10.8	2.0		16.4	14.3	-2.0
Up to 5 objects		8.2	18.8	10.6*		26.5	37.2	10.7
No opportunity to observe		5.5	5.7	0.2		6.8	2.0	-4.8*

Table B.22 (*continued*)

	Newly entering children by age							
	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change[b,c]		Fall 2021	Spring 2022	Fall-spring change[b,c]
	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference	Unweighted total sample size (n)	Weighted percentage	Weighted percentage	Weighted percentage point difference
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	237				181			
Yes		16.8	25.9	9.1		31.3	38.1	6.8*
No		70.4	63.3	-7.0		52.6	48.8	-3.8
No opportunity to observe		12.8	10.8	-2.1		16.1	13.1	-3.0

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 418 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

[a]Age as of September 1, 2021.

[b]Asterisk (*) indicates a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level.

[c]A negative value for fall-spring change means a decrease in the frequency or level of agreement from fall to spring.

[d]This item is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[e]Lead teachers marked all responses that applied.

SECTION C

CHILDREN'S DISABILITY STATUS AND PHYSICAL HEALTH STATUS

Return to description of **Section C** topics and composites.

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

Table C.1. Children's lead teacher-reported disability and IEP or IFSP status[a]

	Unweighted total sample size (n)	Weighted percentage
Child has a disability or disabilities	796	
Yes		18.7
No		81.3
Among children with a disability or disabilities, type of disability	144	
Speech or language[b]		83.6
Cognitive[c]		34.2
Behavioral/emotional[d]		22.0
Physical[e]		6.4^
Sensory[f]		1.4^
Child has multiple disabilities[g]	144	
Yes		36.5
No		63.5
Child has an IEP or IFSP	142	
Yes		73.5
No		26.5

Source: Spring 2022 Teacher Child 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

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.

[a]Surveys asked teachers whether a professional had indicated that the child had a developmental problem, delay, concern, or disability, and if so, to specify the developmental concern or disability.

[b]"Speech or language" disability includes: speech impairment or difficulty communicating.

[c]"Cognitive" disability includes: developmental delay, mental impairment, and autism or pervasive developmental delay.

[d]"Behavioral/emotional" disability includes: behavior problems and hyperactivity, or attention deficit (ADD or ADHD).

[e]"Physical" disability includes: motor impairment.

[f]"Sensory" disability includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

[g]"Child has multiple disabilities" includes children whose teachers have reported more than one of the five types of disability listed in the survey, including a speech or language, cognitive, behavioral/emotional, sensory, and/or physical disability.

Table C.2. Lead teacher report of children's receipt of services and how services were delivered, among children who have an IEP or an IFSP[a]

	Unweighted total sample size (n)	Weighted percentage
Child received speech or language therapy	106	81.0
Services were delivered via direct teaching or by a specialist in another classroom or setting	103	74.4
Lead teacher participated in the IEP or IFSP meeting	108	63.7
Services were delivered via direct teaching or by a specialist in the classroom	103	42.6
Child received special education teacher services	106	32.9
Services were delivered via consultation	103	28.1
Child received social work services	106	10.4^
Child received psychological services	106	9.7^
Services were delivered via direct teaching or services by a specialist virtually	103	4.3^
Child received other services	105	3.1^

Source: Spring 2022 Teacher Child 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 109 children.

Estimates include only children with an IEP or IFSP. We exclude 26.5 percent of children who do not have an IEP or IFSP.

IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

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.

[a]Surveys asked teachers what had been done thus far in the program year at the time of survey completion to address the child's condition or concerns about the child's health and development. The survey defined an IFSP and IEP as a written plan that describes goals for this child and the services they should receive.

Table C.3. Parent-reported child health status

	Weighted percentage (unweighted n = 927)
Excellent	63.0
Very good	23.2
Good	12.7
Fair	1.2^
Poor	0.0

Source: Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on the construct in spring 2022 out of a maximum of 928 children.

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 C.4. Parent-reported child health status: Change from fall 2021 to spring 2022

	Fall 2021	Spring 2022	Fall-spring change[a,b]
	Weighted percentage (unweighted n = 501)	Weighted percentage (unweighted n = 501)	Weighted percentage point difference (unweighted n = 501)
Excellent	50.8	63.1	12.3*
Very good	31.6	23.3	-8.2*
Good	15.3	12.4	-2.9
Fair	2.2	1.1	-1.1
Poor	0.0	0.0	0.0

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on the construct in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Asterisk (*) indicates a statistically significant fall-spring change in the distribution of responses at the $p \leq .05$ level. This change may occur in any of the five categories (“excellent,” “very good,” “good,” “fair,” and “poor”).

[b]A negative value for fall-spring change means a decrease in health status from fall to spring.

SECTION AA

STANDARD ERRORS FOR CHILDREN'S CHARACTERISTICS, FAMILY BACKGROUND, AND HOME ENVIRONMENT

Return to description of **Section A** topics and composites.

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

Table AA.1. Standard errors for children's demographic characteristics

	Unweighted total sample size (n)	SE
Previous Head Start experience	1,159	
Newly entering children		2.63
Returning children		2.63
Age as of September 1, 2021	1,158	
3 years old or younger		2.41
4 years old or older		2.41
Race/ethnicity	1,156	
White, non-Hispanic		3.72
Black, non-Hispanic		3.33
Hispanic, Latino/a/x, or Chicano/a/x		3.97
American Indian or Alaska Native, non-Hispanic		1.76
Asian or Pacific Islander, non-Hispanic		2.44
Multiracial/biracial, non-Hispanic		0.43
Another race, non-Hispanic[a]		0.25
Gender[b]	1,158	
Boy		1.71
Girl		1.72
Prefer not to answer		0.05
Another gender identity		0.00
Participated in Early Head Start	932	
Yes		2.19
No		2.19

Source: Fall 2021 and Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]"Another race, non-Hispanic" includes respondents who did not fit into a category included in the table. These races/ethnicities were categorized as "Another race, non-Hispanic" due to the small number of respondents.

[b]Respondents could select all gender identities that applied.

Table AA.2. Standard errors for children's demographic characteristics, by previous Head Start experience

	All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Age as of September 1, 2021	975		183	
3 years old or younger		2.87		4.55
4 years old or older		2.87		4.55
Race/ethnicity	974		182	
White, non-Hispanic		3.45		8.98
Black, non-Hispanic		3.16		8.28
Hispanic, Latino/a/x, or Chicano/a/x		3.81		9.53
American Indian or Alaska Native, non-Hispanic		1.97		2.60
Asian or Pacific Islander, non-Hispanic		2.70		0.00
Multiracial/biracial, non-Hispanic		0.48		0.20
Another race, non-Hispanic[a]		0.29		0.41
Gender[b]	975		183	
Boy		1.88		5.56
Girl		1.85		4.99
Prefer not to answer		0.05		0.00
Another gender identity		0.00		0.00
Participated in Early Head Start	773		159	
Yes		2.19		6.16
No		2.19		6.16

Source: Fall 2021 and Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]"Another race, non-Hispanic" includes respondents who did not fit into a category included in the table. These races/ethnicities were categorized as "Another race, non-Hispanic" due to the small number of respondents.

[b]Respondents could select all gender identities that applied.

Table AA.3. Standard errors for demographic characteristics of newly entering children in Head Start, by child age

	Newly entering children by age			
	3 years old or younger[a]		4 years old or older[a]	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Race/ethnicity	554		420	
White, non-Hispanic		4.18		3.79
Black, non-Hispanic		3.52		4.21
Hispanic, Latino/a/x, or Chicano/a/x		3.50		5.12
American Indian or Alaska Native, non-Hispanic		2.93		1.39
Asian or Pacific Islander, non-Hispanic		1.90		4.23
Multiracial/biracial, non-Hispanic		0.57		0.62
Another race, non-Hispanic[b]		0.34		0.52
Gender[c]	555		420	
Boy		2.52		2.34
Girl		2.47		2.34
Prefer not to answer		0.09		0.05
Another gender identity		0.00		0.00
Participated in Early Head Start	449		323	
Yes		2.98		2.14
No		2.98		2.14

Source: Fall 2021 and Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Age as of September 1, 2021.

[b]"Another race, non-Hispanic" includes respondents who did not fit into a category included in the table. These races/ethnicities were categorized as "Another race, non-Hispanic" due to the small number of respondents.

[c]Respondents could select all gender identities that applied.

Table AA.4. Standard errors for languages spoken in the home and the language always or usually spoken to the child in the home

	Unweighted total sample size (n)	SE
All languages spoken in the home[a]	1,147	
English		2.16
Spanish		2.87
Another language[b]		5.53
Language that is always or usually spoken to the child in the home[c]	1,150	
English		3.99
Spanish		1.67
Another language[b]		3.18
Language that is always or usually spoken to the child in the home is used for classroom instruction[d]	786	
Yes		4.73
No		4.73

Source: Fall 2021 and Spring 2022 Parent Survey 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample size to identify the number of children with valid data on each of the constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children. The unweighted sample size for match between home and classroom language is lower because that construct requires a child to have an associated Fall 2021 or Spring 2022 Parent Survey, and a completed Spring 2022 Teacher Survey.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]The study based this on the parent's report of languages spoken in the home; respondents could select all languages that the family speaks.

[b]"Another language" includes examples of non-Spanish languages such as Farsi and Portuguese. These languages were categorized as "Another language" due to the small number of respondents.

[c]Parents could report using more than one language in the home. If they reported using only one language in the home, we considered that to be the language always spoken to the child in the home. If parents reported using more than one language in the home, we asked about and used the language that is usually spoken to the child.

[d]The study based this on the lead teacher's report of the language(s) used for instruction in the classroom, as well as the parent's report of the language that is always or usually spoken to the child at home. More information on the Spring 2022 Teacher Survey is available in N. Reid et al. (2024).

Table AA.5. Standard errors for child's primary caregiver, parent marital status, and who was living in the child's household[a]

	Unweighted total sample size (n)	SE
Child's primary caregiver	926	
One biological or adoptive parent		2.44
Two biological or adoptive parents		2.09
One biological or adoptive parent and one non-biological or non-adoptive parent		0.77
Biological or adoptive grandparent(s) without parents		0.71
Two non-biological or non-adoptive parents		0.00
Another primary caregiver[b]		1.60
Marital status of two-parent households	376	
Married		5.69
Unmarried		4.70
Registered domestic partnership or civil union		1.39
Marital status of all households	842	
Married		3.90
Unmarried		3.78
Registered domestic partnership or civil union		0.65
Child was living with temporary household members[c]	924	
Yes		0.94
No		0.94
Child was living with grandparent and/or great grandparent[d]	927	
Yes, with parent(s) in the household		6.4
Yes, without parent(s) in the household		2.6
No		1.91
Mean number of people in household[e]	928	0.05

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]This table focuses on biological or adoptive caregivers and does not include other adults, such as parents' romantic partners or foster parents. Thus, for example, the "One biological or adoptive parent" category indicates that the biological or adoptive parent is the only biological or adoptive parent in the household; it does not mean the parent is the only adult in the household.

[b]"Another primary caregiver" includes examples such as stepparent without a biological parent and households with more than two parents. These caregivers were categorized as "Another primary caregiver" due to the small number of respondents.

[c]"Temporary household members" include someone who usually lives somewhere else but is staying in the household for the time being.

Table AA.5 (*continued*)

[d]This category includes children living with and without their biological or adoptive parent(s).
[e]"Number of people" includes anyone who normally lives in the household with the child (including relatives and non-relatives).

Table AA.6. Standard errors for level of education parents completed[a]

	Unweighted total sample size (n)	SE
Highest level of education of parent(s) in the household[b]	1,094	
Less than high school diploma		1.36
High school diploma or GED		2.17
Some college/vocational/technical/Associate degree		1.56
Bachelor's degree or higher		2.23
Level of education of mother(s) in the household[c]	1,068	
Less than high school diploma		1.45
High school diploma or GED		1.42
Some college/vocational/technical/Associate degree		1.85
Bachelor's degree or higher		1.35
Level of education of father(s) in the household[d]	413	
Less than high school diploma		4.69
High school diploma or GED		4.04
Some college/vocational/technical/Associate degree		3.13
Bachelor's degree or higher		4.36

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Data include households with at least one biological or adoptive parent. We exclude the 4.5 percent of children whose households do not include a biological or adoptive parent.

[b]"Highest level of education of parent(s) in the household" includes children with one or two biological or adoptive parents in the household and the highest education level among them when there are two parents. If there is only one parent, the "highest level of education of parent(s) in the household" reflects that parent.

[c]"Level of education of mother(s) in the household" includes children with a biological or adoptive mother in the household, whether alone or with another parent, and all mothers in households.

[d]"Level of education of father(s) in the household" includes children with biological or adoptive a father in the household, whether alone or with another parent, and all fathers in households.

Table AA.7. Standard errors for parent's employment status[a]

	Unweighted total sample size (n)	SE
Employment status of parent(s) in the household[b]	1,041	
Two parents working full time		1.12
Single parent working full time		3.43
One parent working full time; one parent working part time or less		2.00
Two parents working part time or less		1.50
Single parent working part time or less		2.48
Employment status of mother(s) in the household[c]	1,077	
Full-time		3.69
Part-time		2.61
Looking for work		1.48
Not in labor force		2.13
Employment status of father(s) in the household[d]	447	
Full-time		2.68
Part-time		2.27
Looking for work		1.48
Not in labor force		1.91

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Data include households with at least one biological or adoptive parent. We exclude the 4.5 percent of children whose households do not include a biological or adoptive parent.

[b]"Employment status of parent(s) in the household" includes children with one or two biological or adoptive parents in the household and the highest employment level among them when there are two parents. If there is only one parent, the "employment status of parent(s) in the household" reflects that parent.

[c]"Employment status of mother(s) in the household" includes children with a mother in the household, whether alone or with another parent. Percentages may sum to more than 100 because there are households with more than one biological or adoptive mother.

[d]"Employment status of father(s) in the household" includes children with a father in the household, whether alone or with another parent. Percentages may sum to more than 100 percent because there are households with more than one biological or adoptive father.

Table AA.8. Standard errors for total household income in the past 12 months[a]

	Unweighted total sample size (n)	SE
Annual household income (categories)	928	
<$10,000		1.20
$10,001 - $20,000		2.11
$20,001 - $30,000		1.57
$30,001 - $40,000		2.43
$40,001 - $50,000		1.30
>$50,000		2.28
Mean annual household income[b]	928	1,170.55

Source: Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]This table summarizes household income. Readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income. There are also other (non-income) ways to qualify for the program. Household income reported in this table includes all contributions from members of the household, safety net programs, and other sources of income such as rental income, interest, and dividends. This does not include stimulus payments from the government.

[b]To lessen the effect of a small number of respondents who reported annual incomes higher than $75,000, we limit the annual household income at a maximum of $75,000.

Table AA.9. Standard errors for total household income in the past 12 months: Change from fall 2021 to spring 2022[a]

		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE
Annual household income categories	504			
<$10,000		4.12	1.94	3.57
$10,001-$20,000		2.82	3.69	4.33
$20,001-$30,000		3.59	2.42	4.35
$30,001-$40,000		1.64	3.18	3.15
$40,001-$50,000		1.45	1.71	2.34
>$50,000		2.41	2.48	1.59
Mean annual household income[b]	504	1,511.55	1,477.53	820.93

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]This table summarizes household income. Readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income. There are also other (non-income) ways to qualify for the program. Household income reported in this table includes all contributions from members of the household, safety net programs, and other sources of income such as rental income, interest, and dividends. This does not include stimulus payments from the government.

[b]To lessen the effect of a small number of respondents who reported annual incomes higher than $75,000, we limit the annual household income at a maximum of $75,000.

Table AA.10. Standard errors for total household income in the past 12 months, as a percentage of the federal poverty threshold[a,b]

	SE (unweighted n = 927)
Below 50 percent	1.25
50 to 100 percent	2.03
101 to 130 percent	1.49
131 to 185 percent	2.28
186 to 200 percent	0.79
201 percent or above	2.26

Source: Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]This table summarizes household income. Readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income. There are also other (non-income) ways to qualify for the program. Household income reported in this table includes all contributions from members of the household, safety net programs, and other sources of income such as rental income, interest, and dividends. This does not include stimulus payments from the government.

[b]The federal poverty threshold used in this table is based on 2020 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, 100 percent of the federal poverty threshold for a family of four in 2020 was $26,496.

Table AA.11. Standard errors for whether families shared housing or moved in the last 12 months and why

	Unweighted total sample size (n)	SE
Housing situation[a]	924	
Family lives in shared housing, transitional housing or apartment, or homeless shelter		2.06
Family does not live in shared housing, transitional housing or apartment, or homeless shelter		2.43
Family has another housing situation[b]		0.51
Number of moves in the last 12 months	928	
None		1.56
One		1.50
Two		0.21
Three or more		0.46
Among families that moved at least once in the last 12 months, the main reason for the most recent move	134	
For a job or schooling		5.31
Could not afford prior home		6.67
To be closer to family or friends		2.82
To lower living expenses		3.41
Escape domestic abuse		2.58
Moved in with partner or spouse		1.47
Prior landlord sold housing		2.87
Housing was destroyed		1.88
Was evicted		1.62
Safer community		0.71
Family or friends no longer willing to house them		0.71
Time limit up for transitional housing		0.73
More space		0.33
Another reason[c]		5.65

Source: Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children. 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 through July 2022, during the COVID-19 pandemic.

[a]These responses were mutually exclusive; respondents were only able to select one of the three response options.

[b]"Another housing situation" includes examples such as living in a camper or mobile home.

[c]"Another reason" includes examples such as divorce or becoming a homeowner. These reasons were categorized as "Another reason" due to the small number of respondents.

Table AA.12. Standard errors for parents' feelings about their housing conditions

	Unweighted total sample size (n)	SE
Housing is just the right size	1,152	
Strongly disagree		1.15
Disagree		1.57
Neutral		1.42
Agree		1.94
Strongly agree		1.58
Housing is crowded	1,152	
Strongly disagree		2.33
Disagree		2.40
Neutral		1.58
Agree		1.27
Strongly agree		1.06
Housing needs major repairs	1,153	
Strongly disagree		2.38
Disagree		2.29
Neutral		1.76
Agree		1.74
Strongly agree		0.92
Housing is old and aged	1,151	
Strongly disagree		1.59
Disagree		1.94
Neutral		2.40
Agree		1.88
Strongly agree		1.28
Housing is kept in good condition	1,154	
Strongly disagree		0.77
Disagree		1.01
Neutral		2.15
Agree		1.52
Strongly agree		2.56

Source: Fall 2021 and Spring 2022 Parent Survey.

Note: They are also weighted, to the extent possible, to account for (1) programs that chose not to participate, (2) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on the each of constructs in fall 2021 or spring 2022 out of a maximum of 1,159 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Table AA.13. Standard errors for parents' total depressive symptoms scores[a]

	Unweighted total sample size (n)	SE
Total depressive symptoms score (categories)	919	
No to few (0 to 4)		2.14
Mild (5 to 9)		1.45
Moderate (10 to 14)		1.46
Severe (15 to 36)		1.94
Mean total depressive symptoms score	919	0.34

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]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).

Table AA.14. Standard errors for parents' total depressive symptoms scores: Change from fall 2021 to spring 2022[a]

		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE
Total depressive symptoms score (categories)	492			
No to few (0 to 4)		3.33	3.34	2.74
Mild (5 to 9)		3.16	1.98	3.01
Moderate (10 to 14)		2.54	2.10	3.05
Severe (15 to 36)		1.55	2.05	1.60
Mean total depressive symptoms score	492	0.46	0.42	0.42

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]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).

Table AA.15. Standard errors for parents' total anxiety symptoms scores[a]

	Unweighted total sample size (n)	SE
Total anxiety symptoms score (categories)	918	
Minimal (0 to 4)		2.15
Mild (5 to 9)		1.60
Moderate (10 to 14)		1.23
Severe (15 to 21)		0.95
Mean total anxiety symptoms score	918	0.27

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]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).

Table AA.16. Standard errors for parents' total anxiety symptoms scores: Change from fall 2021 to spring 2022[a]

		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE
Total anxiety symptoms score (categories)	494			
Minimal (0 to 4)		3.15	2.59	3.18
Mild (5 to 9)		2.30	2.23	3.00
Moderate (10 to 14)		1.28	1.34	1.56
Severe (15 to 21)		1.04	0.77	1.12
Mean total anxiety symptoms score	494	0.30	0.26	0.21

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]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).

Table AA.17. Standard errors for parenting behaviors and stress

	Unweighted total sample size (n)	SE
Parent has a plan for their child's behavior management	912	
Rarely or never		1.37
A little of the time		1.29
Some of the time		1.75
A good part of the time		1.94
Always or most of the time		2.77
Parent's child frustrates them	912	
Rarely or never		2.23
A little of the time		2.03
Some of the time		1.40
A good part of the time		0.32
Always or most of the time		0.49
Parent feels confident in their parenting	914	
Rarely or never		1.60
A little of the time		0.69
Some of the time		1.04
A good part of the time		1.92
Always or most of the time		2.73
Parenting involves more work than parent is able to manage	908	
Rarely or never		3.35
A little of the time		1.98
Some of the time		2.13
A good part of the time		0.70
Always or most of the time		0.99
Parent feels that they are meeting their child's needs	911	
Rarely or never		1.16
A little of the time		0.50
Some of the time		0.91
A good part of the time		1.66
Always or most of the time		2.72
Parent has time to relax, think, and plan	910	
Rarely or never		2.36
A little of the time		1.86
Some of the time		2.13
A good part of the time		1.55
Always or most of the time		2.24
Mean parenting behaviors and stress[a]	910	0.05

Source: Spring 2022 Parent Survey.

Table AA.17 (*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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]"Parenting behaviors and stress" takes the mean of the six items shown in the top of the table. Higher scores indicate more parenting stress. Four of the six items were reverse coded, specifically, "Parent has a plan for their child or children's behavior management," "Parent feels confident in their parenting," "Parent feels that they are meeting their child or children's needs," and "Parent has time to themselves to relax, think, plan." That is, we changed the low score values to high score values and high score values to low score values of these four items to align with higher scores indicating more frequency of stress.

Table AA.18. Standard errors for parenting stress and behaviors: Change from fall 2021 to spring 2022

	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change
		SE	SE	SE
Parent has a plan for their child's behavior management	493			
Rarely or never		3.53	2.66	3.43
A little of the time		1.33	2.48	2.38
Some of the time		3.02	3.24	4.39
A good part of the time		3.70	2.73	5.04
Always or most of the time		3.17	2.68	3.07
Parent's child frustrates them	493			
Rarely or never		2.98	2.82	2.18
A little of the time		2.52	1.95	2.00
Some of the time		1.14	1.56	1.63
A good part of the time		0.58	0.10	0.58
Always or most of the time		0.11	0.16	0.19
Parent feels confident in their parenting	492			
Rarely or never		1.38	1.21	0.76
A little of the time		1.31	1.17	1.85
Some of the time		1.46	1.88	1.78
A good part of the time		3.04	2.46	4.28
Always or most of the time		3.86	3.50	5.60
Parenting involves more work than parent is able to manage	491			
Rarely or never		2.10	3.66	3.89
A little of the time		1.73	1.85	2.72
Some of the time		1.45	2.53	3.14
A good part of the time		1.00	0.32	0.92
Always or most of the time		1.09	1.06	1.63
Parent feels that they are meeting their child's needs	492			
Rarely or never		0.98	0.97	1.47
A little of the time		1.03	0.29	1.03
Some of the time		1.09	1.59	1.32
A good part of the time		2.10	2.14	2.64
Always or most of the time		2.88	2.40	3.04

Table AA.18 (*continued*)

	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change
		SE	SE	SE
Parent has time to relax, think, and plan	491			
Rarely or never		2.69	1.87	2.48
A little of the time		3.24	2.91	2.91
Some of the time		2.93	2.49	4.12
A good part of the time		2.53	2.10	3.73
Always or most of the time		3.64	3.29	3.44
Mean parenting behaviors and stress[a]	492	0.04	0.03	0.05

Source: Fall 2021 and Spring 2022 Parent Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to a limited extent, to account for (1) programs that chose not to participate, (2) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]"Parenting behaviors and stress" reflects the mean of the six items shown in the top of the table. Higher scores indicate more parenting stress. Four of the six items were reverse coded, specifically, "Parent has a plan for their child or children's behavior management," "Parent feels confident in their parenting," "Parent feels that they are meeting their child or children's needs," and "Parent has time to themselves to relax, think, plan." That is, we changed the low score values to high score values and high score values to low score values of these four items to align with higher scores indicating more frequency of stress.

Table AA.19. Standard errors for parents' health status

	SE (unweighted n = 928)
Excellent	2.61
Very good	1.69
Good	2.08
Fair	1.99
Poor	0.47

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

Table AA.20. Standard errors for parents' health status: Change from fall 2021 to spring 2022

	Fall 2021	Spring 2022	Fall-spring change
	SE (unweighted n = 501)	SE (unweighted n = 501)	SE (unweighted n = 501)
Excellent	2.14	2.97	3.22
Very good	2.88	3.01	3.88
Good	3.43	2.63	3.85
Fair	2.47	2.01	2.38
Poor	1.00	0.56	1.23

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Table AA.21. Standard errors for number of times a family member read to the child in the past week

	SE (unweighted n = 928)
Not at all	0.78
Once or twice	2.17
Three or more times, but not every day	2.08
Every day	1.57

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

Table AA.22. Standard errors for number of times a family member read to the child in the past week: Change from fall 2021 to spring 2022

	Fall 2021	Spring 2022	Fall-spring change
	SE (unweighted n = 503)	SE (unweighted n = 503)	SE (unweighted n = 503)
Not at all	1.88	0.39	1.96
Once or twice	2.46	2.75	3.22
Three or more times, but not every day	3.47	3.35	4.62
Every day	3.84	2.91	4.79

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Table AA.23. Standard errors for number of times a family member read to the child in the past week, by previous Head Start experience and for newly entering children by age

	Newly entering children by age			
	3-year-olds[a]	4-year-olds[a]	All newly entering children	All returning children
	SE (unweighted n = 462)	SE (unweighted n = 318)	SE (unweighted n = 780)	SE (unweighted n = 148)
Not at all	1.30	0.74	0.87	1.61
Once or twice	3.83	2.51	2.41	4.82
Three or more times, but not every day	2.72	3.46	2.22	6.00
Every day	2.66	2.57	1.72	6.93

Source: Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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

[a]Age as of September 1, 2021.

Table AA.24. Standard errors for family dinner routines

	Unweighted total sample size (n)	SE
Number of days per week the family eats dinner together (categories)	924	
0 – 2		0.44
3 – 4		1.63
5 – 6		1.81
7		1.85
Mean number of days per week the family eats dinner together	924	0.05

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

Table AA.25. Standard errors for family dinner routines: Change from fall 2021 to spring 2022

	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change
		SE	SE	SE
Number of days per week the family eats dinner together (categories)	500			
0 – 2		1.30	0.44	1.37
3 – 4		1.83	1.98	2.97
5 – 6		2.85	2.25	3.77
7		2.86	2.78	3.48
Mean number of days per week the family eats dinner together	500	0.09	0.08	0.10

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Table AA.26. Standard errors for parent report of their relationship with the child[a]

	Unweighted total sample size (n)	SE
Parent and child have warm, close times together	927	
Not true at all		0.24
Somewhat true		0.31
Mostly true		1.70
Completely true		1.67
Most of the time parent feels that child likes and wants to be near them	927	
Not true at all		0.58
Somewhat true		1.38
Mostly true		1.70
Completely true		2.06
Even when the parent is in a bad mood, they show child a lot of love	927	
Not true at all		0.48
Somewhat true		0.72
Mostly true		2.25
Completely true		2.41
Parent expresses affection by hugging, kissing, and holding child	927	
Not true at all		0.02
Somewhat true		0.64
Mostly true		1.46
Completely true		1.32
Child does things that really bother the parent	925	
Not true at all		2.20
Somewhat true		1.95
Mostly true		1.02
Completely true		0.77
Parent often feels angry with child	928	
Not true at all		1.70
Somewhat true		1.59
Mostly true		0.50
Completely true		0.60
Mean parenting relationship warmth score[b]	928	0.02

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the

Table AA.26 (*continued*)

parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]This measure is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[b]"Parenting relationship warmth score" is the average of six items that measure the extent to which statements about the parent's relationship with the child are not true at all, somewhat true, mostly true, or completely true. Negatively worded items were reverse coded prior to calculating the average.

Table AA.27. Standard errors for parent report of their relationship with the child: Change from fall 2021 to spring 2022[a]

	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change
		SE	SE	SE
Parent and child have warm, close times together	501			
Not true at all		0.12	0.03	0.12
Somewhat true		0.77	0.42	0.85
Mostly true		2.35	2.52	3.13
Completely true		2.46	2.58	3.10
Most of the time parent feels that child likes and wants to be near them	502			
Not true at all		0.40	0.95	1.09
Somewhat true		1.02	1.04	1.45
Mostly true		2.93	2.48	3.07
Completely true		3.15	2.08	3.50
Even when the parent is in a bad mood, they show child a lot of love	501			
Not true at all		0.90	0.90	0.04
Somewhat true		0.69	0.82	1.05
Mostly true		2.02	2.16	2.24
Completely true		2.51	2.70	2.31
Parent expresses affection by hugging, kissing, and holding child	501			
Not true at all		0.00	0.03	0.03
Somewhat true		0.63	1.06	0.92
Mostly true		1.57	1.80	2.09
Completely true		1.51	1.81	1.68
Child does things that really bother the parent	499			
Not true at all		3.24	3.53	3.64
Somewhat true		2.92	2.96	3.17
Mostly true		1.14	1.24	1.83
Completely true		1.10	0.88	1.35
Parent often feels angry with child	501			
Not true at all		2.59	2.67	2.64
Somewhat true		2.70	2.58	2.94
Mostly true		0.43	0.35	0.58
Completely true		0.00	0.39	0.39
Mean parenting relationship warmth score[b]	502	0.02	0.02	0.01

Source: Fall 2021 and Spring 2022 Parent Survey.

Table AA.27 (*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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]This measure is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[b]"Parenting relationship warmth score" is the average of six items that measure the extent to which statements about the parent's relationship with the child are not true at all, somewhat true, mostly true, or completely true. Negatively worded items were reverse coded prior to calculating the average.

Table AA.28. Standard errors for parent report of their relationship with child, by previous Head Start experience and for newly entering children by age[a]

	Newly entering children by age							
	3-year-olds[b]		4-year-olds[b]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Parent and child have warm, close times together	461		318		779		148	
Not true at all		0.04		0.67		0.27		0.00
Somewhat true		0.39		0.65		0.35		0.78
Mostly true		2.77		2.36		2.12		4.74
Completely true		2.76		2.42		2.10		4.67
Most of the time parent feels that child likes and wants to be near them	462		318		780		147	
Not true at all		1.09		0.10		0.64		1.61
Somewhat true		2.11		1.34		1.39		1.73
Mostly true		2.50		2.83		1.92		2.27
Completely true		3.29		3.16		2.13		3.48
Even when the parent is in a bad mood, they show child a lot of love	461		318		779		148	
Not true at all		0.04		1.33		0.55		0.00
Somewhat true		0.97		1.60		0.83		0.64
Mostly true		3.92		2.54		2.55		3.76
Completely true		3.95		3.04		2.77		3.89
Parent expresses affection by hugging, kissing, and holding child	462		318		780		147	
Not true at all		0.04		0.00		0.02		0.00
Somewhat true		0.63		1.46		0.74		0.55
Mostly true		2.37		2.11		1.55		3.69
Completely true		2.23		2.27		1.44		3.65

Table AA.28 (*continued*)

	Newly entering children by age							
	3-year-olds[b]		4-year-olds[b]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Child does things that really bother the parent	460		317		777		148	
Not true at all		3.87		3.49		2.53		3.76
Somewhat true		3.39		3.35		2.04		4.44
Mostly true		1.57		1.60		1.08		2.02
Completely true		1.21		0.86		0.87		0.74
Parent often feels angry with child	462		318		780		148	
Not true at all		2.53		2.32		1.95		2.99
Somewhat true		2.49		1.96		1.78		2.92
Mostly true		0.84		0.78		0.59		0.52
Completely true		1.11		0.79		0.68		0.34
Mean parenting relationship warmth score[c]	462	0.03	318	0.02	780	0.02	148	0.02

Source: Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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

[a]This measure is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[b]Age as of September 1, 2021.

[c]"Parenting relationship warmth score" is the average of six items that measure the extent to which statements about the parent's relationship with the child are not true at all, somewhat true, mostly true, or completely true. Negatively worded items were reverse coded prior to calculating the average.

Table AA.29. Standard errors for parents' child care plans for next year

	Unweighted total sample size (n)	SE
Child care plans for next year	913	
Child will attend kindergarten		2.32
Child will attend the same Head Start center		2.16
Child will attend another preschool		1.19
Child will attend a different Head Start center		0.75
Child care will be provided by a friend, neighbor, or family member (including a parent)		0.02
Another child care plan[a]		0.59
Among children not attending kindergarten or the same Head Start center next year, reason why parent is sending child someplace new[b]	93	
Prepares child for kindergarten		6.50
Close to home		7.05
Know friend, neighbor, or family member (including a parent) who had also sent their child		7.06
Offers additional services for child and family[c]		6.05
Provides hours that fit parents schedule		3.79
Free of cost		3.96
Another reason[d]		4.51

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children. 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.

[a]"Another child care plan" includes examples such as enrolling the child in transitional kindergarten and homeschooling the child.

[b]Respondents could select all reasons that applied.

[c]"Offers additional services for child and family" includes examples such as services for child's special needs or health screenings, or help accessing public assistance or job trainings.

[d]"Another reason" includes examples such as homeschooling the child, private school, and the child's being eligible for pre-K.

Table AA.30. Standard errors for child care plans for next year, by previous Head Start experience and for newly entering children by age

	Newly entering children by age							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Child care plans for next year	454		313		767		146	
Child will attend kindergarten		2.90		2.18		2.92		4.47
Child will attend the same Head Start center		2.80		2.27		2.41		4.31
Child will attend another preschool		2.33		0.91		1.42		1.12
Child will attend a different Head Start center		1.50		0.09		0.88		0.00
Child care will be provided by a friend, neighbor, or family member (including a parent)		0.04		0.00		0.02		0.00
Another child care plan[b]		1.14		0.63		0.68		0.60
Among children not attending kindergarten or the same Head Start center next year, reason why parent is sending child someplace new[c]	71		12		83		10	
Prepares child for kindergarten		7.23		3.66		6.73		13.20
Close to home		9.21		13.96		7.32		15.43
Know friend, neighbor, or family member (including a parent) who had also sent their child		7.36		4.01		7.36		0.00

Table AA.30 (*continued*)

	Newly entering children by age							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Offers additional services for child and family[d]		7.67		0.00		6.25		0.00
Provides hours that fit parents schedule		4.63		8.53		4.02		4.99
Free of cost		4.65		0.00		4.14		0.00
Another reason[e]		5.11		13.41		4.80		0.00

Source: Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 928 children. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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

[a]Age as of September 1, 2021.

[b]"Another child care plan" includes examples such as enrolling the child in transitional kindergarten and homeschooling the child.

[c]Respondents could select all reasons that applied.

[d]"Offers additional services for child and family" includes examples such as services for child's special needs or health screenings, or help accessing public assistance or job trainings.

[e]"Another reason" includes examples such as homeschooling the child, private school, and the child's being eligible for pre-K.

Table AA.31. Standard errors for strategies the parent used to meet child care needs outside of their regular child care arrangements

	Unweighted total sample size (n)	SE
Family or friends sometimes provide child care for parent to meet child care needs outside of their regular child care arrangements	925	
Yes		3.02
No		3.02
Parent or another guardian reduces work hours for parent to meet child care needs outside of their regular child care arrangements	925	
Yes		3.39
No		3.39
Parent or another guardian works different hours than usual for parent to meet child care needs outside of their regular child care arrangements	926	
Yes		2.44
No		2.44
Older siblings sometimes provide child care for parent to meet child care needs outside of their regular child care arrangements	925	
Yes		1.82
No		1.82
Parent or another guardian takes child to work for parent to meet child care needs outside of their regular child care arrangements	925	
Yes		1.04
No		1.04
Parent uses another strategy to meet child care needs outside of their regular child care arrangements[a]	925	
Yes		3.02
No		3.02
Number of strategies the parent used to meet child care needs outside of their regular child care arrangements	916	
Zero		1.80
One		2.58
Two		2.31
Three		1.48
Four		0.76
Five		0.29
Parent used at least one strategy to meet child care needs outside of their regular child care arrangements	924	
Yes		1.76
No		1.76

Source: Spring 2022 Parent Survey.

Table AA.31 (*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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]"Another strategy" category includes examples such as caring for their child while working from home, relying on a babysitter, and using church day care services.

Table AA.32. Standard errors for strategies the parent used to meet child care needs outside of their regular child care arrangements, by previous Head Start experience and for newly entering children by age

	Newly entering children by age							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Family or friends sometimes provide child care for parent to meet child care needs outside of their regular child care arrangements	460		317		777		148	
Yes		3.13		4.90		3.24		5.51
No		3.13		4.90		3.24		5.51
Parent or another guardian reduces work hours for parent to meet child care needs outside of their regular child care arrangements	461		316		777		148	
Yes		3.22		7.02		3.74		7.29
No		3.22		7.02		3.74		7.29
Parent or another guardian works different hours than usual for parent to meet child care needs outside of their regular child care arrangements	460		318		778		148	
Yes		2.75		6.47		2.59		4.31
No		2.75		6.47		2.59		4.31
Older siblings sometimes provide child care for parent to meet child care needs outside of their regular child care arrangements	461		316		777		148	
Yes		1.74		4.14		1.92		3.39
No		1.74		4.14		1.92		3.39

Table AA.32 (*continued*)

	Newly entering children by age							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Parent or another guardian takes child to work for parent to meet child care needs outside of their regular child care arrangements	459		318		777		148	
Yes		1.20		1.91		1.06		2.66
No		1.20		1.91		1.06		2.66
Parent uses another strategy to meet child care needs outside of their regular child care arrangements[b]	460		317		777		148	
Yes		3.13		4.90		3.24		5.51
No		3.13		4.90		3.24		5.51
Number of strategies the parent used to meet child care needs outside of their regular child care arrangements	453		315		768		148	
Zero		2.34		2.87		1.63		5.64
One		4.03		5.50		3.01		4.84
Two		4.23		2.53		2.59		4.04
Three		1.61		3.77		1.58		4.20
Four		1.03		2.17		0.86		2.10
Five		0.49		0.35		0.31		0.62
Parent uses at least one strategy to meet child care needs outside of their regular child care arrangements	458		318		776		148	
Yes		2.31		2.88		1.60		5.64
No		2.31		2.88		1.60		5.64

Source: Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not

Table AA.32 (*continued*)

assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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

[a]Age as of September 1, 2021.

[b]"Another strategy" category includes caring for their child while working from home, relying on a babysitter, and using church day care services.

Table AA.33. Standard errors for parent involvement in Head Start activities in the past school year[a]

	Unweighted total sample size (n)	SE
Volunteered or helped out in classroom	926	
Yes		2.94
No		2.46
No opportunity provided		1.34
Attended or helped prepare for Head Start social events for children and families	927	
Yes		2.27
No		1.91
No opportunity provided		1.43
Attended parent education meetings or workshops	927	
Yes		2.49
No		2.40
No opportunity provided		1.00
Attended parent/teacher conferences	924	
Yes		2.54
No		2.10
No opportunity provided		0.97
Head Start staff visited home	928	
Yes		4.79
No		4.41
No opportunity provided		1.93
Participated in Head Start Policy Council, Parent Committee, or other Head Start planning groups	924	
Yes		2.25
No		2.56
No opportunity provided		1.52
Another Head Start activity[b]	912	
Yes		2.02
No		2.41
No opportunity provided		2.69

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]Percentage of parents who responded "yes" includes those who report participating in an activity at least once during the program year.

[b]"Another Head Start activity" includes holiday activities, after school activities, and supervising children on the playground. These activities were categorized as "Another Head Start activity" due to the small number of respondents.

Table AA.34. Standard errors for parent involvement in Head Start activities in the past school year, by previous Head Start experience and for newly entering children by age[a]

	Newly entering children by age							
	3-year-olds[b]		4-year-olds[b]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Volunteered or helped out in classroom	461		317		778		148	
Yes		2.97		4.22		2.97		7.60
No		3.00		3.73		2.61		5.64
No opportunity provided		1.86		2.42		1.48		4.35
Attended or helped prepare for Head Start social events for children and families	461		318		779		148	
Yes		2.95		2.12		2.24		5.59
No		2.75		2.99		2.01		6.83
No opportunity provided		1.62		2.48		1.45		4.37
Attended parent education meetings or workshops	461		318		779		148	
Yes		2.68		5.15		2.76		4.94
No		2.04		4.52		2.59		4.57
No opportunity provided		1.35		1.35		0.93		4.21
Attended parent/teacher conferences	461		317		778		146	
Yes		3.23		4.12		2.62		4.39
No		2.49		3.60		2.16		3.46
No opportunity provided		1.34		1.04		1.05		1.79
Head Start staff visited home	462		318		780		148	
Yes		5.12		6.76		5.20		5.74
No		4.62		6.60		4.87		6.21
No opportunity provided		2.07		4.35		2.16		4.33

Table AA.34 (*continued*)

	Newly entering children by age				All newly entering children		All returning children	
	3-year-olds[b]		4-year-olds[b]					
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Participated in Head Start Policy Council, Parent Committee, or other Head Start planning groups	462		316		778		146	
Yes		2.93		2.92		2.46		4.54
No		3.20		3.49		2.95		4.66
No opportunity provided		1.74		2.30		1.69		4.60
Another Head Start activity[c]	454		314		768		144	
Yes		2.36		4.08		2.29		4.31
No		2.95		3.61		2.14		8.43
No opportunity provided		2.71		3.44		2.69		6.00

Source: Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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

[a]Percentage includes parents who report participating in an activity at least once during the school year.

[b]Age as of September 1, 2021.

[c]"Another Head Start activity" includes holiday activities, after school activities, and supervising children on the playground. These activities were categorized as "Another Head Start activity" due to the small number of respondents.

Table AA.35. Standard errors for parent report of culturally responsive practices of program staff

	Unweighted total sample size (n)	SE
Program staff respect family's cultural and/or religious beliefs	907	
Strongly disagree		0.42
Somewhat disagree		0.58
Neither agree nor disagree		1.27
Somewhat agree		2.13
Strongly agree		3.19
Program staff encourage parent to learn about family's culture and history	899	
Strongly disagree		0.91
Somewhat disagree		0.80
Neither agree nor disagree		2.07
Somewhat agree		2.32
Strongly agree		2.32
Program staff have materials for child that positively reflect family's cultural background	897	
Strongly disagree		0.85
Somewhat disagree		1.56
Neither agree nor disagree		1.80
Somewhat agree		1.53
Strongly agree		2.34

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

Table AA.36. Standard errors for parent report of culturally responsive practices of program staff, by previous Head Start experience and for newly entering children by age

	Newly entering children by age							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Program staff respect family's cultural and/or religious beliefs	448		312		760		147	
Strongly disagree		0.61		0.82		0.49		0.64
Somewhat disagree		1.13		0.35		0.65		0.00
Neither agree nor disagree		1.09		2.17		1.41		1.05
Somewhat agree		2.54		2.55		2.17		3.87
Strongly agree		3.67		4.21		3.51		4.22
Program staff encourage parent to learn about family's culture and history	444		310		754		145	
Strongly disagree		1.39		1.87		0.96		3.13
Somewhat disagree		1.13		1.99		0.97		1.83
Neither agree nor disagree		2.10		3.42		2.04		4.73
Somewhat agree		2.95		3.70		2.25		6.95
Strongly agree		2.85		4.56		2.19		6.00
Program staff have materials for child that positively reflect family's cultural background	444		310		754		143	
Strongly disagree		1.01		1.19		0.82		1.78
Somewhat disagree		1.03		3.10		1.74		3.00
Neither agree nor disagree		2.61		2.55		1.78		3.85
Somewhat agree		2.45		2.90		1.62		7.10
Strongly agree		2.52		4.08		2.33		6.80

Table AA.36 (*continued*)

Source: Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

Estimates for Head Start exposure by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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

[a]Age as of September 1, 2021.

Table AA.37. Standard errors for parent satisfaction with Head Start program activities, location, and hours

	Unweighted total sample size (n)	SE
How close Head Start is to the child's home	904	
Very satisfied		2.19
Somewhat satisfied		1.27
Somewhat dissatisfied		1.34
Very dissatisfied		0.49
The hours program is open	906	
Very satisfied		2.41
Somewhat satisfied		1.99
Somewhat dissatisfied		1.23
Very dissatisfied		0.87
Transportation provided by Head Start	876	
Very satisfied		2.54
Somewhat satisfied		1.85
Somewhat dissatisfied		1.45
Very dissatisfied		1.51

Source: Spring 2022 Parent Survey.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to a limited extent, to account for (1) programs that chose not to participate, (2) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

Table AA.38. Standard errors for parent satisfaction with Head Start program activities, location, and hours, by previous Head Start experience and for newly entering children by age

	Newly entering children by age							
	3-year-olds[a]		4-year-olds[a]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
How close Head Start is to the child's home	447		312		759		145	
Very satisfied		2.61		4.82		2.47		4.64
Somewhat satisfied		2.00		4.02		1.47		3.90
Somewhat dissatisfied		2.25		0.86		1.50		1.94
Very dissatisfied		0.88		0.73		0.56		1.22
The hours program is open	449		312		761		145	
Very satisfied		2.60		4.23		2.67		3.04
Somewhat satisfied		2.66		4.50		2.23		2.99
Somewhat dissatisfied		2.25		1.86		1.34		1.55
Very dissatisfied		0.79		1.93		0.99		0.63
Transportation provided by Head Start	438		309		747		144	
Very satisfied		3.05		3.32		2.60		6.03
Somewhat satisfied		2.26		2.75		1.83		5.05
Somewhat dissatisfied		1.03		1.46		0.73		0.77
Very dissatisfied		1.15		0.70		0.88		1.76

Source: Spring 2022 Parent Survey and Survey Management System.

Note: The data are weighted to adjust for the probability of selection. They are also weighted, to a limited extent, to account for (1) programs that chose not to participate, (2) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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

[a]Age as of September 1, 2021.

Table AA.39. Standard errors for reasons parents decided to enroll their child in Head Start[a]

	SE (unweighted n = 921)
To help prepare child for kindergarten	2.43
Close to child's home	1.66
Free of cost	2.34
Friends, neighbors, or family members had also sent their child	1.99
Provides hours that fit parent's schedule	1.81
Offers additional services for child and family[b]	2.38

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on the construct in spring 2022.The unweighted sample size identifies the number of children with valid data in spring 2022 on each of the constructs out of a maximum of 928 children.

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

[a]Respondents could select all reasons that applied.

[b]"Offers additional services for child" may include special needs or health screenings. "Offers additional services for family" may include help accessing public assistance or job trainings.

Table AA.40. Standard errors for reasons parent decided to enroll their child in Head Start, by previous Head Start experience and for newly entering children by age[a]

	Newly entering children by age			
	3-year-olds[b]	4-year-olds[b]	All newly entering children	All returning children
	SE (unweighted n = 459)	SE (unweighted n = 315)	SE (unweighted n = 774)	SE (unweighted n = 147)
To help prepare child for kindergarten	2.32	4.26	2.71	3.88
Close to child's home	2.75	3.54	2.04	5.74
Free of cost	5.20	3.18	2.64	7.55
Friends, neighbors, or family members had also sent their child	4.18	3.36	2.15	5.12
Provides hours that fit parent's schedule	3.33	2.37	2.12	5.66
Offers additional services for child and family[c]	2.95	4.28	2.62	4.95

Source: Spring 2022 Parent Survey and Survey Management System.

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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on the construct in fall 2021 or spring 2022 out of a maximum of 928 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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

[a]Respondents could select all reasons that applied.

[b]Age as of September 1, 2021.

[c]"Offers additional services for child" may include special needs or health screenings. "Offers additional services for family" may include help accessing public assistance or job trainings.

Table AA.41. Standard errors for parent report of child's participation in virtual learning activities in the last week[a]

	Unweighted total sample size (n)	SE
Child participated in virtual or remote educational activities that were not required or suggested by Head Start program[b]	925	
Yes		2.34
No		2.34
Child participated in Head Start virtual or remote learning activities[c]	924	
Yes		2.85
No		2.85
Among children that participated in Head Start virtual or remote learning activities, child is engaged	307	
Strongly agree		3.69
Agree		3.33
Neutral		3.76
Disagree		1.95
Strongly disagree		0.81
Among children that participated in Head Start virtual or remote learning activities, activities allowed parent to be involved in child's education in a way not able to otherwise	307	
Strongly agree		2.95
Agree		6.33
Neutral		3.33
Disagree		3.77
Strongly disagree		0.79
Among children that participated in Head Start virtual or remote learning activities, activities are worthwhile for child	306	
Strongly agree		3.10
Agree		3.77
Neutral		2.85
Disagree		2.41
Strongly disagree		1.03

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children. 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.

[a]"In the last week" refers to the seven-day period leading up to the date the parent completed the survey; this 7-day period was during the COVID-19 pandemic. Children participated in virtual or remote educational and learning activities using a computer, phone, or tablet.

[b]Virtual or remote educational activities not required or suggested by the Head Start program include learning activities that children do on their own, such as ABC Mouse, educational videos, or educational games on a tablet.

Table AA.41 (*continued*)

[c]Head Start virtual or remote learning activities include Head Start classes, activities, or assignments that are required or suggested by the Head Start program. These could include Zoom meetings with teachers, Ready Rosie, or Creative Curriculum take-home activities.

Table AA.42. Standard errors for parent report of child's participation in virtual learning activities in the last week: Change from fall 2021 to spring 2022[a]

	Fall 2021		Spring 2022		Fall-spring change
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	SE
Child has participated in virtual educational activities that were not required or suggested by Head Start[b]	498		498		
Yes		3.31		3.91	4.25
No		3.31		3.91	4.25
Child participated in Head Start virtual or remote learning activities[c]	499		499		
Yes		4.22		3.72	4.87
No		4.22		3.72	4.87
Among children that participated in Head Start virtual or remote learning activities, child is engaged	91		91		
Strongly agree		9.22		6.15	0.03
Agree		5.32		8.43	0.02
Neutral		7.83		5.01	0.11
Disagree		3.32		4.03	0.06
Strongly disagree		0.77		1.10	0.00
Among children that participated in Head Start virtual or remote learning activities, activities allowed parent to be involved in child's education in a way not able to otherwise	91		91		
Strongly agree		6.43		5.05	0.18
Agree		5.58		5.79	0.47
Neutral		4.44		3.56	0.11
Disagree		1.09		3.32	0.22
Strongly disagree		3.04		1.37	0.04

Table AA.42 (*continued*)

	Fall 2021		Spring 2022		Fall-spring change
	Unweighted total sample size (n)	**SE**	**Unweighted total sample size (n)**	**SE**	**SE**
Among children that participated in Head Start virtual or remote learning activities, activities are worthwhile for child	90		90		
Strongly agree		8.12		4.83	2.55
Agree		7.57		7.69	2.71
Neutral		1.99		3.74	0.10
Disagree		2.92		2.49	0.05
Strongly disagree		0.56		3.06	0.13

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 505 children. On each survey, some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

Fall 2021 data were collected from October 2021 to January 2022 and Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]"In the last week" refers to the seven-day period leading up to the date the parent completed the survey; this 7-day period was during the COVID-19 pandemic." Children participated in virtual or remote educational and learning activities using a computer, phone, or tablet.

[b]Virtual educational activities not required or suggested by the Head Start program include learning activities that children do on their own, such as ABC Mouse, educational videos, or educational games on a tablet.

[c]Head Start virtual or remote learning activities include Head Start classes, activities, or assignments that are required or suggested by the Head Start program. These could include Zoom meetings with teachers, Ready Rosie, or Creative Curriculum take-home activities.

Table AA.43. Standard errors for parent preferences for mode of participation in Head Start activities

	Unweighted total sample size (n)	SE
How parent would prefer to attend parent education meetings or workshops focusing on topics such as job skills or child-rearing	921	
In person		3.17
Virtually[a]		2.83
Both		1.99
How parent would prefer to attend parent-teacher conferences	927	
In person		2.52
Virtually[a]		2.06
Both		2.08
How parent would prefer to participate in Policy Council, Parent Committee, or other Head Start planning groups	919	
In person		2.17
Virtually[a]		2.00
Both		2.30

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]"Virtually" refers to activities or events that do not occur in person and instead take place on web-based video platform, such as Zoom.

Table AA.44. Standard errors for community supports that would have been useful to parents at the time they completed the survey or would have been useful in the year prior[a]

	Support would have been useful at the time they completed the survey		If support would not have been useful at the time they completed the survey, support would have been useful in the year prior	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Help with housing	925		543	
Yes		3.23		1.55
No		3.23		1.55
Finding or training for a job	926		627	
Yes		2.37		2.09
No		2.37		2.09
Help to go to school or college	927		532	
Yes		3.23		1.73
No		3.23		1.73
Referrals to counseling or mental health services	926		708	
Yes		1.31		1.19
No		1.31		1.19
Referrals to medical, dental, or orthodontic care	927		604	
Yes		2.53		2.20
No		2.53		2.20
Help for accessing the Internet (such as Smartphones or Chromebooks/laptops, MiFi/hotspots)[b]	926		581	
Yes		3.44		1.98
No		3.44		1.98
Remote learning and virtual services (such as social gatherings) for children	924		620	
Yes		2.67		2.46
No		2.67		2.46
At-home family activity ideas	925		361	
Yes		2.33		1.32
No		2.33		1.32
Assistance applying for unemployment benefits, or for financial support from state or local agencies	921		728	
Yes		2.53		1.62
No		2.53		1.62

Table AA.44 (*continued*)

	Support would have been useful at the time they completed the survey		If support would not have been useful at the time they completed the survey, support would have been useful in the year prior	
	Unweighted total sample size (n)	**SE**	**Unweighted total sample size (n)**	**SE**
Providing food or applying for nutrition assistance (such as the Supplemental Nutrition Assistance Program)	922		603	
Yes		2.55		1.48
No		2.55		1.48

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]"Year prior" refers to the twelve-month period leading up to the date they completed the survey; this 12-month period was during the COVID-19 pandemic.

[b]"MiFi" refers to mobile Wi-Fi.

Table AA.45. Standard errors for parent knowledge of community supports and comfort accessing them[a]

	Unweighted total sample size (n)	SE
Parent knows where to find resources for their family	919	
Always or most of the time		3.95
A good part of the time		1.84
Some of the time		2.15
A little of the time		1.67
Rarely or never		1.86
Parent knows where to find important medical information	917	
Always or most of the time		3.67
A good part of the time		1.73
Some of the time		2.51
A little of the time		0.81
Rarely or never		1.51
Parent can get help from the community if needed	913	
Always or most of the time		2.27
A good part of the time		1.56
Some of the time		1.81
A little of the time		1.27
Rarely or never		2.49
Parent is comfortable in finding the help needed	922	
Always or most of the time		2.82
A good part of the time		1.39
Some of the time		1.90
A little of the time		1.39
Rarely or never		1.74
Parent knows community agencies they can go to for help	920	
Always or most of the time		2.98
A good part of the time		1.24
Some of the time		1.69
A little of the time		1.07
Rarely or never		3.02

Table AA.45 (*continued*)

	Unweighted total sample size (n)	SE
Parent finds it hard to ask for help from community agencies	915	
Always or most of the time		1.69
A good part of the time		1.06
Some of the time		1.71
A little of the time		1.53
Rarely or never		1.97
Parent finds it hard to ask for help from friends and family	921	
Always or most of the time		2.41
A good part of the time		1.14
Some of the time		2.55
A little of the time		1.14
Rarely or never		1.88

Source: Spring 2022 Parent 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

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

[a]Items come from the Mobilizing Resources Subscale from the Healthy Families Parenting Inventory (LeCroy et al. 2007).

Table AA.45a. Standard errors for parent knowledge of community supports and comfort accessing them, by previous Head Start experience and for newly entering children by age[a]

	Newly entering children by age							
	3-year-olds[b]		4-year-olds[b]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Parent knows where to find resources for their family	459		315		774		145	
Always or most of the time		3.95		5.56		4.35		4.59
A good part of the time		2.71		2.76		1.78		4.96
Some of the time		2.34		3.64		2.29		5.31
A little of the time		1.48		3.17		1.84		1.95
Rarely or never		1.91		3.17		2.15		3.68
Parent knows where to find important medical information	458		314		772		145	
Always or most of the time		3.51		6.45		4.19		4.10
A good part of the time		2.72		1.96		1.89		5.36
Some of the time		2.14		4.46		2.81		2.93
A little of the time		0.96		1.36		0.90		1.86
Rarely or never		1.58		2.70		1.76		2.17
Parent can get help from the community if needed	454		313		767		146	
Always or most of the time		2.08		3.84		2.24		7.66
A good part of the time		1.93		2.72		1.74		6.34
Some of the time		3.25		3.74		2.03		3.23
A little of the time		1.94		1.41		1.41		2.75
Rarely or never		2.95		3.48		2.72		3.93

Table AA.45a (*continued*)

	Newly entering children by age							
	3-year-olds[b]		4-year-olds[b]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Parent is comfortable in finding the help needed	459		316		775		147	
Always or most of the time		3.70		5.98		3.09		4.95
A good part of the time		1.93		2.21		1.52		4.34
Some of the time		2.64		3.13		1.97		3.43
A little of the time		2.19		1.47		1.51		2.70
Rarely or never		1.86		3.07		1.98		2.10
Parent knows community agencies they can go to for help	459		314		773		147	
Always or most of the time		2.71		5.17		3.21		5.90
A good part of the time		2.07		3.08		1.24		4.39
Some of the time		2.10		3.53		1.77		4.34
A little of the time		1.48		1.61		1.06		2.87
Rarely or never		3.49		5.52		3.44		4.10
Parent finds it hard to ask for help from community agencies	455		315		770		145	
Always or most of the time		1.56		3.37		1.69		6.05
A good part of the time		1.89		2.70		1.20		2.71
Some of the time		2.37		2.84		1.79		2.77
A little of the time		1.96		2.41		1.70		2.56
Rarely or never		2.63		3.61		2.10		5.21

Table AA.45a (*continued*)

	Newly entering children by age							
	3-year-olds[b]		4-year-olds[b]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Parent finds it hard to ask for help from friends and family	459		315		774		147	
Always or most of the time		2.84		3.60		2.75		3.31
A good part of the time		2.13		2.15		1.34		2.38
Some of the time		3.75		3.25		2.77		4.06
A little of the time		1.80		1.20		1.26		3.35
Rarely or never		2.56		3.00		2.13		3.65

Source: Spring 2022 Parent Survey and Survey Management System.

Note: Statistics represent children enrolled in Head Start FACES programs in the 2021-2022 program year and whose parents agreed to participate in the Study. 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) parents who did not consent to have their child to participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 928 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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

[a]Items come from the Mobilizing Resources Subscale from the Healthy Families Parenting Inventory (LeCroy et al. 2007).

[b]Age as of September 1, 2021.

SECTION BB

STANDARD ERRORS FOR CHILDREN'S SOCIAL-EMOTIONAL AND LEARNING SKILLS

Return to description of **Section B** topics and composites.

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

Table BB.2. Standard errors for children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, and children's parent-reported approaches to learning raw score

	Unweighted total sample size (n)	SE
Lead teachers' report of children's skills and behavior		
Social skills raw score[a]	784	0.40
Problem behaviors total raw score[a]	785	0.33
Aggressive behavior subscale raw score	786	0.10
Hyperactive behavior subscale raw score	784	0.09
Withdrawn behavior subscale raw score	784	0.13
Approaches to learning raw score (ECLS–K)[b]	785	0.07
Parents' report of children's behavior		
Approaches to learning raw score (ECLS–K)[b]	925	0.03

Source: Spring 2022 Teacher Child Report and Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

For the teacher reported constructs, the n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children. For the parent reported construct, the n column in this table includes the unweighted sample size to identify the number of children with valid data on the construct in spring 2022 out of a maximum of 928 children.

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

[a]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale. For "social skills raw score," higher scores indicate the child exhibits cooperative behaviors more frequently. For "problem behaviors raw score," higher scores indicate the child exhibits negative behaviors more frequently.

[b]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99. Higher scores indicate the child exhibits positive approaches to learning behaviors more frequently.

Table BB.3. Standard errors for children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, and children's parent-reported approaches to learning raw score: Change from fall 2021 to spring 2022

	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change
		SE	SE	SE
Lead teachers' report of children's behavior				
Social skills raw score[a]	475	0.53	0.43	0.20
Problem behaviors total raw score[a]	485	0.49	0.50	0.18
Aggressive behavior subscale raw score	487	0.19	0.19	0.08
Hyperactive behavior subscale raw score	486	0.16	0.16	0.07
Withdrawn behavior subscale raw score	483	0.16	0.16	0.06
Approaches to learning raw score (ECLS–K)[b]	485	0.05	0.08	0.04
Parents' report of children's behavior				
Approaches to learning raw score (ECLS–K)[b]	500	0.03	0.04	0.03

Source: Fall 2021 and Spring 2022 Teacher Child Report and Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

For the teacher reported constructs, the n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children. For the parent reported construct, the n column includes the unweighted sample size to identify the number of children with valid data on the construct in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022 for the Teacher Child Report and October 2021 to January 2022 for the Parent Survey, during the COVID-19 pandemic. Spring 2022 data were collected from April 2022 to July 2022 for the Teacher Child Report and Parent Survey, during the COVID-19 pandemic.

[a]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[b]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

Table BB.4. Standard errors for children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by child age

	3 years old or younger[a]		4 years old or older[a]	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Social skills raw score[b]	409	0.48	374	0.48
Problem behaviors total raw score[b]	412	0.48	372	0.33
Aggressive behavior subscale raw score	412	0.18	373	0.10
Hyperactive behavior subscale raw score	409	0.16	374	0.10
Withdrawn behavior subscale raw score	411	0.15	372	0.18
Approaches to learning raw score (ECLS–K)[c]	410	0.09	374	0.07

Source: Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

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

[a]Age as of September 1, 2021.

[b]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[c]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

Table BB.5. Standard errors for children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by child age: Change from fall 2021 to spring 2022

	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE	Unweighted total sample size (n)	SE	SE	SE
Social skills raw score[b]	245	0.55	0.48	0.22	230	0.75	0.53	0.32
Problem behaviors total raw score[b]	254	0.53	0.58	0.25	231	0.62	0.59	0.19
Aggressive behavior subscale raw score	255	0.23	0.25	0.12	232	0.21	0.21	0.07
Hyperactive behavior subscale raw score	253	0.19	0.21	0.09	233	0.19	0.17	0.10
Withdrawn behavior subscale raw score	252	0.16	0.17	0.11	231	0.23	0.22	0.08
Approaches to learning raw score (ECLS–K)[c]	252	0.06	0.11	0.06	233	0.09	0.09	0.05

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Age as of September 1, 2021.

[b]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[c]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

Table BB.6. Standard errors for children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by previous Head Start experience and for newly entering children by age

	Newly entering children by age							
	3-year-olds[a]		4-years-olds[a]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Social skills raw score[b]	374	0.51	278	0.42	653	0.43	131	0.80
Problem behaviors total raw score[b]	376	0.49	276	0.36	653	0.36	132	0.54
Aggressive behavior subscale raw score	376	0.17	277	0.11	654	0.11	132	0.20
Hyperactive behavior subscale raw score	373	0.17	278	0.09	652	0.10	132	0.20
Withdrawn behavior subscale raw score	376	0.16	276	0.22	653	0.15	131	0.22
Approaches to learning raw score (ECLS–K)[c]	375	0.10	278	0.07	654	0.07	131	0.14

Source: Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

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

[a]Age as of September 1, 2021.

[b]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[c]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

Table BB.7. Standard errors for children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores, by previous Head Start experience: Change from fall 2021 to spring 2022

	All newly entering children				All returning children			
		Fall 2021	Spring 2022	Fall-spring change		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE	Unweighted total sample size (n)	SE	SE	SE
Social skills raw score[a]	393	0.54	0.45	0.20	82	0.11	0.02	0.14
Problem behaviors total raw score[a]	400	0.50	0.53	0.20	85	0.47	0.35	0.13
Aggressive behavior subscale raw score	402	0.20	0.20	0.08	85	0.16	0.11	0.05
Hyperactive behavior subscale raw score	401	0.17	0.18	0.08	85	0.11	0.07	0.04
Withdrawn behavior subscale raw score	399	0.15	0.17	0.09	84	0.04	0.09	0.05
Approaches to learning raw score (ECLS–K)[b]	401	0.06	0.09	0.04	84	0.00	0.01	0.01

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[b]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

Table BB.8. Standard errors for children's lead teacher-reported social skills, problem behaviors, and approaches to learning raw scores for newly entering children by age: Change from fall 2021 to spring 2022

	Newly entering children by age							
	3-year-olds[a]				4-year-olds[a]			
		Fall 2021	Spring 2022	Fall-spring change		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE	Unweighted total sample size (n)	SE	SE	SE
Social skills raw score[b]	226	0.57	0.50	0.24	167	0.76	0.50	0.36
Problem behaviors total raw score[b]	233	0.54	0.60	0.26	167	0.65	0.64	0.25
Aggressive behavior subscale raw score	234	0.25	0.24	0.11	168	0.23	0.23	0.09
Hyperactive behavior subscale raw score	232	0.20	0.22	0.10	169	0.20	0.18	0.12
Withdrawn behavior subscale raw score	232	0.17	0.18	0.11	167	0.23	0.24	0.08
Approaches to learning raw score (ECLS–K)[c]	232	0.06	0.11	0.07	169	0.10	0.09	0.05

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 418 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

[a]Age as of September 1, 2021.

[b]"Social skills raw score" and "problem behaviors raw score" items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[c]ECLS–K=Early Childhood Longitudinal Study-Kindergarten Class of 1998–99.

Table BB.9. Standard errors for children's lead teacher-reported early literacy skills

	Unweighted total sample size (n)	SE
Child demonstrates a beginning understanding of the relationship between sounds and letters[a]	801	
Not at all		2.25
For one or two letters		2.14
For a few (up to 5) letters		1.98
For several (6 or more) letters		2.82
Child can recognize[b]	801	
None of the letters of the alphabet		1.52
Some of them		3.08
Most of them		2.33
All of them		2.31
Child likes to write or pretends to write[b]	802	
Never		1.14
Has done it once or twice		1.87
Sometimes		2.75
Often		3.12
Child mostly writes and draws rather than scribbles[b]	799	
Yes		2.85
No		2.85
Child writes their first name even if some of the letters are backward[b]	801	
Yes		3.42
No		3.42
Child recognizes their first name in writing or in print[b]	800	
Yes		2.06
No		2.06
Child can read other words in writing or print	801	
Yes		6.04
No		6.04
Child can identify rhyming words	801	
Yes		4.84
No		4.84
Mean child literacy skills score	802	0.13

Source: Spring 2022 Teacher Child 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

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

[a]An example of the "relationship between sounds and letters" is when the letter B makes a "buh" sound.

[b]This item is adapted from the National Household Education Survey and is included in the "child literacy skills score."

Table BB.10. Standard errors for children's lead teacher-reported early literacy skills: Change from fall 2021 to spring 2022

		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE
Child demonstrates a beginning understanding of the relationship between sounds and letters[a]	501			
Not at all		0.04	0.02	0.04
For one or two letters		0.03	0.03	0.04
For a few (up to 5) letters		0.03	0.04	0.05
For several (6 or more) letters		0.02	0.03	0.03
Child can recognize[b]	501			
None of the letters of the alphabet		0.03	0.01	0.03
Some of them		0.03	0.03	0.03
Most of them		0.03	0.02	0.03
All of them		0.02	0.03	0.02
Child likes to write or pretend to write[b]	502			
Never		0.02	0.01	0.02
Has done it once or twice		0.03	0.02	0.02
Sometimes		0.03	0.04	0.03
Often		0.05	0.05	0.04
Child mostly writes and draws rather than scribbles[b]	498			
Yes		0.05	0.04	0.04
No		0.05	0.04	0.04
Child writes their first name even if some of the letters are backward[b]	502			
Yes		0.03	0.03	0.04
No		0.03	0.03	0.04
Child recognizes their own first name in writing or in print[b]	501			
Yes		0.03	0.02	0.03
No		0.03	0.02	0.03
Child can read other words in writing or print	501			
Yes		0.08	0.06	0.05
No		0.08	0.06	0.05
Child can identify rhyming words	502			
Yes		0.04	0.04	0.04
No		0.04	0.04	0.04
Mean child literacy skills score	502	0.15	0.13	0.13

Source: Fall 2021 and Spring 2022 Teacher Child 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children

Table BB.10 (*continued*)

whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]An example of the "relationship between sounds and letters" is when the letter B makes a "buh" sound.

[b]This item is adapted from the National Household Education Survey and is included in the "child literacy skills score."

Table BB.11. Standard errors for children's lead teacher-reported early literacy skills, by child age

	3 years old or younger[a]		4 years old or older[a]	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Child demonstrates a beginning understanding of the relationship between sounds and letters[b]	415		385	
Not at all		3.36		2.50
For one or two letters		3.16		2.63
For a few (up to 5) letters		3.80		3.03
For several (6 or more) letters		3.96		3.30
Child can recognize[c]	414		386	
None of the letters of the alphabet		2.64		1.34
Some of them		3.69		4.73
Most of them		2.90		4.91
All of them		3.86		3.27
Child likes to write or pretend to write[c]	415		386	
Never		1.31		1.53
Has done it once or twice		3.13		1.84
Sometimes		4.28		3.75
Often		3.77		4.17
Child mostly writes and draws rather than scribbles[c]	414		384	
Yes		3.78		3.78
No		3.78		3.78
Child writes their first name even if some of the letters are backward[c]	415		385	
Yes		4.04		3.47
No		4.04		3.47
Child recognizes their own first name in writing or in print[c]	414		385	
Yes		3.04		1.55
No		3.04		1.55
Child can read other words in writing or print	415		385	
Yes		5.96		6.55
No		5.96		6.55
Child can identify rhyming words	415		385	
Yes		5.30		4.76
No		5.30		4.76
Mean child literacy skills score	415	0.16	386	0.14

Source: Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than

Table BB.11 (*continued*)

expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

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

[a]Age as of September 1, 2021.

[b]An example of the "relationship between sounds and letters" is when the letter B makes a "buh" sound.

[c]This item is adapted from the National Household Education Survey and is included in the "child literacy skills score."

Table BB.12. Standard errors for children's lead teacher-reported early literacy skills, by child age: Change from fall 2021 to spring 2022

	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE	Unweighted total sample size (n)	SE	SE	SE
Child demonstrates a beginning understanding of the relationship between sounds and letters[b]	258				243			
Not at all		0.05	0.04	0.04		0.04	0.02	0.04
For one or two letters		0.04	0.04	0.06		0.04	0.03	0.05
For a few (up to 5) letters		0.03	0.05	0.05		0.06	0.06	0.08
For several (6 or more) letters		0.02	0.04	0.04		0.05	0.05	0.05
Child can recognize[c]	257				244			
None of the letters of the alphabet		0.05	0.03	0.04		0.02	0.01	0.02
Some of them		0.04	0.03	0.04		0.06	0.07	0.05
Most of them		0.04	0.04	0.07		0.03	0.05	0.04
All of them		0.02	0.05	0.04		0.04	0.05	0.04
Child likes to write or pretend to write[c]	257				245			
Never		0.03	0.01	0.03		0.02	0.01	0.02
Has done it once or twice		0.04	0.04	0.03		0.03	0.02	0.04
Sometimes		0.05	0.06	0.05		0.05	0.05	0.03
Often		0.04	0.05	0.04		0.08	0.06	0.04
Child mostly writes and draws rather than scribbles[c]	256				242			
Yes		0.06	0.05	0.04		0.05	0.03	0.06
No		0.06	0.05	0.04		0.05	0.03	0.06

Table BB.12 (*continued*)

	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE	Unweighted total sample size (n)	SE	SE	SE
Child writes their first name even if some of the letters are backward[c]	258				244			
Yes		0.05	0.04	0.05		0.04	0.04	0.04
No		0.05	0.04	0.05		0.04	0.04	0.04
Child recognizes their own first name in writing or in print[c]	257				244			
Yes		0.03	0.04	0.03		0.03	0.02	0.03
No		0.03	0.04	0.03		0.03	0.02	0.03
Child can read other words in writing or print	257				244			
Yes		0.09	0.08	0.04		0.09	0.06	0.06
No		0.09	0.08	0.04		0.09	0.06	0.06
Child can identify rhyming words	258				244			
Yes		0.03	0.06	0.05		0.07	0.05	0.06
No		0.03	0.06	0.05		0.07	0.05	0.06
Mean child literacy skills score	258	0.17	0.18	0.11	244	0.21	0.13	0.19

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Age as of September 1, 2021.

[b]An example of the "relationship between sounds and letters" is when the letter B makes a "buh" sound.

[c]This item is adapted from the National Household Education Survey and is included in the "child literacy skills score."

Table BB.13. Standard errors for children's lead teacher-reported early literacy skills, by previous Head Start experience and for newly entering children by age

	Newly entering children by age							
	3 years old or younger[a]		4 years old or older[a]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Child demonstrates a beginning understanding of the relationship between sounds and letters[b]	379		289		669		132	
Not at all		3.34		3.25		2.54		5.61
For one or two letters		3.30		3.21		2.33		4.83
For a few (up to 5) letters		3.84		3.00		2.23		5.61
For several (6 or more) letters		4.28		3.86		3.46		7.02
Child can recognize[c]	378		290		669		132	
None of the letters of the alphabet		2.62		1.55		1.68		3.79
Some of them		3.80		5.93		3.44		4.47
Most of them		3.06		6.03		2.54		5.78
All of them		4.07		4.16		2.75		5.35
Child likes to write or pretend to write[c]	379		290		670		132	
Never		1.42		1.95		1.28		1.45
Has done it once or twice		3.31		1.81		2.14		4.96
Sometimes		4.31		3.76		3.35		6.63
Often		3.95		4.56		3.82		7.35
Child mostly writes and draws rather than scribbles[c]	378		289		668		131	
Yes		3.94		4.59		3.45		4.22
No		3.94		4.59		3.45		4.22
Child writes their first name even if some of the letters are backward[c]	379		289		669		132	
Yes		4.41		4.92		4.45		4.67
No		4.41		4.92		4.45		4.67

Table BB.13 (*continued*)

	Newly entering children by age							
	3 years old or younger[a]		4 years old or older[a]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Child recognizes their own first name in writing or in print[c]	378		289		668		132	
Yes		3.22		1.56		2.37		3.65
No		3.22		1.56		2.37		3.65
Child can read other words in writing or print	379		289		669		132	
Yes		6.26		8.11		6.85		5.59
No		6.26		8.11		6.85		5.59
Child can identify rhyming words	379		289		669		132	
Yes		5.38		5.90		5.38		8.63
No		5.38		5.90		5.38		8.63
Mean child literacy skills score	379	0.17	290	0.19	670	0.17	132	0.22

Source: Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

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

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

[a]Age as of September 1, 2021.

[b]An example of the “relationship between sounds and letters” is when the letter B makes a “buh” sound.

[c]This item is adapted from the National Household Education Survey and is included in the “child literacy skills score.”

Table BB.14. Standard errors for children's lead teacher-reported early literacy skills, by previous Head Start experience: Change from fall 2021 to spring 2022

	All newly entering children				All returning children			
		Fall 2021	Spring 2022	Fall-spring change		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE	Unweighted total sample size (n)	SE	SE	SE
Child demonstrates a beginning understanding of the relationship between sounds and letters[a]	416				85			
Not at all		0.04	0.03	0.04		0.01	0.02	0.01
For one or two letters		0.04	0.04	0.05		0.00	0.05	0.05
For a few (up to 5) letters		0.03	0.05	0.06		0.01	0.02	0.01
For several (6 or more) letters		0.02	0.03	0.04		0.02	0.02	0.03
Child can recognize[b]	416				85			
None of the letters of the alphabet		0.04	0.02	0.03		0.01	0.01	0.00
Some of them		0.03	0.04	0.04		0.02	0.03	0.05
Most of them		0.03	0.02	0.03		0.05	0.02	0.06
All of them		0.02	0.04	0.03		0.04	0.02	0.01
Child likes to write or pretend to write[b]	417				85			
Never		0.02	0.01	0.02		0.00	0.03	0.03
Has done it once or twice		0.03	0.03	0.02		0.03	0.02	0.02
Sometimes		0.04	0.05	0.03		0.06	0.03	0.09
Often		0.05	0.05	0.04		0.02	0.02	0.04
Child mostly writes and draws rather than scribbles[b]	414				84			
Yes		0.05	0.04	0.05		0.02	0.02	0.00
No		0.05	0.04	0.05		0.02	0.02	0.00

Table BB.14 (*continued*)

	All newly entering children				All returning children			
		Fall 2021	Spring 2022	Fall-spring change		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE	Unweighted total sample size (n)	SE	SE	SE
Child writes their first name even if some of the letters are backward[b]	417				85			
Yes		0.04	0.04	0.04		0.00	0.05	0.05
No		0.04	0.04	0.04		0.00	0.05	0.05
Child recognizes their own first name in writing or in print[b]	416				85			
Yes		0.03	0.03	0.02		0.00	0.00	0.00
No		0.03	0.03	0.02		0.00	0.00	0.00
Child can read other words in writing or print	416				85			
Yes		0.09	0.07	0.05		0.02	0.02	0.04
No		0.09	0.07	0.05		0.02	0.02	0.04
Child can identify rhyming words	417				85			
Yes		0.04	0.05	0.03		0.02	0.02	0.01
No		0.04	0.05	0.03		0.02	0.02	0.01
Mean child literacy skills score	417	0.18	0.17	0.13	85	0.02	0.11	0.13

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

[a]An example of the “relationship between sounds and letters” is when the letter B makes a “buh” sound.

[b]This item is adapted from the National Household Education Survey and is included in the “child literacy skills score.”

Table BB.15. Standard errors for children's lead teacher-reported early literacy skills for newly entering children by age: Change from fall 2021 to spring 2022

	Newly entering children by age							
	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE	Unweighted total sample size (n)	SE	SE	SE
Child demonstrates a beginning understanding of the relationship between sounds and letters[b]	237				179			
Not at all		0.05	0.04	0.05		0.04	0.03	0.04
For one or two letters		0.05	0.04	0.06		0.05	0.04	0.07
For a few (up to 5) letters		0.03	0.05	0.05		0.07	0.07	0.09
For several (6 or more) letters		0.02	0.04	0.04		0.05	0.06	0.06
Child can recognize[c]	236				180			
None of the letters of the alphabet		0.05	0.03	0.04		0.03	0.01	0.03
Some of them		0.05	0.03	0.05		0.07	0.08	0.07
Most of them		0.05	0.04	0.07		0.03	0.06	0.06
All of them		0.02	0.05	0.04		0.05	0.06	0.05
Child likes to write or pretend to write[c]	236				181			
Never		0.03	0.01	0.03		0.02	0.01	0.02
Has done it once or twice		0.04	0.04	0.03		0.03	0.02	0.03
Sometimes		0.05	0.06	0.04		0.06	0.05	0.04
Often		0.04	0.05	0.03		0.09	0.06	0.05
Child mostly writes and draws rather than scribbles[c]	235				179			
Yes		0.06	0.05	0.04		0.05	0.04	0.06
No		0.06	0.05	0.04		0.05	0.04	0.06
Child writes their first name even if some of the letters are backward[c]	237				180			
Yes		0.05	0.04	0.05		0.06	0.05	0.04
No		0.05	0.04	0.05		0.06	0.05	0.04

Table BB.15 (*continued*)

	Newly entering children by age							
	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE	Unweighted total sample size (n)	SE	SE	SE
Child recognizes their own first name in writing or in print[c]	236				180			
Yes		0.04	0.04	0.03		0.03	0.02	0.02
No		0.04	0.04	0.03		0.03	0.02	0.02
Child can read other words in writing or print	236				180			
Yes		0.10	0.08	0.04		0.10	0.07	0.07
No		0.10	0.08	0.04		0.10	0.07	0.07
Child can identify rhyming words	237				180			
Yes		0.03	0.06	0.05		0.07	0.05	0.06
No		0.03	0.06	0.05		0.07	0.05	0.06
Mean child literacy skills score	237	0.18	0.20	0.11	180	0.24	0.18	0.17

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 418 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

[a]Age as of September 1, 2021.

[b]An example of the “relationship between sounds and letters” is when the letter B makes a “buh” sound.

[c]This item is adapted from the National Household Education Survey and is included in the “child literacy skills score.”

Table BB.16. Standard errors for children's lead teacher-reported math knowledge and skills

	Unweighted total sample size (n)	SE
Child can count	801	
Not at all		0.71
Up to 5		1.68
Up to 10		3.36
Up to 20		3.70
Up to 50		1.49
Up to 100 or more		0.99
Child can identify basic shapes such as triangle, rectangle, circle, or square[a]	801	
None of them		0.39
Some of them		1.84
Most of them		3.11
All of them		2.79
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	787	
Yes		2.63
No		2.63
Child can sort objects by any of the following attributes[b]	802	
Color		0.89
Shape		2.29
Size		3.97
Function (for example, things we use to write, things we sit on)		5.11
No opportunity to observe		0.62
Child can put more than three things in order by length and height	800	
Yes		3.55
No		2.79
No opportunity to observe		2.03
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	800	
Not consistently for even 1 or 2		2.40
Up to 2 objects		2.17
Up to 3 objects		2.75
Up to 4 objects		2.09
Up to 5 objects		2.46
No opportunity to observe		1.13

Table BB.16 (*continued*)

	Unweighted total sample size (n)	SE
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	799	
Yes		5.05
No		4.53
No opportunity to observe		2.14

Source: Spring 2022 Teacher Child 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

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

[a]This item is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[b]Lead teachers marked all responses that applied.

Table BB.17. Standard errors for children's lead teacher-reported math knowledge and skills: Change from fall 2021 to spring 2022

		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE
Child can count	503			
Not at all		0.01	0.01	0.01
Up to 5		0.03	0.02	0.03
Up to 10		0.03	0.04	0.05
Up to 20		0.04	0.04	0.06
Up to 50		0.01	0.02	0.02
Up to 100 or more		0.01	0.01	0.01
Child can identify basic shapes such as triangle, rectangle, circle, or square[a]	503			
None of them		0.02	0.01	0.01
Some of them		0.03	0.02	0.03
Most of them		0.03	0.04	0.04
All of them		0.04	0.04	0.05
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	475			
Yes		0.05	0.03	0.06
No		0.05	0.03	0.06
Child can sort objects by any of the following attributes[b]	503			
Color		0.02	0.01	0.01
Shape		0.05	0.03	0.05
Size		0.04	0.04	0.05
Function (for example, things we use to write, things we sit on)		0.03	0.05	0.06
No opportunity to observe		0.02	0.01	0.01
Child can put more than three things in order by length and height	503			
Yes		0.06	0.04	0.06
No		0.05	0.03	0.04
No opportunity to observe		0.03	0.02	0.03
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	503			
Not consistently for even 1 or 2		0.04	0.03	0.04
Up to 2 objects		0.02	0.03	0.04
Up to 3 objects		0.03	0.02	0.04
Up to 4 objects		0.02	0.02	0.02
Up to 5 objects		0.03	0.03	0.03
No opportunity to observe		0.02	0.01	0.02

Table BB.17 (*continued*)

	Unweighted total sample size (n)	Fall 2021 SE	Spring 2022 SE	Fall-spring change SE
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	503			
Yes		0.04	0.05	0.03
No		0.04	0.05	0.03
No opportunity to observe		0.04	0.03	0.02

Source: Fall 2021 and Spring 2022 Teacher Child 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]This item is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[b]Lead teachers marked all responses that applied.

Table BB.18. Standard errors for children's lead teacher-reported math knowledge and skills, by child age

	3 years old or younger[a]		4 years old or older[a]	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Child can count	414		386	
Not at all		1.15		0.91
Up to 5		2.90		1.53
Up to 10		3.55		4.63
Up to 20		3.53		5.23
Up to 50		1.18		2.49
Up to 100 or more		1.00		2.02
Child can identify basic shapes such as triangle, rectangle, circle, or square[b]	414		386	
None of them		3.48		4.58
Some of them		4.01		4.70
Most of them		2.90		2.08
All of them		0.66		0.27
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	404		382	
Yes		3.60		3.01
No		3.60		3.01
Child can sort objects by any of the following attributes[c]	415		386	
Color		0.99		1.02
Shape		3.47		2.50
Size		4.96		4.04
Function (for example, things we use to write, things we sit on)		4.74		6.83
No opportunity to observe		0.64		0.81
Child can put more than three things in order by length and height	413		386	
Yes		5.86		3.15
No		4.56		2.39
No opportunity to observe		2.58		2.57
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	413		386	
Not consistently for even 1 or 2		3.64		2.49
Up to 2 objects		3.10		2.34
Up to 3 objects		1.90		4.72
Up to 4 objects		2.34		2.48
Up to 5 objects		2.16		4.51
No opportunity to observe		1.87		1.02

Table BB.18 (*continued*)

	3 years old or younger[a]		4 years old or older[a]	
	Unweighted total sample size (n)	**SE**	**Unweighted total sample size (n)**	**SE**
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	412		386	
Yes		5.30		5.36
No		4.87		5.06
No opportunity to observe		2.54		2.51

Source: Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

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

[a]Age as of September 1, 2021.

[b]This item is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[c]Lead teachers marked all responses that applied.

Table BB.19. Standard errors for children's lead teacher-reported math knowledge and skills, by child age: Change from fall 2021 to spring 2022

	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE	Unweighted total sample size (n)	SE	SE	SE
Child can count	258				245			
Not at all		0.02	0.01	0.02		0.01	0.01	0.01
Up to 5		0.04	0.03	0.04		0.03	0.01	0.03
Up to 10		0.04	0.04	0.04		0.04	0.06	0.09
Up to 20		0.03	0.04	0.04		0.06	0.05	0.10
Up to 50		0.01	0.01	0.01		0.01	0.04	0.04
Up to 100 or more		0.00	0.00	0.00		0.01	0.02	0.02
Child can identify basic shapes such as triangle, rectangle, circle, or square[b]	258				245			
None of them		0.03	0.01	0.02		0.02	0.01	0.02
Some of them		0.05	0.03	0.05		0.04	0.02	0.04
Most of them		0.05	0.05	0.05		0.03	0.04	0.04
All of them		0.05	0.05	0.06		0.05	0.05	0.06
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	238				237			
Yes		0.06	0.05	0.07		0.05	0.03	0.06
No		0.06	0.05	0.07		0.05	0.03	0.06

Table BB.19 (*continued*)

	3 years old or younger[a]				4 years old or older[a]			
		Fall 2021	Spring 2022	Fall-spring change		Fall 2021	Spring 2022	Fall-spring change
	Unweighted total sample size (n)	SE	SE	SE	Unweighted total sample size (n)	SE	SE	SE
Child can sort objects by any of the following attributes[c]	258				245			
Color		0.02	0.01	0.02		0.01	0.01	0.01
Shape		0.06	0.04	0.05		0.06	0.03	0.06
Size		0.04	0.06	0.05		0.05	0.04	0.06
Function (for example, things we use to write, things we sit on)		0.04	0.06	0.06		0.06	0.07	0.08
No opportunity to observe		0.03	0.01	0.02		0.01	0.01	0.01
Child can put more than three things in order by length and height	258				245			
Yes		0.09	0.07	0.09		0.05	0.04	0.05
No		0.07	0.05	0.06		0.05	0.03	0.04
No opportunity to observe		0.04	0.04	0.04		0.04	0.03	0.03
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	258				245			
Not consistently for even 1 or 2		0.07	0.04	0.06		0.03	0.03	0.02
Up to 2 objects		0.03	0.03	0.04		0.05	0.06	0.08
Up to 3 objects		0.04	0.02	0.04		0.03	0.04	0.06
Up to 4 objects		0.03	0.02	0.04		0.04	0.03	0.03
Up to 5 objects		0.02	0.03	0.03		0.04	0.07	0.06
No opportunity to observe		0.02	0.02	0.02		0.02	0.01	0.02
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	258				245			
Yes		0.04	0.07	0.05		0.05	0.05	0.02
No		0.04	0.05	0.04		0.05	0.06	0.02
No opportunity to observe		0.03	0.03	0.03		0.05	0.04	0.03

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

Table BB.19 (*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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Age as of September 1, 2021.

[b]This item is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[c]Lead teachers marked all responses that applied.

Table BB.20. Standard errors for children's lead teacher-reported math knowledge and skills, by previous Head Start experience and for newly entering children by age

	Newly entering children by age							
	3 years old or younger[a]		4 years old or older[a]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Child can count	378		290		669		132	
Not at all		1.09		1.12		0.73		2.52
Up to 5		3.14		2.14		2.13		2.09
Up to 10		3.88		5.39		3.73		4.49
Up to 20		3.98		6.10		4.38		4.75
Up to 50		1.26		3.21		1.71		3.19
Up to 100 or more		1.07		2.40		1.07		1.00
Child can identify basic shapes such as triangle, rectangle, circle, or square[b]	378		290		669		132	
None of them		3.68		5.00		3.18		6.46
Some of them		4.00		5.31		3.56		5.58
Most of them		2.88		2.46		2.02		4.14
All of them		0.71		0.34		0.44		0.17
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	369		288		658		129	
Yes		3.60		3.67		2.83		4.37
No		3.60		3.67		2.83		4.37

Table BB.20 (*continued*)

	Newly entering children by age							
	3 years old or younger[a]		4 years old or older[a]		All newly entering children		All returning children	
	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE	Unweighted total sample size (n)	SE
Child can sort objects by any of the following attributes[c]	379		290		670		132	
Color		1.07		1.27		1.03		0.67
Shape		3.30		2.13		2.41		4.52
Size		5.37		4.87		4.58		5.89
Function (for example, things we use to write, things we sit on)		5.07		8.53		6.08		6.44
No opportunity to observe		0.69		1.00		0.71		0.67
Child can put more than three things in order by length and height	377		290		668		132	
Yes		5.95		3.05		3.80		6.08
No		4.60		2.78		3.20		4.00
No opportunity to observe		2.72		2.51		2.00		5.83
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	377		290		668		132	
Not consistently for even 1 or 2		3.92		3.16		2.82		3.92
Up to 2 objects		3.11		2.91		2.38		2.68
Up to 3 objects		2.05		5.04		2.80		7.87
Up to 4 objects		2.49		2.25		2.15		5.42
Up to 5 objects		2.27		4.51		2.32		6.98
No opportunity to observe		2.00		1.24		1.27		1.53
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	376		290		667		132	
Yes		5.64		6.98		5.96		5.15
No		5.31		6.66		5.30		5.71
No opportunity to observe		2.71		3.51		2.50		3.44

Source: Spring 2022 Teacher Child Report and Survey Management System.

Table BB.20 (*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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children.

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

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

[a]Age as of September 1, 2021.

[b]This item is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[c]Lead teachers marked all responses that applied.

Table BB.21. Standard errors for children's lead teacher-reported math knowledge and skills, by previous Head Start experience: Change from fall 2021 to spring 2022

	All newly entering children				All returning children			
	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change
		SE	SE	SE		SE	SE	SE
Child can count	418				85			
Not at all		0.01	0.01	0.01		0.01	0.01	0.00
Up to 5		0.03	0.03	0.03		0.01	0.00	0.01
Up to 10		0.03	0.04	0.06		0.01	0.01	0.01
Up to 20		0.05	0.04	0.06		0.01	0.01	0.00
Up to 50		0.01	0.02	0.02		0.00	0.01	0.00
Up to 100 or more		0.01	0.01	0.01		0.00	0.00	0.00
Child can identify basic shapes such as triangle, rectangle, circle, or square[a]	418				85			
None of them		0.02	0.01	0.01		0.00	0.00	0.00
Some of them		0.04	0.02	0.03		0.01	0.01	0.00
Most of them		0.03	0.04	0.04		0.03	0.01	0.02
All of them		0.04	0.04	0.05		0.02	0.00	0.02
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	393				82			
Yes		0.05	0.03	0.06		0.01	0.01	0.02
No		0.05	0.03	0.06		0.01	0.01	0.02

Table BB.21 (*continued*)

	All newly entering children				All returning children			
	Unweighted total sample size (n)	Fall 2021 SE	Spring 2022 SE	Fall-spring change SE	Unweighted total sample size (n)	Fall 2021 SE	Spring 2022 SE	Fall-spring change SE
Child can sort objects by any of the following attributes[b]	418				85			
Color		0.02	0.01	0.02		0.01	0.00	0.01
Shape		0.06	0.03	0.05		0.01	0.02	0.01
Size		0.04	0.05	0.05		0.00	0.04	0.04
Function (for example, things we use to write, things we sit on)		0.03	0.06	0.07		0.03	0.02	0.05
No opportunity to observe		0.02	0.01	0.02		0.02	0.00	0.02
Child can put more than three things in order by length and height	418				85			
Yes		0.07	0.04	0.06		0.02	0.04	0.01
No		0.05	0.03	0.04		0.01	0.02	0.02
No opportunity to observe		0.03	0.02	0.03		0.03	0.06	0.03
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	418				85			
Not consistently for even 1 or 2		0.04	0.03	0.04		0.00	0.02	0.03
Up to 2 objects		0.03	0.03	0.04		0.02	0.00	0.02
Up to 3 objects		0.04	0.02	0.05		0.05	0.02	0.07
Up to 4 objects		0.02	0.02	0.03		0.00	0.05	0.05
Up to 5 objects		0.03	0.03	0.03		0.05	0.03	0.03
No opportunity to observe		0.02	0.02	0.02		0.02	0.02	0.00
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	418				85			
Yes		0.05	0.06	0.03		0.03	0.02	0.02
No		0.04	0.05	0.03		0.00	0.00	0.00
No opportunity to observe		0.04	0.03	0.02		0.03	0.02	0.01

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among

Table BB.21 (*continued*)

children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 503 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

[a]This item is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[b]Lead teachers marked all responses that applied.

Table BB.22. Standard errors for children's lead teacher-reported math knowledge and skills for newly entering children by age: Change from fall 2021 to spring 2022

	Newly entering children by age							
	3 years old or younger[a]				4 years old or older[a]			
	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change
		SE	SE	SE		SE	SE	SE
Child can count	237				181			
Not at all		0.02	0.01	0.02		0.01	0.01	0.02
Up to 5		0.05	0.03	0.04		0.02	0.02	0.02
Up to 10		0.04	0.05	0.05		0.05	0.08	0.11
Up to 20		0.03	0.05	0.04		0.07	0.06	0.12
Up to 50		0.02	0.01	0.01		0.01	0.05	0.05
Up to 100 or more		0.01	0.01	0.00		0.02	0.03	0.03
Child can identify basic shapes such as triangle, rectangle, circle, or square[b]	237				181			
All of them		0.06	0.05	0.06		0.06	0.05	0.06
Most of them		0.05	0.05	0.06		0.04	0.04	0.04
Some of them		0.05	0.04	0.05		0.04	0.02	0.04
None of them		0.03	0.01	0.02		0.02	0.01	0.02
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	218				175			
Yes		0.06	0.05	0.08		0.06	0.03	0.06
No		0.06	0.05	0.08		0.06	0.03	0.06

Table BB.22 (*continued*)

	Newly entering children by age							
	3 years old or younger[a]				4 years old or older[a]			
	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change	Unweighted total sample size (n)	Fall 2021	Spring 2022	Fall-spring change
		SE	SE	SE		SE	SE	SE
Child can sort objects by any of the following attributes[c]	237				181			
Color		0.03	0.01	0.03		0.02	0.01	0.01
Shape		0.06	0.04	0.05		0.06	0.03	0.06
Size		0.05	0.06	0.06		0.05	0.05	0.07
Function (for example, things we use to write, things we sit on)		0.04	0.06	0.06		0.06	0.08	0.10
No opportunity to observe		0.03	0.01	0.03		0.01	0.01	0.01
Child can put more than three things in order by length and height	237				181			
Yes		0.09	0.07	0.08		0.06	0.04	0.05
No		0.07	0.05	0.06		0.05	0.03	0.04
No opportunity to observe		0.04	0.04	0.04		0.04	0.03	0.03
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	237				181			
Not consistently for even 1 or 2		0.07	0.04	0.06		0.03	0.04	0.03
Up to 2 objects		0.04	0.03	0.04		0.04	0.07	0.09
Up to 3 objects		0.04	0.02	0.04		0.04	0.05	0.06
Up to 4 objects		0.03	0.02	0.04		0.04	0.03	0.03
Up to 5 objects		0.02	0.03	0.04		0.06	0.07	0.06
No opportunity to observe		0.02	0.02	0.03		0.03	0.01	0.02
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	237				181			
Yes		0.05	0.07	0.05		0.07	0.06	0.02
No		0.04	0.06	0.04		0.07	0.07	0.02
No opportunity to observe		0.04	0.03	0.03		0.06	0.06	0.02

Table BB.22 (*continued*)

Source: Fall 2021 and Spring 2022 Teacher Child Report and Survey Management System.

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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2021 and spring 2022 out of a maximum of 418 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Estimates for previous Head Start experience by age are only reported for newly entering children. Only 12 percent of the children in the sample were returning children and most returning children (73.2 percent) were age 4 or older.

[a]Age as of September 1, 2021.

[b]This item is from the Early Childhood Longitudinal Survey (ECLS) 2020 Field Test Preschool Parent Survey for the ECLS-Kindergarten 2023 Study.

[c]Lead teachers marked all responses that applied.

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

SECTION CC

STANDARD ERRORS FOR CHILDREN'S DISABILITY STATUS AND PHYSICAL HEALTH STATUS

Return to description of **Section C** topics and composites.

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

Table CC.1. Standard errors for children's lead teacher-reported disability and IEP or IFSP status[a]

	Unweighted total sample size (n)	SE
Child has a disability or disabilities	796	
Yes		2.34
No		2.34
Among children with a disability or disabilities, type of disability	144	
Speech or language[b]		3.38
Cognitive[c]		5.74
Behavioral/emotional[d]		4.78
Physical[e]		2.70
Sensory[f]		1.01
Child has multiple disabilities[g]	144	
Yes		5.63
No		5.63
Child has an IEP or IFSP	142	
Yes		5.51
No		5.51

Source: Spring 2022 Teacher Child 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 802 children. Some items were only asked of a subsample of respondents, so these items have a smaller maximum sample size.

IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

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

[a]Surveys asked teachers whether a professional had indicated that the child had a developmental problem, delay, concern, or disability, and if so, to specify the developmental concern or disability.

[b]"Speech or language" disability includes: speech impairment or difficulty communicating.

[c]"Cognitive" disability includes: developmental delay, mental impairment, and autism or pervasive developmental delay.

[d]"Behavioral/emotional" disability includes: behavior problems and hyperactivity, or attention deficit (ADD or ADHD).

[e]"Physical" disability includes: motor impairment.

[f]"Sensory" disability includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

[g]"Child has multiple disabilities" includes children whose teachers have reported more than one of the five types of disability listed in the survey, including a speech or language, cognitive, behavioral/emotional, sensory, and/or physical disability.

Table CC.2. Standard errors for lead teacher report of children's receipt of services and how services were delivered, among children who have an IEP or an IFSP[a]

	Unweighted total sample size (n)	SE
Child received speech or language therapy	106	7.02
Services were delivered via direct teaching or by a specialist in another classroom or setting	103	7.95
Lead teacher participated in the IEP or IFSP meeting	108	9.02
Services were delivered via direct teaching or by a specialist in the classroom	103	8.63
Child received special education teacher services	106	7.26
Services were delivered via consultation	103	7.69
Child received social work services	106	4.09
Child received psychological services	106	4.32
Services were delivered via direct teaching or services by a specialist virtually	103	3.05
Child received other services	105	2.35

Source: Spring 2022 Teacher Child 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs in spring 2022 out of a maximum of 109 children.

Estimates include only children with an IEP or IFSP. We exclude 26.5 percent of children who do not have an IEP or IFSP.

IEP = Individualized Education Program. IFSP = Individual Family Service Plan.

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

[a]Surveys asked teachers what had been done thus far in the program year at the time of survey completion to address the child's condition or concerns about the child's health and development. The survey defined an IFSP and IEP as a written plan that describes goals for this child and the services they should receive.

Table CC.3. Standard errors for parent-reported child health status

	SE (unweighted n = 927)
Excellent	2.38
Very good	2.53
Good	1.43
Fair	0.40
Poor	0.00

Source: Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on the construct in spring 2022 out of a maximum of 928 children.

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

Table CC.4. Standard errors for parent-reported child health status: Change from fall 2021 to spring 2022

	Fall 2021	Spring 2022	Fall-spring change
	SE (unweighted n = 501)	SE (unweighted n = 501)	SE (unweighted n = 501)
Excellent	2.88	2.85	2.88
Very good	2.37	2.37	3.51
Good	2.31	2.47	1.98
Fair	1.00	0.65	1.22
Poor	0.00	0.00	0.00

Source: Fall 2021 and Spring 2022 Parent 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) parents who did not consent to have their child participate in the study, and (3) nonresponse to the parent survey and/or TCR (among children whose parents consented for their child to participate in the study). However, given lower than expected response rates, readers should not assume the data are nationally representative of children enrolled in Head Start programs in the 2021-2022 program year. See pages 9-11 for more information.

The unweighted sample size identifies the number of children with valid data on the construct in both fall 2021 and spring 2022 out of a maximum of 505 children.

Fall 2021 data were collected from October 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

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

REFERENCES

Administration for Children and Families. "Head Start Programs." 2020. Available at https://www.acf.hhs.gov/ohs/about/head-start. Accessed September 2020.

Bassok, D., I. Fares, and A.J. Markowitz. "The Wellbeing of Child Care Teachers Before and During the Coronavirus Pandemic: Longitudinal Evidence from Virginia." University of Virginia, Study of Early Education in Virginia (SEEVA), January 2023.

Bickel, G., M. Nord, C. Price, W. Hamilton, and J. Cook. "Guide to Measuring Household Food Security, Revised 2000." Alexandria, VA: U.S. Department of Agriculture, Food and Nutrition Service, March 2000.

Bose, J. "Nonresponse bias analyses at the National Center for Education Statistics." In *Proceedings of Statistics Canada Symposium*, 2001, pp. 1-9.

Bryk, A.S., and B. Schneider. "Trust in Schools: A Core Resource for School Reform." *Educational Leadership*, vol. 60, no. 6, 2003, pp. 40–45.

Burchinal, M.R., E. Peisner-Feinberg, R. Pianta, and C. Howes. "Development of Academic Skills from Preschool Through Second Grade: Family and Classroom Predictors of Developmental Trajectories." *Journal of School Psychology*, vol. 40, no. 5, 2002, pp. 415–436.

Conger, R.D., K.J. Conger, G.H. Elder, F.O. Lorenz, R.L. Simons, and L.B. Whitbeck. "Family Economic Stress and Adjustment of Early Adolescent Girls." *Developmental Psychology*, vol. 29, no. 2, 1993, pp. 206–219.

Doran, E., D. Straske, N. Reid, C. Cabili, T. Nguyen, X. Li, M. Scott, A. Bhagwat, W. Ratner, J. Cannon, J. Harrington, A. Larson, A. Kopack Klein, K. Gonzalez, N. Aikens, and S. Bernstein (2024). *Family and Staff Well-Being in Head Start FACES Programs in Fall 2021: The 2021-2022 Study*, OPRE Report #2024-037, Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Entwisle, D.R., K.L. Alexander, and L.S. Olson. *Children, Schools, and Inequality*. Boulder, CO: Westview Press, 1997.

Fantuzzo, J., and C. McWayne. "The Relationship Between Peer-Play Interaction in the Family Context and Dimensions of School Readiness for Low-Income Preschool Children." *Journal of Educational Psychology*, vol. 94, no. 1, March 2002, pp. 79–87.

Gassman-Pines, A. and L.A. Gennetian. "COVID-19 Job and Income Loss Jeopardize Child Well-Being: Income Support Policies Can Help." Society for Research in Child Development Child Evidence Brief, No. 9. Washington, DC: Society for Research in Child Development, December 2020.

Gresham, F.M., and S.N. Elliot. *Social Skills Rating System*. Circle Pines, MN: American Guidance Service, 1990.

Grose, J. "Moms Are Back to Work, But Child Care Resources Are 'Laughable.'" *The New York Times*, October 6, 2021. Available at https://www.nytimes.com/2021/10/06/parenting/working-moms-coronavirus-child-care-shortage.html. Accessed January 2023.

Lopez, M.E., S. Dorros, and H. Weiss. "Family-Centered Child Care." Cambridge, MA: Harvard Family Research Project, 1999.

National Center for Education Statistics. "Early Childhood Longitudinal Study—Kindergarten Class of 1998–99 (ECLS–K), Psychometric Report for Kindergarten Through First Grade." NCES 2002–05. Washington, DC: U.S. Department of Education, Institute of Education Sciences, 2002.

Peck, L.R., D. Litwok, D. Walton, E. Harvill, and A. Werner. "Health Profession Opportunity Grants (HPOG 1.0) Impact Study: Three-Year Impacts Report." OPRE Report 2019-114. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2019.

Peterson, J., and N. Zill. "Marital Disruption, Parent-Child Relationships, and Behavior Problems in Children." *Journal of Marriage and the Family,* vol. 48, no. 2, 1986, pp. 295–307.

Plummer, F., L. Manea, D. Trepel, and D. McMillan. "Screening for Anxiety Disorders with the GAD-7 and GAD-2: A Systematic Review and Diagnostic Metaanalysis." *General Hospital Psychiatry*, vol. 39, 2016, pp. 24–31.

Radloff, L.S. "The CES–D Scale: A Self-Report Depression Scale for Research in the General Population." *Applied Psychological Measurement*, vol. 1, no. 3, June 1977, pp. 385–401.

Raver, C.C., C. Blair, and M. Willoughby. "Poverty as a Predictor of 4-Year-Olds' Executive Function: New Perspectives on Models of Differential Susceptibility." *Developmental Psychology*, vol. 49, no. 2, 2013, pp. 292–304.

Rapid EC. "Child Care Shortages Weigh Heavily on Parents and Providers." University of Oregon, Center for Translational Neuroscience, November 2021. Available at https://rapidsurveyproject.com/our-research/child-care-shortages-weigh-heavily-on-parents-and-providers. Accessed January 2023.

Rapid EC. "Parents on Struggles with Well-Being and Emotional Distress During the Pandemic." Stanford University, Stanford Center on Early Childhood, September 2022. Available at https://rapidsurveyproject.com/our-research/parents-struggles-with-well-being-and-emotional-distress-during-pandemic. Accessed January 2023.

Reid, M., A. Kopack Klein, E. Doran, B.L. Carlson, J. Cannon, N. Aikens, S. Skidmore, et al. "2021–2022 Study of Family and Staff Well-Being in Head Start FACES Programs (2021–2022 Study): User's Manual." Princeton, NJ: Mathematica, 2024.

Ross, C.E., J. Mirowsky, and J. Huber. "Dividing Work, Sharing Work, and In-Between: Marriage Patterns and Depression." *American Sociological Review,* vol. 48, no. 6, December 1983, pp. 809–823.

Spitzer, R.L., K. Kroenke, J.B. Williams, and B. Löwe. "A Brief Measure for Assessing Generalized Anxiety Disorder: The GAD-7." *Archives of Internal Medicine*, vol. 166, no. 10, 2006, pp. 1092–1097.

U.S. Census Bureau. "Survey of Income and Program Participation (SIPP)—2008 Panel Wave 09—Topical Module Questionnaire." 2011.

Williams, E., and P. Drake. "Headed Back to School: A Look at the Ongoing Effects of COVID-19 on Children's Health and Well-Being." Kaiser Family Foundation, 2022. Available at https://www.kff.org/coronavirus-covid-19/issue-brief/headed-back-to-school-a-look-at-the-ongoing-effects-of-covid-19-on-childrens-health-and-well-being/. Accessed January 2023.

Yoshikawa, H., C. Weiland, J. Brooks-Gunn, M. Burchinal, L. Espinosa, W.T. Gormley, J. Ludwig, et al. "Investing in Our Future: The Evidence Base on Preschool." Washington, DC: Society for Research in Child Development, October 2013.

Mathematica Inc.

Our employee-owners work nationwide and around the world.
Find us at **mathematica.org** and **edi-global.com**.

Mathematica, Progress Together, and the “spotlight M” logo are registered trademarks of Mathematica Inc.