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Data Tables

Migrant & Seasonal Head Start Study 2017

DATA TABLES FOR THE MIGRANT AND SEASONAL HEAD START STUDY

OPRE Report 2019-66

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OVERVIEW

INTRODUCTION

Head Start and Early Head Start services provide early learning, health, and family well-being supports to low-income families and their children, birth to school entry. Within the Office of Head Start, the Regional Office for Migrant and Seasonal Head Start (MSHS) is responsible for Head Start programs that specifically serve the children and families of migrant and seasonal farmworkers.

For more than two decades, the Head Start Family and Child Experiences Survey (FACES) and Early Head Start Family and Child Experiences Survey (Baby FACES) studies have provided critical information at the national level on the children and families who participate in Head Start and Early Head Start, as well as the centers and staff who serve them. However, MSHS programs have not participated in these studies for a number of reasons including: (1) the availability of culturally appropriate measures (e.g., child assessments, classroom observations) valid with the migrant and seasonal population, which is primarily Spanish-speaking; and (2) unique features of MSHS programs that are difficult to study reliably and validly (e.g., age range, variation in program schedule, unpredictability of program start up) (ACF, 2011). For example, the study needed to be designed carefully to take into account very different schedules across MSHS centers that can range from a few months to an entire year, depending on the needs of migrant and seasonal families as they follow agricultural seasons and crops south to north across the year.

In 2015, the Administration for Children and Families funded a new study—the Migrant and Seasonal Head Start Study (MSHS Study)—to focus on MSHS programs and the families they serve. The MSHS Study is designed to closely match the characteristics of the whole population of MSHS programs, centers, families and children across the United States (a “nationally representative study”). Since the last nationally representative study of MSHS was conducted almost 20 years ago, this study provides a much-needed update on MSHS programs and centers, as well as the migrant and seasonal farmworker families they serve.

The MSHS Study gathered information from:

- Programs and centers—collected from surveys of program and center directors
- Classrooms—collected through classroom observations and from surveys of teachers and assistant teachers

- Families—collected from interviews with parents
- Children—collected from direct assessments, assessor ratings, and parent and teacher ratings of children

This report describes the MSHS Study methodology, sample, and measures, all developed (or selected) in collaboration with MSHS stakeholders and experts in MSHS programs and early childhood research. The study was conducted by Abt Associates and its partners—The Catholic University of America and Westat—under contract to the Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

RESEARCH QUESTIONS

1. What are the characteristics of MSHS programs, centers, staff, families, and children?
2. What services does MSHS provide, and what are the instructional practices and general classroom quality of MSHS classrooms?
3. What are the associations between MSHS characteristics and child/family well-being?

PURPOSE

The purpose of this report is twofold: (1) to provide information about the MSHS Study, including its background, design, methodology, and measures; and (2) to report detailed descriptive statistics in a series of data tables on MSHS children, families, classrooms, centers, and programs.

KEY FINDINGS AND HIGHLIGHTS

The data tables present information about MSHS programs, centers, classrooms, teachers, assistant teachers, parents, and children. Specifically, the data tables include information about:

- Program and center directors' background and experience
- Program and center use of data and information
- Staffing characteristics, including issues related to training, support, recruitment, and compensation
- Classroom approaches to family engagement and disability services
- Classroom quality and instructional practices—broadly, and in support of children's language development
- Instructional and assessment practices, including language(s) of instruction

- Teacher and assistant teacher characteristics, including background, knowledge, beliefs, linguistic abilities, well-being, training, support, and compensation
- Parent characteristics, including work schedules, health and well-being, parenting practices, and economic resources
- Household characteristics, including type of housing, who lives in the household and home linguistic practices
- Child characteristics, including language skills, socioemotional skills, counting skills, physical health, and care arrangements (MSHS and other)

METHODS

The MSHS Study provides information about MSHS children and their families, classrooms, centers, and programs. There are two samples for the study.

The first sample includes the programs and centers whose directors were sent a survey. All program directors providing center-based services received a survey, as well as a random selection of 252 center directors operated by those programs across five geographic regions covering the 48 contiguous U.S. states (East, Midwest, Northwest, Southeast, and California/Southwest).[1] We worked to ensure that centers of different sizes were represented within each region and each program.

The second sample includes those centers that we visited to collect information from classrooms, teachers, assistant teachers, families and children. This sample is a nationally representative sample that was selected in four stages: (1) MSHS programs that provide center-based services were selected across geographic regions; (2) centers were then selected from that pool of programs; (3) classrooms were then selected from that group of centers; and finally, (4) children (and their families) were selected from those classrooms.

The statistics provided in the tables throughout this report are estimates of key characteristics of the MSHS population in 2017. Because we collected information on only a sample of centers, classrooms, teachers, assistant teachers, families, and children, we used a statistical procedure called weighting. This procedure adjusts the

[1] The study defined regions consistent with the National Agricultural Workers Survey (NAWS): **East:** Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, Tennessee, Vermont, Virginia, West Virginia. **Midwest:** Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin. **Northwest:** Colorado, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming. **Southeast:** Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, South Carolina. **California/Southwest:** Arizona, California, New Mexico, Oklahoma, Texas.

data so that we can interpret the information as being representative of the MSHS population in 2017. Because we attempted to survey all of the eligible program directors within MSHS, we did not weight the data collected from program directors.

GLOSSARY

Migrant farmworker families are those engaged in agricultural labor and have changed their residence from one geographic location to another in the preceding two-year period. (Source: **https://eclkc.ohs.acf.hhs.gov/definition/migrant-or-seasonal-head-start-program**)

Seasonal farmworker families are those engaged primarily in seasonal agricultural labor and have not changed their residence to another geographic location in the preceding two-year period. (Source: **https://eclkc.ohs.acf.hhs.gov/definition/migrant-or-seasonal-head-start-program**)

MSHS Programs are those entities receiving federal funding to oversee and implement Migrant and Seasonal Head Start Centers.

INTRODUCTION

Founded in 1965, Head Start is a national program that serves low-income families and their children from birth to school entry by providing early learning, health, and family well-being supports. In 1969, Congress created Head Start's Indian and Migrant Programs Division, and in 1984 the division separated into two branches: Migrant Programs and American Indian Programs. Migrant Head Start (MHS) grantees provided services to "migrant" farmworker families.[2] MHS classrooms have served infants, toddlers, and preschoolers since the program's inception—other Head Start programs only began serving infants and toddlers in 1995 (through Early Head Start).

The 1998 Amendments to the Head Start Act established the eligibility of "seasonal" farmworker families to receive services.[3] As a result of these amendments, in 1999 Head Start began to provide services to both family groups. The program was then renamed Migrant and Seasonal Head Start (MSHS).

MSHS is administered by the Regional Office for Migrant and Seasonal Head Start (Region XII), located in Washington, D.C. The regional office is one of 12 offices within the Office of Head Start, Administration for Children and Families, within the U.S. Department of Health & Human Services.

HISTORY OF STUDYING HEAD START

For more than two decades, the Head Start Family and Child Experiences Survey (FACES) and the Early Head Start Family and Child Experiences Survey (Baby FACES) studies have provided information about the children and families who participate in Head Start and Early Head Start, as well as the centers and staff that serve them. However, MSHS programs have not participated in these studies for a number of reasons including: (1) the availability of culturally appropriate measures (e.g., child assessments, classroom observations) valid with the migrant and seasonal population, which is primarily Spanish-speaking; and (2) unique features of MSHS programs that are difficult to study reliably and validly (e.g., age range, variation in program schedule, unpredictability of program start up) (ACF, 2011). For example, the study needed to be designed carefully to take into account very different schedules across MSHS centers

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[2] *Migrant* farmworker families are those engaged in agricultural labor and have changed their residence from one geographic location to another in the preceding two-year period. (Source: **https://eclkc.ohs.acf.hhs.gov/definition/migrant-seasonal-head-start-programs**)

[3] *Seasonal* farmworker families are those engaged primarily in seasonal agricultural labor and have not changed their residence to another geographic location in the preceding two-year period. (Source: **https://eclkc.ohs.acf.hhs.gov/definition/migrant-seasonal-head-start-programs**)

that can range from a few months to an entire year, depending on the needs of migrant and seasonal families as they follow agricultural seasons and crops south to north across the year.[4,5]

The design for the MSHS Study is based on two prior projects, the *MSHS Research Design Development Project* (ACF, 2004) and the *Design Report* (ACF, 2011). The necessary planning for a study of MSHS programs is captured in the *Design Report* (ACF, 2011), which included the development of a conceptual framework and key research questions. The *Design Report* emphasized inherent differences between the experiences of MSHS families and traditional Head Start families. It also emphasized the impact of those differences on the operation of local programs and centers. The report underscored the need for a new study to reflect these differences in study activities such as sampling, selecting measures, communicating with families and programs, developing data collection strategies, analyzing data, and interpreting findings. It also included recommendations for how to carry out these activities.

ABOUT THE MSHS STUDY

In 2015, ACF funded the **Migrant and Seasonal Head Start Study (MSHS Study)**, contracting with Abt Associates and its subcontractors, The Catholic University of America and Westat, (collectively the "study team") to collect nationally representative information on MSHS programs, centers, staff, families, and children as of 2017.

The MSHS Study incorporates many of the recommendations from the *Design Report* (ACF, 2011). In particular, we relied on input from the MSHS community on instrument development, approaches to recruitment and data collection, and sampling. These collaborative activities built on the extensive MSHS community engagement and input that informed the *Design Report*.

Specifically,

- We collaborated with a group of program directors who volunteered to be part of the study's Community Consultant Group. This group participated in two meetings to discuss recruitment plans for data collection. They also promoted the MSHS Study in their own programs and centers and with their MSHS families.
- To engage MSHS programs and centers, we distributed bilingual newsletters to update programs and centers on study activities. We also released a video that

[4] Until 2015-2016, American Indian/Alaskan Native (AI/AN) Head Start programs were not included in FACES or BABY FACES studies either.

[5] For a thorough discussion of the contextual approaches to studying MSHS, see ACF (2011).

programs and centers could use with their staff to let them know about the study's objectives and background.

- During the study planning phase, we attended the National Migrant and Seasonal Head Start Association Conference, where we presented on the study to program and center directors and parents in attendance and held informal discussions with program leadership.
- Finally, throughout the study itself, we worked closely with federal MSHS staff, who provided input and guidance.

The MSHS Study comes at an important time for the MSHS program and for migrant and seasonal farmworker families and their children. Significant changes in migration patterns, immigration policies, and climate conditions may be affecting these children and families in as yet unknown ways, and the MSHS program may need to adapt to their changing needs.

This study provides the MSHS program with a national picture of the population it serves, as well as new national estimates for programs, centers, staff, families, and children. The MSHS Study is also the first such national study to include direct child assessments, which will provide valuable information about MSHS children that can inform program, center, and classroom practices.

The data collected for this study are presented here to descriptively represent the national picture of MSHS. The dataset will be made publically available in early 2019 to allow for further secondary analyses by other researchers. Secondary analyses may explore further nuances of the data to inform policy and practice.

ABOUT THIS REPORT

The first part of this report describes the MSHS Study's conceptual framework, research questions, sample, measures, and analyses used to produce the data describing MSHS. The second part of the report contains data tables organized as follows:

- **Section A. Characteristics and Skills of MSHS Children.** Collected via direct assessments, assessor ratings, parent reports of children, and teacher reports of children
- **Section B. MSHS Classroom Quality.** Collected from observations of teachers' practice, language use, and cultural responsiveness
- **Section C. MSHS Program Directors**. Collected from surveys
- **Section D. MSHS Center Directors**. Collected from surveys
- **Section E. MSHS Teachers**. Collected from surveys

- **Section F. MSHS Assistant Teachers**. Collected from surveys
- **Section G. Characteristics of MSHS Families**. Collected from interviews with parents

THE STUDY'S CONCEPTUAL FRAMEWORK

The conceptual framework for the MSHS Study was initially developed for the *MSHS Design Report* (ACF, 2011). As described in more detail in that report, the conceptual framework was developed based on the following:

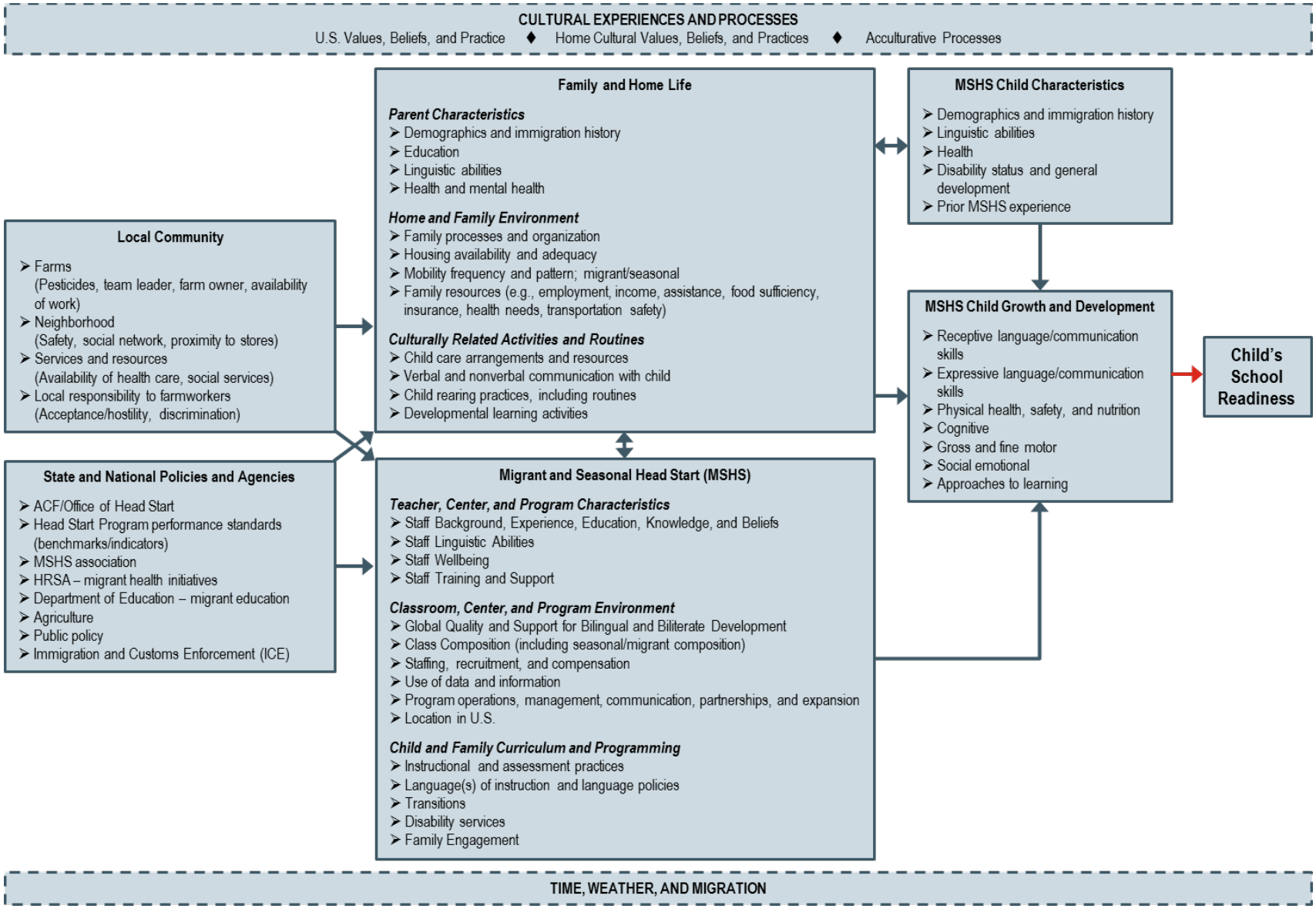
- Cross-cultural theories of human development (Bronfenbrenner, 1979; Super & Harkness, 1999)
- Findings from earlier investigations of MSHS (ACF, 1999a, 1999b)
- Research frameworks used for the FACES study (e.g., ACF, 2006) and Early Childhood Longitudinal Studies (Nord, Edwards, Andreassen, Green, & Wallner-Allen, 2006)
- Input from the broader MSHS community, including program and center directors, academic researchers, and federal MSHS program staff

As part of the current MSHS Study, the study team updated the conceptual framework after identifying and reviewing more recent literature. We then used the updated framework to develop relevant research questions, guide the selection of measures for child assessments and classroom observations, and construct the parent interview protocol and staff surveys.

As shown in Exhibit 1 (on page 5), this model acknowledges the influences of cultural, linguistic, and agricultural experiences on the physical, language, social, and cognitive development of MSHS children and families. At the same time, it accounts for common developmental and intervention processes experienced by all children and families. The conceptual model reflects the vital importance of parental and family influences on MSHS children's development.

A particularly important feature of this model is the placement of MSHS, directly affecting children's development while at the same time influencing family and home experiences through its services to parents, families, and the community. The broader state, federal, and community settings influence each of the layers within the model and affect the families, children, and the MSHS program. Touching on all of these is the larger context of values, beliefs, and practices both in the United States and from a family's home country, such as cultural variations in parenting style. Finally, an overarching force in the model is the less predictable impacts of time and weather, which play a central role in the daily functioning of families and programs for farmworkers.

Exhibit 1. Conceptual Framework for the MSHS Study



In all, family functioning, program participation, communities, policies, culture, time, weather, and children's own individual characteristics come together to influence the MSHS child in a dynamic, interrelated fashion.

THE STUDY'S RESEARCH QUESTIONS

The study team designed the MSHS Study to address three broad categories of research questions: (1) program, center, family, and child characteristics; (2) MSHS services, instructional practices, and quality; and (3) associations between MSHS characteristics and child/family well-being.

These questions align closely with the conceptual framework in Exhibit 1. We then selected measures and developed data collection instruments based on these questions. The data tables address some but not all of the research questions. Specifically, questions that ask about the association between MSHS characteristics and child/family well-being are not part of this report.[6]

CHARACTERISTICS OF MSHS PROGRAMS, CENTERS, FAMILIES, AND CHILDREN

1. What are the operational characteristics of MSHS programs and centers (e.g., location, program timing, outreach, staffing and leadership, salaries and benefits, community partnerships, communication across centers and programs)?

2. What are the characteristics of families participating in MSHS (e.g., demographics, agricultural livelihoods and mobility, social and economic challenges, cultural and linguistic features)? How do the migrant families and seasonal families differ?

3. What are the characteristics of infants, toddlers, and preschoolers enrolled in MSHS (e.g., demographics, health, languages)? What foundational skills for school success do MSHS children possess (with a special focus on language, emergent literacy, and socioemotional skills)?

MSHS SERVICES, INSTRUCTIONAL PRACTICES, AND QUALITY

1. What services are MSHS programs and centers providing to support children's development and family well-being and engagement?

[6] The data tables address some but not all of these research questions. Data will be made publically available for researchers to further explore these and other research questions.

2. What are the service needs and preferences of MSHS families, and potential barriers to their accessing services?

3. What are the instructional practices and general quality of MSHS classrooms? What instructional and assessment practices and policies are used to support children's language development, including bilingual language development?

ASSOCIATIONS BETWEEN MSHS CHARACTERISTICS AND CHILD/FAMILY WELL-BEING

1. How do families' service needs vary based on family characteristics (e.g., cultural, social, economic, and migration-related experiences)?

2. How are MSHS services and resources related to family, staff, program, and community characteristics?

3. How are family characteristics related to children's foundational skills for school success?

This report provides the descriptive findings identified in the research questions, describing MSHS children, families, and the programs that serve them. The report does not include findings for those research questions that ask about associations between MSHS characteristics and child/family well-being. However, data were collected that can address these questions. These data will be archived for public access in 2019 so that researchers can further explore the associations between MSHS characteristics and child/family well-being.

MEASURES

This chapter describes the measures (e.g., surveys, interview, child assessments, classroom observations) that we used to collect information about MSHS children, families, staff, classrooms, centers, and programs.

SELECTION, DEVELOPMENT, AND PILOTING OF STUDY MEASURES

When selecting and developing measures the study team considered:

- Linguistic, cultural, and psychometric appropriateness
- Items from FACES, Baby FACES, or American Indian and Alaska Native (AI/AN) FACES. These items were used whenever possible, with modifications as needed
- Recommendations from the *MSHS Design Report* (ACF, 2011)
- Recommendations from MSHS community members, early childhood researchers, and ACF
- Consistency across measures, while minimizing redundancy of information from multiple sources

We made the decision to only gather direct assessments from older toddlers (24 months through 35 months) and preschoolers (36 months and older) because reliable and valid measures for direct assessment of infants that are suitable for on-site measurement were not available for this cultural and linguistic group. Instead, parent and teacher reports were used to gather information on these younger children.

For the parent interview and all surveys, we included several existing scales (e.g., the Center for Epidemiologic Studies Depression Scale [CES-D]), which are described in more detail in the **MSHS Staff Surveys and Parent Interview** section below.

The study team also developed the Cultural Items and Language Use (CILU) Checklist classroom observation measure. The measure is based on the AI/AN FACES 2015 Cultural Items and Practices Questions (see Bernstein et al., 2018). We adapted it to the specific MSHS cultural and linguistic context. For example, we tailored the cultural items to reflect Hispanic culture and agricultural work. We also included languages specific to the MSHS context—Spanish and English, of course—but also indigenous Mexican languages and Haitian Creole. We completed multiple drafts, met to discuss the revisions as a group, and made further revisions before piloting.

After initial selection and development of the measures, we piloted the child measures, the CILU Checklist observational measure, teacher reports of children,[7] the parent interview, parent reports of children, and all surveys in several MSHS centers.

The results from the pilot indicated that overall the **child measures** worked well with children. Children were engaged and interested while being assessed. However, some of the measures took longer to use than expected. We therefore adjusted the data collection plan to collect more information from parents rather than through direct assessment of children. The final list of measures ensured that the time that children spent being assessed was reasonable based on their age group (older toddler or preschooler). Finally, the pilot reinforced our decision to prioritize certain skills when hiring staff to help with data collection, including bilingualism and previous experience conducting child assessments.

We also made a number of changes to the **surveys, parent interview, and parent reports** based on feedback from the pilot. This included adding some questions and response options, trimming response categories, and reorganizing or rewording questions.[8] We created pictorial response cards for interviewers to use when asking parents questions that used Likert scales. These cards visually represent categories such as “all, most, some, and none.”

We also piloted the newly-developed **Cultural Items and Language Use (CILU) Checklist** (Barrueco, Layzer, & Caswell, 2017). This was developed by the study team specifically for the MSHS Study and had not been used previously.[9] The CILU Checklist was piloted by three observers in classrooms for bilingual infants, toddlers, and preschoolers in several centers. Based on the pilot, we

- concluded that the CILU Checklist could be used accurately and efficiently along with the CLASS and the ELLCO-DLL without overburdening the data collectors
- decided that the CILU Checklist should be used over a two-hour span at a similar time of the day for all age groups, preferably morning

[7] We made no changes to the teacher reports based on the pilot.

[8] For example, we revised the race/ethnicity questions, which parents found confusing in the pilot. The original format asked about Hispanic origin first (e.g., “Are you Mexican/Puerto Rican/Cuban?”) and *then* about race/ethnicity (e.g., “Are you non-Hispanic white/non-Hispanic black/Hispanic?”). We reversed the order of the questions, which was less confusing to parents.

[9] We did not pilot the CLASS or the ELLCO-DLL because these are established measures that have previously been used in bilingual classrooms.

- changed item responses that asked about presence or absence to include an indication of a range (to help differentiate classrooms with rich multicultural/multilingual environments from those with limited but observable attempts to acknowledge cultural and linguistic diversity)
- added subcategories to the Books and Toys categories to capture MSHS-specific cultural books and toys
- added checklists for Shared Book Reading and Singing for infant and toddler classrooms (previously these checklists were included only for preschool classrooms)
- included more space for notetaking and tallying and a cover page to capture any specific information about the classroom being observed on that day

HIRING AND TRAINING OF ASSESSORS AND OBSERVERS

Once the measures were finalized, the study team recruited field staff to assess children ("assessors") and observe classrooms ("observers"), both of whom were also trained to conduct parent interviews. A key requirement was that assessors and observers be bilingual in English and Spanish to ensure that they would have the linguistic skills necessary to work with MSHS staff, families, and children. The study team also prioritized candidates who had experience with conducting child assessments and classroom observations.

An initial pre-training webinar introduced all field staff to the study, the MSHS program, and cultural considerations for working with and in MSHS communities. To help stress the importance of cultural sensitivity to the MSHS community and to provide an easily accessible reference, we developed the *Migrant and Seasonal Head Start Study Culture Card* (Barrueco, 2017), which was modeled after the *AI/AN Culture Card* (HHS, 2009). We gave a copy of the MSHS Culture Card to all field staff.

Field staff then attended an in-person training. During this time, we provided in-depth reviews and training on each measure, video demonstrations, and scoring practice. Observers practiced in bilingual preschool classrooms and trainers provided targeted feedback and support afterwards. Assessors practiced administering assessments with peers using scripted practice scenarios. Assessors also practiced administering assessments to bilingual children. Throughout the practice sessions, trainers observed and provided constructive feedback to trainees, including targeted break-out sessions for individualized support and practice.

Only those assessors and observers who demonstrated mastery of the materials were hired for the study. For assessors, trainers gauged their mastery using standardized rubrics that defined the reliability targets to be reached by assessors on each child assessment. Observers had to pass a test on the ELLCO-DLL[10] and on the CLASS[11] in order to be certified and then hired to conduct observations in MSHS study classrooms. For the CILU, trainers and observers each rated classrooms using the CILU during the practice sessions in bilingual classrooms. Trainers then reviewed the codes with observers and provided detailed feedback on any errors. Once observers were in the field, trainers provided additional guidance on the CILU, as well as the other observation instruments, in response to observers' questions about their use in MSHS centers.

We incorporated several quality assurance checks one data collection began. For example, trainers supervised assessors and observers on their first MSHS center site visit using the same rating rubrics used in the training. This provided additional assurance that assessors and observers were administering the measures correctly. It also provided another opportunity for the trainers to troubleshoot and provide constructive feedback to assessors and observers. The study team also required observers to score an online video using the CLASS measure every two months during the data collection period. This process helped ensure that observers were continuing to score the CLASS reliably.

CHILD MEASURES

This section describes the child measures used in the study. They include:

- direct assessments of language skills, developmental abilities, and physical development of older toddlers and preschoolers
- assessor ratings of the socioemotional skills of preschoolers
- parent and teacher reports of language skills, socioemotional skills, developmental abilities, and well-being of infants, toddlers, and preschoolers

[10] In order to pass the test, observers had to achieve 85% or better adjacent agreement (within one point for each item) with master coder's scoring across the Literacy Activity Scale items of the ELLCO-DLL.

[11] Teachstone, the purveyor of the CLASS suite of products—including materials, training, and support—provides the online certification. See **www.teachstone.com**. To demonstrate reliability, observers had to be within one point of the master coder's rating on at least 80% of the dimension scores (across all five videos they rated for the certification) and had to be within one point of the master coder's rating on each dimension in at least two out of the five videos.

Child Measures

Language and Early Literacy

- Language Dominance and Proficiency Questionnaire
- MacArthur-Bates Communicative Development Inventory (CDI–English) Short Form, and MacArthur Inventario del Desarrollo de Habilidades Comunicativas (IDHC–Spanish) Short Form
- Ages and Stages Questionnaire (ASQ-3)–Communication Subscale
- Preschool Language Scales, Fifth Edition English (PLS-5) and PLS-5 Spanish (Bilingual)—Auditory Comprehension Subscale
- Woodcock-Muñoz Language Survey–Revised Normative Update (WMLS-R NU), Letter-Word Identification (English) and Identificación de letras y palabras (Spanish) Scales

Socioemotional Skills and Behaviors

- Children's Social-Emotional and Behavioral Problems. Brief Infant-Toddler Social and Emotional Assessment (BITSEA)
- Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)–Socioemotional Scale
- Questions on Approaches to Learning (from ECLS-K)
- Leiter–Third Edition (Leiter-3) Examiner Rating Scales

Math

- Questions on Children's Counting Skills in English and Spanish (from ECLS-B)

Health

- Height and weight measurement

Delays and Disabilities

- Questions on delays and disabilities

Exhibit 2 below summarizes features of the child measures used in the MSHS Study, by mode and age group—infants and young toddlers (birth to 23 months), older toddlers (24 to 35 months), and preschoolers (36 months and older).

Exhibit 2. MSHS Study Child Measures, by Mode and Age Group

Mode	Infants and Young Toddlers: 0 — 23 Months *(Note specific age ranges for measures)*	Older Toddlers: 24 — 35 Months	Preschoolers: 36 Months and Older
Direct assessment	NA	• Preschool Language Scales, Fifth Edition (PLS-5) or PLS-5 Spanish (Bilingual), Auditory Comprehension • Height and weight measurement	• Preschool Language Scales, Fifth Edition (PLS-5) or PLS-5 Spanish (Bilingual), Auditory Comprehension • Woodcock-Muñoz Language Survey–Revised Normative Update: Letter-Word Identification (English) & Identificación de letras y palabras (English/Spanish) • Height and weight measurement
Assessor rating	NA	NA	• Leiter, Third Edition (Leiter-3), Examiner Rating Scales: Cognitive/Social and Emotional/Regulation

Mode	Infants and Young Toddlers: 0 — 23 Months *(Note specific age ranges for measures)*	Older Toddlers: 24 — 35 Months	Preschoolers: 36 Months and Older
Parent report of child	• Brief Infant-Toddler Social & Emotional Assessment (BITSEA) *(12 — 23 months)* • MacArthur-Bates Communicative Development Inventory / Inventario del Desarrollo de Habilidades Comunicativas (CDI/IDHC) Short Forms *(8 — 23 months)*	• Brief Infant-Toddler Social & Emotional Assessment (BITSEA)	• Socioemotional Scale from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)
Teacher report of child	• Ages & Stages Questionnaire, Third Edition (ASQ-3), Communication Subscale *(0 — 23 months)* • MacArthur-Bates (CDI/IDHC) Short Forms *(8 — 23 months)* • Language Dominance and Proficiency Questionnaire *(0 — 23 months)* • Questions on delays and disabilities *(0 — 23 months)*	• Language Dominance and Proficiency Questionnaire • Questions on Delays and Disabilities • Questions on counting skills in English and Spanish (from ECLS-B)	• Language Dominance and Proficiency Questionnaire • Questions on Delays and Disabilities • Approaches to learning (from Early Childhood Longitudinal Study-Kindergarten; ECLS-K) • Questions on counting skills in English and Spanish (from ECLS-B)

NA=not applicable.

Brief descriptions of each measure follow the exhibit. When applicable, the descriptions include references to reliability estimates, explanations of any constructed scores that appear in the data tables, and information on norm groups.

Measures of Children's Language and Early Literacy

The study team computed Cronbach's alpha—a measure of reliability, or internal consistency—for direct assessments and teacher and parent reports where possible, that is, where items were combined to create a total continuous score. For reliability estimates for child measures, please refer to the first table presented for each measure for which we estimated reliability (**Table A.5**, **Table A.8**, **Table A.11**, **Table A.13**, **Table A.17**, and **Table A.18**).

Language Dominance and Proficiency Questionnaire

Teacher report of child. Made available in English and Spanish.

Developed by the MSHS study team (Barrueco, Bumgarner, Caswell, & López, 2016), this set of 12 questions asks teachers about language dominance (i.e., which languages the child knows best, languages that classroom staff speak most often with children, and languages that the child speaks with classroom staff and other children) and language proficiency (i.e., how well the

child understands and speaks languages). Response options allowed teachers to provide information on English, Spanish, and other languages.

Constructed scores: No constructed scores were created for this measure; frequencies for response options for each item are presented.

Norm Group. Does not apply.

MacArthur-Bates Communicative Development Inventory (CDI–English) Short Form, and MacArthur Inventario del Desarrollo de Habilidades Comunicativas (IDHC–Spanish) Short Form

Teacher and parent reports of child. Made available in English and Spanish.

The study used the MacArthur-Bates CDI and MacArthur IDHC to collect information on children's expressive and receptive language. It used the Short Forms of both the CDI (Fenson, Marchman, Thal, Dale, Reznick, & Bates, 2007) and IDHC (Jackson-Maldonado, Marchman, & Fernald, 2013) for parents and teachers for each child**.** Teachers completed their reports independently, while parents were asked the questions on the form by the interviewer as part of the parent interview. Interviewers recorded parent responses in the interview booklets.

The CDI and IDHC ask about children's receptive (words understood) and expressive (words produced) vocabulary and language skills in Spanish and/or English. Two different levels are available in the Short Form—Level 1 and Level 2—in English and in Spanish. Level 1 includes words *understood* and words *produced* and is for children aged 8-18 months. The English Level 1 form consists of 89 words and short expressions; the Spanish Level 1 includes 104 words and short expressions. The English and Spanish Level 2 forms include words *produced* and are for children aged 16-30 months. Level 2 forms in both languages include 100 words, and respondents are asked to indicate which ones the child uses. Respondents were asked about the same level in English and in Spanish for each child.

Reliability estimates: Please refer to **Table A.5**.

Constructed scores: The study team used the developers' tables in published articles about validation of the Short Forms in English and Spanish to create percentile ranks. Percentile ranks range from 5 to 99, with 50 being the mean (average percentile rank). A child scoring a percentile rank of 50 is linguistically developing as well or better than 50% of the children in the norming sample of

the same age (e.g., they are performing at an average level).[12] The tables separate scores by age, and separate tables are used for boys and girls (and both sexes combined, for the IDHC).

Norm Group. The norm group for the English version of the Level 1 Short Form consisted of 483 infants between eight and 18 months of age and the norm group for the English version of the Level 2 Short Forms A and B consisted of 911 toddlers between 16 and 30 months. English was spoken as the primary language for all participants, but 14.3 percent of infants were exposed to a second language in their household. For the toddler sample, 13.4 percent were exposed to a second language for Form A and 14.5 percent for Form B. The samples for both Level 1 and Level 2 were drawn from three cities: New Haven, CT; Seattle, WA; and San Diego, CA (Jackson-Maldonado, Marchman, & Fernald, 2013).

The norm group for the Spanish version of the Level 1 Short Form consisted of 601 infants between eight and 18 months. The norm group for the Spanish version of the *Level 2 Short Form* consisted of 2,534 toddlers between 16 and 30 months. The samples for both the Level 1 and Level 2 Short Forms were drawn from Central and Northern Mexico. The sample for the Level 2 Short Form was stratified on the basis of class (716 participants of middle class and 1,818 participants of poverty) and the education level of the mother (Fenson et al., 2000).

Ages and Stages Questionnaire (ASQ-3)–Communication Subscale

Teacher report of child. Made available in English and Spanish.

The study team used the ASQ-3 (Squires & Bricker, 2009) to assess children's nonverbal and verbal communication skills. In the MSHS sample, the study team used this measure with children from 0–23 months of age. The ASQ-3 is a general developmental screening instrument that can be used with children aged 2-60 months and is available in English and Spanish. It includes separate questionnaires at two-month intervals for children between 2 and 24 months. As noted by the publisher, the ASQ-3 was designed for early identification of children requiring further assessment for potential disabilities. The Communication Subscale assesses a range of efforts by the child to communicate either nonverbally or verbally with others. The measure asks the respondent six questions about the child's communication behaviors and skills,

[12] For more detailed information on the norming samples for the CDI and the IDHC, see Fenson et al. (2007) and Jackson-Maldonaldo et al. (2013), respectively.

and the items are scored Yes=10, Sometimes=5, and Not Yet=0, for a maximum score of 60 and a minimum score of 0.

Reliability estimates: The study team was not able to calculate reliability of the Ages and Stages Questionnaire-3 assessment because the sample sizes at each age level were too small.

Constructed scores: The ASQ provides guidelines for scores that indicate a need for referrals for further assessment or monitoring (i.e., close attention). The ASQ Referral Zone is two or more standard deviations below the mean. If a child's score falls within the Referral Zone area, further diagnostic assessment is recommended. The ASQ Monitoring Zone is more than one and less than two standard deviations below the mean (closer to average, but not in the average range). Children whose scores fall within the Monitoring Zone in the table may require close attention, specialized activities, and/or repeat screening. Scores in the Monitoring Zone do not indicate a need for further assessment.

Norm Group. The norm group for the English version of the ASQ-3 included 15,138 children between 1-66 months of age and their families from across all 50 states. The sample is nationally representative both geographically and in terms of ethnicity. The Spanish version of the ASQ-3 has not been normed (Squires and Bricker, 2009).

Preschool Language Scales, Fifth Edition English (PLS-5) and PLS-5 Spanish (Bilingual)—Auditory Comprehension Subscale

Direct assessment. Conducted in English or bilingually in Spanish and English.

The PLS-5 (Zimmerman, Steiner, & Pond, 2011, 2012) Auditory Comprehension Subscales assess children's receptive language (ability to process and understand spoken language), including receptive vocabulary, morphology, syntax, investigative language skills, and phonological awareness. The study used the PLS-5 in English for children whose parents reported (in the consent form) that their child did not speak or understand any Spanish. The study used the bilingual version (Spanish and English) of the PLS-5 children whose parents reported that their child sometimes, mostly, or only spoke or understood Spanish.[13]

Items on the bilingual version are given first in Spanish, with items scored to indicate meeting/not meeting a pass criterion. Items on which the pass criterion is

[13] Only about 2.5 percent (22 children) spoke a language other than English or Spanish as their primary language. These children were assessed in English.

not met are then given in English. The final score for an item takes into account correct responses in both languages to determine whether the pass criterion has been met. This is considered to be "conceptually scored across English and Spanish." The English version is given solely in English.

Reliability estimates: Please refer to **Table A.8**.

Constructed scores: The study team created standard scores and percentile ranks using the publisher's tables. The standard score is based on a mean of 100 and a standard deviation of 15. It used the publisher's tables for the corresponding test (either English or Spanish) to arrive at standard scores. Percentile rank describes performance relative to the performance of a segment of the norming sample at the same age. Percentile ranks range from < 0.1 to 99.9, with a mean (average percentile rank) of 50. A child who obtains a percentile rank of 25 is linguistically developing as well or better than 25 percent of children in the norming sample of the same age. The study team used the publisher's tables for the corresponding test (English or Spanish) to arrive at percentile rank.

Norm Group. The norm group for the English version of the PLS-5 consisted of 1,400 infants and children ages 0 to 7 years 11 months. The norm group was stratified on the basis of age, sex, geographic location within the U.S., race/ethnicity, and primary caregiver education level. The sample was drawn from 42 states in four geographical regions of the US (Northeast, Midwest, South, and West). There were 50 subjects for each 3-month age group between 0 and 11 months; 100 subjects for each 6-month group between 1 year and 5 years, 11 months; and 50 subjects for each 6-month age group between 6 years and 7 years, 11 months. English was spoken as the primary language by participants and caregivers (Zimmerman, Steiner, & Pond, 2011, 2012).

The norm group for the Spanish (Bilingual) version of the PLS-5 consisted of 1,150 infants and children ages 0 to 7 years, 11 months; stratified on the basis of age, sex, geographic location, and primary caregiver education level. The sample was drawn from 18 states in four geographic regions of the U.S. (Northeast, Midwest, South, and West) and Puerto Rico. There were 50 subjects for each 3-month age group between 0 and 11 months; 75 subjects for each 6-month age group between 1 and 6 years, 11 months; and 50 subjects for each 6-month age group between 6 and 7 years, 11 months. Spanish was spoken as the primary language by participants and caregivers, even for bilingual children. Fifty-three percent of the sample had a primary caregiver with a Mexican country of origin (Zimmerman, Steiner, & Pond, 2011, 2012).

Woodcock-Muñoz Language Survey–Revised Normative Update (WMLS-R NU), Letter-Word Identification (English) and Identificación de letras y palabras (Spanish) Scales

Direct assessment. Conducted in both English and Spanish.

The Letter-Word Identification and *Identificación de letras y palabras* Scales on the WMLS-R NU (Woodcock, Muñoz-Sandoval, Ruef, & Alvarado, 2005) assess children's early literacy skills in English and Spanish, namely alphabet letter knowledge (at the younger ages) and reading of single words (at the older ages). The study team assessed all preschool-aged study participants with both versions, starting with the language that the parent indicated was dominant (from the consent form, as described for the PLS-5 above).

Reliability estimates: Please refer to **Table A.11**.

Constructed scores: The study team created standard scores, percentile ranks, W scores, the Relative Proficiency Index (RPI), and Cognitive-Academic Language Proficiency (CALP) levels using the publisher's scoring software (Schrank & Woodcock, 2009). The standard score is based on a mean of 100 and a standard deviation of 15. Percentile rank describes performance on a scale from 1 to 99 relative to the performance of a segment of the norming sample at the same age. A child who achieves a percentile rank of 25 performs as well or better than 25 percent of children in the norming sample of the same age. The W scale is a statistical transformation that provides an equal-interval scale representing the ability of a person in an area being measured and the difficulty of the tasks that are sampled on the test. The W scale for each test is centered on a value of 500, set to approximate the average performance of a 10-year-old. The RPI is based on the distance along the W scale that the child's score falls; it is presented as an index with a denominator of 90. The RPI predicts a child's percentage of success (the numerator of the index) on the selected tasks that children of the same age would perform with 90 percent success (the denominator of the index). An RPI of 95/90 would predict that the child could perform with 95 percent success those tasks that average children of the same age perform with 90 percent success. The values presented in the table are the numerator values only (with the denominator assumed to be 90). RPI ranges correspond to levels of CALP as follows (RPI ranges in parentheses): Very Advanced (100/90), Advanced (98/90 to 100/90), Fluent to Advanced (95/90 to 98/90), Fluent (82/90 to 95/90), Limited to Fluent (67/90 to 82/90), Limited (24/90 to 67/90), Very Limited (3/90 to 24/90), and Negligible (0/90 to 3/90). Note that the CALP levels are language specific.

Norm Group. The norm group consisted of 8,782 subjects older than two years of age. The sample was drawn from across 100 U.S. communities and stratified

on the basis of U.S. Census region (Northeast, Midwest, South, and West), community size (urbanized, urban cluster, and rural), sex, race, type of school, type of college, education level of adults, occupational status and occupation, and whether the participant was foreign-born (Schrank, McGrew, and Dailey, 2010).

Socioemotional Skills and Behaviors

Children's Social-Emotional and Behavioral Problems. Brief Infant-Toddler Social and Emotional Assessment (BITSEA)

Parent report of child. Made available in English and Spanish.

The BITSEA (Briggs-Gowan, Carter, Irwin, Watchtel, & Cicchetti, 2004) is a parent report of their child 's social-emotional competence and social-emotional and behavior problems for children aged 12-36 months. It is a 42-item screener version of the longer Infant-Toddler Social and Emotional Assessment measure (Carter, Briggs-Gowan, Jones, & Little, 2003). The BITSEA assesses the development of children's emerging social and emotional competencies (e.g., follows rules, expresses affection with loved ones, hugs or feeds dolls or stuffed animals), as well as externalizing behaviors (activity, aggression), internalizing behaviors (inhibition, separation, depression), dysregulation (sleeping, eating), maladaptive habits, and fears. The interviewer reads each of the 42 statements to the parent, and the parent reports whether the statement is not true or the behavior is observed rarely (0), somewhat true or the behavior is observed sometimes (1), or very true or the behavior is observed often (2).

Reliability estimates: Please refer to **Table A.13**.

Constructed scores: The BITSEA Problem Scale is a measure of social-emotional and behavioral problems that comprises 31 (of the 42) items. Items are summed to arrive at the Problem Scale raw score. Cut scores for determining Possible Problems are set at the 25th percentile of the Problem Scale raw score. If a child's raw score is equal to or greater than the cut score for the child's age group and gender, then the child's score is in the Possible Problem range. The study team used the publisher's cut score table to arrive at the designation.

The BITSEA Competence Scale is a measure of social-emotional competence that comprises 11 (of the 42) items. Items are summed to arrive at the Competence Scale raw score. Cut scores for determining Possible Deficit/Delay are set at the 15th percentile of the Competence Scale raw score. If a child's raw score is equal to or less than the cut score for the child's age group and gender, then the child's score is in the Possible Deficit/Delay range. The study team used the publisher's cut score table to arrive at the designation.

Norm Group. The norm group consisted of 600 children from 12 months to 35 months, 30 days. The sample was drawn from across 42 states in four geographical regions of the U.S. (Northeast, Northwest, South, and West) and stratified on the basis of age, sex, ethnicity, parent education level, and geographic region (Briggs-Gowan and Carter, 2006).

Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)–Socioemotional Scale

Parent report of child. Made available in English and Spanish.

During the interview, the study team asked parents 31-items from an adapted version of the English and Spanish versions of the ECLS-B, a national study with preschoolers (Najarian, Snow, Lennon, & Kinsey, 2010). The scale drew 20 items from the Preschool and Kindergarten Behaviors Scales–Second Edition (PKBS-2; Merrell, 1994), eight from the Social Skills Rating System (SSRS; Gresham & Elliott, 1990), two items from the FACES study, and a single item created for the ECLS-B. For each item, the interviewer asks the parent to state the frequency of the observed skill or behavior. Response options are Never, Rarely, Sometimes, Often, or Very Often.

Constructed scores: No constructed scores were prepared for this instrument, consistent with the ECLS-B. Frequencies for response options for each item are presented.

Norm Group. Does not apply.

Questions on Approaches to Learning (from ECLS-K)

Teacher report of child. Made available in English and Spanish.

This measure consists of six questions developed for Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) (Tourangeau, Nord, Lê, Sorongon, & Najarian, 2009) and used in the FACES study to assess approaches to learning. The questions gauge attention, organization, adaptation to routines, task persistence, and task interest and orientation. Higher scores indicate more positive learning behaviors. Teachers' ratings of the frequency of the child's approaches to learning tasks were scored as Never=1, Sometimes=2, Often=3, Very Often=4.

Reliability estimates: Please refer to **Table A.17**.

Constructed scores: The study team computed the mean of each child's six raw scores to produce the score for each child.

Norm Group. Does not apply.

Leiter–Third Edition (Leiter-3) Examiner Rating Scales

Assessor rating.

The study used the Leiter-3 (Roid, Miller, Pomplun, & Koch, 2013) to measure children's emotional and behavioral regulation. The instrument is composed of eight subscales that ask the assessor to rate the child's attention, activity level, self-regulation, and sociability during the direct child assessment session. Items within subscales are rated as 0=Rarely/Never, 1=Sometimes; 2=Often; 3=Usually/Always. The subscales are (A) Attention; (B) Organization/Impulse Control; (C) Activity Level; (D) Sociability; (E) Energy and Feelings; (F) Regulation and Mood Regulation; (G) Anxiety; and (H) Sensory Reactivity. In addition, the assessor completed a checklist of seven Severe Behaviors.

Reliability estimates: Please refer to **Table A.18**.

Constructed scores: The study team computed raw scores by summing the item scores within each subscale. Scaled scores were available for four of the eight subscales (A, B, E, and G); the team created them using the publisher's table; scaled scores have a mean of 10, standard deviation of 3. The study team created the Cognitive/Social Composite raw score by summing the raw scores from subscales A, B, C, and D. The study team created the Emotions/Regulations Composite raw score by summing the raw scores from subscales E, F, G, and H. The team identified the scaled scores for the composites using the publisher's table; composite scaled scores have a mean of 100, standard deviation of 15.

Norm Group. The norm group consisted of 1,603 individuals older than 3 years of age. The sample was drawn from 36 states in all four U.S. Census regions (Northeast, Midwest, South, and West) and stratified on the basis of age, gender, race/ethnicity, education level of parent/adults, geographic region within the U.S., and community size (Roid, Miller, Pomplun, & Koch, 2013).

Math

Questions on Children's Counting Skills in English and Spanish (from ECLS-B)

Teacher report of child. Made available in English and Spanish.

This pair of items from the ECLS-B study (Nord, Edwards, Andreassen, Green, & Wallner-Allen, 2006) asks the child's teacher, "How high can this child count in English?" and "How high can this child count in Spanish?" Response categories are categorical and range from "Not at all" to "Up to 100 or more."

Constructed scores: No constructed scores were created for this instrument. Frequencies for response options for each item are presented.

Norm Group. Does not apply.

Health

Height and Weight Measurement

Direct assessment. Conducted in English or Spanish.

The study team measured children's weight and height using a protocol from the Centers for Disease Control and Prevention (CDC) that has also been used in the Baby FACES study. First, the assessor weighs the child using a digital mechanical scale set to measure in pounds. The assessor repeats the weight measurement once or twice to obtain two measurements within 0.2 pound of each other. Next, the assessor measures the child's standing height using a Shorr Board®. The assessor repeats the height measurement once or twice to obtain two measurements within ¼ inch.

Constructed scores: Body mass index (BMI) was computed using the CDC approach. BMI is calculated as the ratio of a person's weight in kilograms to height in meters and can be used as an indicator of overweight or obese status. Children's weight in pounds and height in inches were converted to kilograms and meters. The CDC approach was also used to determine biologically implausible values (BIV) for height and weight. The BIV weight, height, and BMI values were identified by extrapolating one half of the distance between 0 and +2 z-scores to both tails of the distribution. These implausible values were likely the result of measurement error. When a child's weight, height, or BMI were identified as biologically implausible, all three values were set to missing.

The CDC considers a child to be *underweight* when his/her BMI score is below the 5th percentile for his/her age and gender; *normal* weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender; *overweight* when his/her BMI score is at or above the 85th percentile and below the 95th for his/her age and gender; and *obese* when his/her BMI score is at or above the 95th percentile for his/her age and gender.

Norm Group. Does not apply.

Delays and Disabilities

Questions on Delays and Disabilities

Teacher report of child. Made available in English and Spanish.

The study team (Barrueco et al., 2016) created this measure, consisting of four questions about referrals for screening and diagnoses received for developmental delays or disabilities.

Constructed scores: No constructed scores were created for this measure; frequencies for response options for each item are presented.

Norm Group. Does not apply.

CLASSROOM MEASURES

Classroom Measures

- Classroom Assessment Scoring System® (CLASS®), Pre-K
- Early Language and Literacy Classroom Observation-Dual Language Learners (ELLCO-DLL)
- MSHS Cultural Items and Language Use (CILU) Checklist

The study team observed classrooms to provide a comprehensive understanding of instructional practices and global classroom quality, as well as children's cultural and language environment—and to collect data that would allow researchers to examine how these classroom-level factors might be related to MSHS practices, staff, families, and children.

For the purpose of this study, the study team selected measures designed to provide information about the quality and kinds of support for children's social and emotional development, their language and literacy development, and their cognitive-academic development. Following the example of the American Indian and Alaska Native Head Start FACES (AI/AN FACES) study, we also included a measure of the presence and use of cultural items and home languages in MSHS classrooms.

Exhibit 3 below presents a summary of classroom observation measures used in the MSHS Study, by age group served in the classroom. Brief descriptions of each measure follow the exhibit. Note that the durations of observations in the infant/young toddler and older toddler classrooms (2 hours each) differ from that in the preschool classroom (2.5-3 hours). Observers spent more time in preschool classrooms in order to aim for the study goal of completing five 20-minute observation cycles per classroom for the CLASS® Pre-K measure; all three instruments were used concurrently in the preschool classrooms.

Exhibit 3. MSHS Study Classroom Observation Instruments, by Focus and Age Group

Focus	Age Group		
	Infant and Young Toddler Classroom *(0 — 23 Months)*	Older Toddler Classroom *(24 — 35 Months)*	Preschool Classroom (36 Months and Older)
Global Quality	NA	NA	• Pre-K Classroom Assessment Scoring System® (CLASS) Direct observation (2.5 — 3 hours; five 20-minute segments)
Support for Bilingual Language Development and Biliteracy	NA	NA	• Early Language and Literacy Classroom Observation—Dual Language Learners (ELLCO-DLL) Direct observation (2.5 — 3 hours)
Children's Cultural and Language Environment	• MSHS Cultural Items and Language Use Checklist (CILU) Direct observation (2 hours)	• MSHS Cultural Items and Language Use Checklist (CILU) Direct observation (2 hours)	• MSHS Cultural Items and Language Use Checklist (CILU) Direct observation (2.5 — 3 hours)

NA=not applicable.

Classroom Assessment Scoring System® (CLASS®), Pre-K

The CLASS Pre-K (Pianta, La Paro, & Hamre, 2008) is designed to be used in classrooms with children aged 3-5. Observers rate 10 dimensions that form three domains: (1) Emotional Support (including Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspectives); (2) Classroom Organization (including Behavior Management, Productivity, Instructional Learning Formats); and (3) Instructional Supports (including Concept Development, Quality of Feedback, Language Modeling).

The CLASS Pre-K uses repeated observation and 20-minute scoring cycles (five for this study) to provide a picture of classroom interactions over a period of 2.5 to 3 hours. For the CLASS domains, scores of 1 or 2=Low Quality; 3, 4, or 5=Mid Quality; and 6 or 7=High Quality. For the purpose of categorizing classrooms, the domain scores are not rounded. For example, a classroom with a score of 5.9 on the CLASS Emotional Support domain would be categorized as falling in the Mid Quality range rather than the High Quality range; only scores of 6.0 or above would be included in the High Quality range.

Reliability estimates: Please refer to **Table B.1** and **Table B.2**.

Constructed scores. The study team averaged scores across the five cycles to arrive at a score for each of the ten dimensions on the CLASS for each preschool classroom. (Negative Climate was reverse coded so that higher scores indicate higher quality.) The study team created the domain scores by averaging the scores for the dimensions within each domain. Scores for both dimensions and domains range from 1 to 7.

Early Language and Literacy Classroom Observation—Dual Language Learners (ELLCO-DLL)

The ELLCO-DLL (Castro, 2005) was developed as a companion measure to the Early Language and Literacy Classroom Observation (ELLCO) Toolkit (Smith, Dickinson, Sangeorge, & Anastasopoulos, 2002a, 2002b), a standardized measure used to assess the quality of language and literacy practices in preschool classrooms. The ELLCO-DLL was designed to assess specific practices for dual-language learners connected with each of the three subscales of the ELLCO—a general classroom observation overall scale (Classroom Observation Scale); a checklist rating of the literacy environment (Literacy Environment Checklist); and a five-point rating scale of literacy activities

observed (Literacy Activities Rating Scale) where 1=Deficient, 3=Basic, and 5=Exemplary. ELLCO-DLL is scored over a period of three hours in the classroom.[14]

Reliability estimates: Please refer to **Table B.4**.

Constructed scores: To create the score for each classroom for the Literacy Environment Checklist, the study team summed scores from four subscales: Book Selection, Book Use, Writing Materials, and Writing around the Room. To create the score for each classroom for the General Classroom Environment Checklist, the study team summed the scores from two items: Presence and Use of Technology, and Classroom Management Strategies. To create the score for the Language, Literacy, and Curriculum subscale for each classroom, the study team summed scores from the following items: Presence of Books, Approaches to Book Reading, Approaches to Children's Writing, Approaches to Curriculum Integration, Facilitating Home Support for Language and Literacy, and Approaches to Assessment. To create the score for the Literacy Activities Rating Scale for each classroom, the study team summed the score on eight items related to book reading. To create the Total Score for each classroom, the study team summed of scores for the Literacy Environment Checklist, the Classroom Observation Scale, and the Literacy Activities Rating Scale.

MSHS Cultural Items and Language Use (CILU) Checklist

To better understand children's culture and language experiences in MSHS, the study team developed a new set of observation items, adapted from the AI/AN FACES 2015 Cultural Items and Practices Questions (see Bernstein et al., 2018). The tool the team developed—the MSHS Cultural Items and Language Use Checklist (Barrueco, Layzer, & Caswell, 2017)—captures the presence, number, and use of items in the classroom representing the cultures of MSHS children and families (e.g., books, musical instruments, foods; books, signs, and labels in Spanish and other languages). Observers also documented whether shared reading or singing occurred during the observation; the language of the books, reading, and singing; and the grouping (whole group, small group, individual) in which the activities occurred. Finally, the CILU Checklist also captures which languages staff used for instructional and non-instructional purposes, by student grouping.

[14] For further information on the ELLCO-DLL, see Castro et al. (2017) and Buysse, Castro, and Peisner-Feinberg (2010).

Constructed scores: No constructed scores were created for this measure; frequencies for response options for each item are presented.

MSHS STAFF SURVEYS AND PARENT INTERVIEW

Topics covered in the staff surveys and parent interview are outlined in Exhibit 4 below.

Staff Surveys

The MSHS Study sent separate surveys to program directors, center directors, teachers, and assistant teachers. The surveys are grounded in the MSHS research questions and conceptual framework. Each instrument (except for the Program Director Survey) was translated into Spanish by professional translators and participants selected the language version they felt most comfortable with. In the Teacher and Assistant Teacher Surveys, we incorporated the 12-item version of the Center for Epidemiologic Studies Depression (CES-D) Scale. For reliability estimates for this scale, please refer to **Table E.10** and **Table F.13**.

All staff surveys collected information on the respondent's background and experience and then focused on questions relevant to each respondent. For example, the Program Director Survey collected information on issues such as enrollment, program policies, and approaches to hiring, communication, and supervision. The Center Director Survey focused on characteristics of the center, such as staffing, enrollment, family engagement, and instructional practices. The Teacher and Assistant Teacher Surveys gathered information on topics at the classroom level, such as classroom composition and language(s) of instruction.

Parent Interview

The parent interview was also grounded in the MSHS research questions and conceptual framework. The parent interview focused on characteristics of the household and child.

For the parent interview, interviewers read the questions to parents in the parents' preferred language (either Spanish or English) and marked parents' responses on the paper interview form. Interviewers used pictorial cards to help parents understand the Likert scale ratings.

The study team incorporated items from two existing scales into the parent interview: 1) the Center for Epidemiologic Studies Depression (CES-D) Scale (National Institutes of Mental Health); and 2) the Migrant Farmworker Stress Inventory (MFWSI) (Hovey, 2002). We included the individual CES-D items necessary to be able to calculate both a 10-item and a 12-item composite score. The 10-item version of the CES-D scale includes the same items as those used in the MSHS supplement to the National Agricultural Workers Survey (2015). The 12-item version of the CES-D Scale has also been used in the FACES and Baby FACES studies. For reliability information on these

scales, please refer to **Table G.10**. Readers should use caution when interpreting results from the CES-D. This measure was developed for research purposes and does not provide a formal diagnosis of depression. A formal diagnosis can only be determined by a trained mental health professional.

Constructed scores

For the majority of interview and survey questions, we report frequencies (means or percentages) in the data tables. When we created a constructed score from one or more survey questions, we marked these questions with an asterisk in the data tables and added a note to the table to indicate a constructed score. More information about the constructed scores can also be found in the *MSHS Study 2017-2018 Data User's Guide* that will accompany the archived dataset.

Exhibit 4. Topics Covered in Parent Interview and Staff Surveys

Source	Topic
Program Director Survey	A. Program Director Background and Experience (race/ethnicity, age, educational level, general experience, experience with MSHS, language(s) spoken by Program Director)
	B. Training and Support for Program Staff (training and technical assistance supported by MSHS funds, resources used by program staff)
	C. Program Enrollment (program enrollment numbers by age group, predicting and planning for enrollment, communication with other programs on enrollment)
	D. Staffing (percentage of staff replaced, strategies for reducing teacher turnover)
	E. Use of Data and Information (storage and linkages among data sources)
	F. Program Management, Communication, Partnerships, and Expansion (time spent on different responsibilities, receipt of funds other than MSHS, job challenges, changes to program due to various factors, concerns about MSHS children and families)
	G. Instructional and Assessment Practices (curricula and assessments used by age group)
	H. Language of Instruction and Language Policies (language(s) used by teachers, instructional language policy of program)
	I. Transitions (ways that programs facilitate families' transitions to other MSHS centers and public schools, communication with other programs)
Center Director Survey	A. Center Director Experience, Education, and Knowledge (race/ethnicity, age, educational level, general experience, experience with MSHS, language(s) spoken by Center Director)
	B. Staff Training and Support for Center Staff (types of professional development offered to center staff, topics and frequency of staff training, Center Director responsibilities and job challenges)
	C. Class Composition (center enrollment by age group, number of classrooms, language(s) of families served by center, race/ethnicity of children served by center, reasons for eligible families not being served)
	D. Staffing, Recruitment, and Compensation (number of teachers employed in center, amount and reasons for teacher and family service worker turnover, Center Director work hours, salary and benefits)
	E. Community Partnerships (types of and need for collaborations with community organizations, barriers to greater collaboration)
	F. Use of Data and Information (internet access, use of individual child data by teachers, barriers to reviewing these data)
	G. Family Engagement (approaches used to encourage family engagement, types of activities offered to parents, barriers to parental participation, hours and months of operation of center, transportation for children
	H. Instructional Practice(s) (teacher use of curriculum, training provided on curriculum)
	I. Language(s) of Instruction and Language Policies (language(s) for center activities, language policy, Center Director beliefs about language learning and second language development)
	J. Transitions (facilitation of families' transitions to other MSHS centers and public schools, barriers to communicating with other centers)

Source	Topic
Teacher Survey	A. Teacher Background, Experience, Education, Knowledge, and Beliefs (race/ethnicity, age, educational level, teaching experience, experience with MSHS, beliefs about teaching young children)
	B. Teacher Linguistic Abilities (languages spoken by teacher)
	C. Teacher Well-Being (satisfaction with teaching, symptoms of depression, level of support for interactions between MSHS staff and parents)
	D. Teacher Training and Support (types of training and support received)
	E. Class Composition (number and age group of children in the classroom, languages children speak, percentage of children meeting developmental expectations)
	F. Staffing and Compensation (MSHS teaching schedule, salary, benefits)
	G. Instructional and Assessment Practices (instructional practices, nap time, supports at work)
	H. Language(s) of Instruction and Language Policies (languages of instruction and printed materials, communication with parents)
	I. Disability Services (approaches to working with children with disabilities)
	J. Family Engagement (activities to engage families)
Assistant Teacher Survey	A. Assistant Teacher Background, Experience, Education, Knowledge, and Beliefs (race/ethnicity, age, educational level, teaching experience, experience with MSHS, beliefs about teaching young children)
	B. Assistant Teacher Linguistic Abilities (languages spoken by assistant teacher, language(s) of instruction, facilitating language use in the classroom)
	C. Assistant Teacher Well-Being (satisfaction with teaching, level of support for interactions between MSHS staff and parents, symptoms of depression)
	D. Instructional and Assessment Practices (additional supports at work)
	E. Staffing and Compensation (MSHS teaching schedule, salary, benefits)
Parent Interview	A. Child Characteristics (race/ethnicity, age, country of birth)
	B. Household Member Characteristics (primary and other caregiver's race/ethnicity, age, country of birth, time in U.S., education level)
	C. Household Linguistic Abilities/Practices (languages spoken by caregivers and to MSHS child)
	D. Child Health (birth weight, prematurity, teeth brushing habits, dental and doctor visits, vaccinations, medical conditions)
	E. Work and Resources (primary and other caregiver work history, type of work, salary, lack of sufficient resources)
	F. Household Members' Health (primary and other caregiver health conditions, pesticide exposure, well-being, including depressive symptoms and stress level)
	G. Raising a Child (family strengths, child sleep habits, parenting habits, activities parents do with children, children's books, and family habits)
	H. Housing (residential history, type of housing, distance and transportation to MSHS center)
	I. Child Care Arrangements and MSHS Involvement (types of prior child care arrangements, reasons for MSHS program attendance, types of parent involvement, MSHS communications and services)

SAMPLING AND ANALYSIS APPROACH

This chapter describes how the MSHS Study team selected the centers and families to include in the study (the "sample") and analyzed the information collected about them. An overview of our sampling and analysis approaches follows. For additional information related to our sampling and analysis methodology, please see the *MSHS Study 2017-2018 Data User's Guide* that accompanies the dataset that is archived for public use.

SAMPLING APPROACH

To create the MSHS Study sample, we first identified the complete set of eligible MSHS programs[15] and centers by using information from the Head Start Enterprise System.[16] From this information, we identified 36 programs and 402 centers that were operating in 2017.

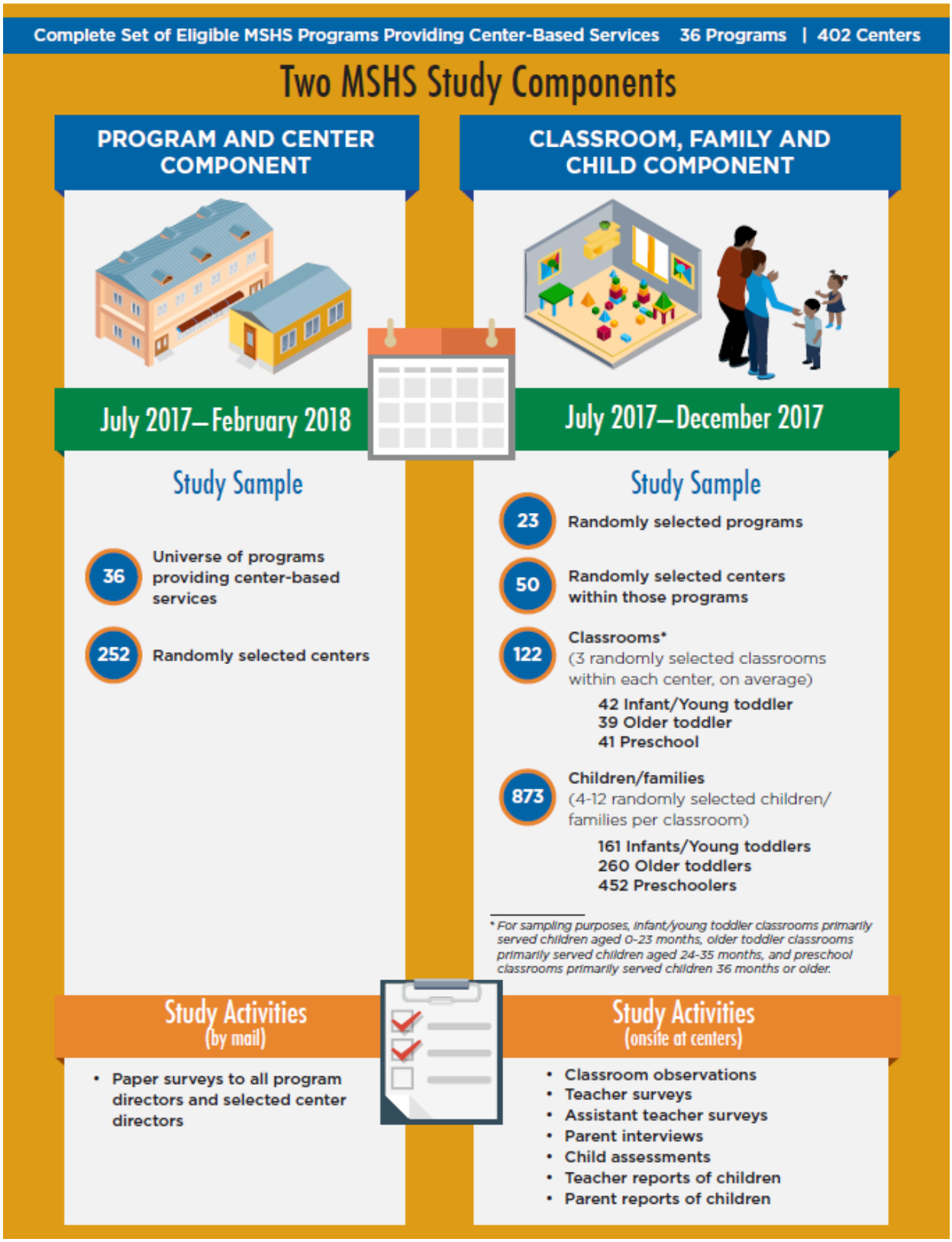
Next, we created two separate samples from this set of programs and centers: (1) the Program and Center Component and (2) the Classroom, Family, and Child Component. As described in more detail below, the approach for collecting data differed for these two components. We mailed surveys to program and center directors for the Program and Center Component. For the Classroom, Family, and Child Component, we visited each center for about one week to observe classrooms, collect staff surveys, interview parents, and assess children.

This sampling scheme is shown graphically in Exhibit 5 on the next page, followed by a discussion of each component.

[15] "Eligible programs" are those grantees or delegate agencies directly providing center-based services to children. For sampling purposes, we treated as a single program any grantee and delegate agency that operated together as a single administrative organization. The MSHS program also includes child care partner sites, groups that offer home-based services (including family child care), locally designed services, services to pregnant women, and programs and centers. We did not include these in the MSHS Study, nor entities no longer in operation when we began collecting data.

[16] The Head Start Enterprise System provides data on location, number of funded child slots, and child ages served by MSHS grantees and delegate agencies and their centers.

Exhibit 5. Complete Set of Eligible MSHS Programs and Study Samples



SAMPLE FOR PROGRAMS AND CENTERS

Shown in the left panel of Exhibit 5 above, the study sample for the programs and centers consists of all eligible MSHS programs and a random selection of 252 centers operated by those programs across five geographic regions covering the 48 contiguous U.S. states (East, Midwest, Northwest, Southeast, and California/Southwest).[17] We worked to ensure that centers of different sizes were represented within each region and each program.

Between July 2017 and February 2018, the study team mailed:

- the Program Director Survey to all of the 36 eligible program directors.
- the Center Director Survey to the 252 selected centers' directors.

Exhibit 6 presents response rates for these measures.

Exhibit 6. Response Rates for Program and Center Component

Instrument	Number Sampled	Response Rate
Program Director Survey	36 programs (all)	88.9%
Center Director Survey	252 centers	79.8%

Notes: The response rate is unweighted. Unweighted response rates—number completed divided by total eligible—*do not* account for the sampling probability for Center Director Surveys. For more information on response rates, including weighted response rates, please see the *MSHS Study 2017 — 2018 Data User's Guide.*

SAMPLES FOR THE CLASSROOMS, FAMILIES, AND CHILDREN

Shown in the right panel of Exhibit 5 above, the study samples for classrooms, families, and children consist of a selection of the eligible MSHS centers and their classrooms, staff, families, and children. We selected this sample in four stages:

- First, from the full set of eligible MSHS programs providing center-based services to children and families that were in operation in 2017, we selected 23 programs across the five geographic regions covering the 48 contiguous U.S. states (East, Midwest, Northwest, Southeast, and California/Southwest). We were careful to

[17] The study defined regions consistent with the National Agricultural Workers Survey (NAWS): **East:** Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, Tennessee, Vermont, Virginia, West Virginia. **Midwest:** Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin. **Northwest:** Colorado, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming. **Southeast:** Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, South Carolina. **California/Southwest:** Arizona, California, New Mexico, Oklahoma, Texas.

ensure that programs of different sizes were represented within each geographic region.

- Second, within these 23 programs, we selected 50 centers, randomly selecting at least two centers from each program. Again, we were careful to ensure that centers of different sizes were represented within each program.
- Third, within these centers, we randomly selected 122 classrooms—42 infant/young toddler classrooms, 39 older toddler classrooms, and 41 preschool classrooms.
- Lastly, from these classrooms, we selected children and their families. The sample included a total of 873 children—161 infants/young toddlers, 260 older toddlers, and 452 preschoolers.

The study team collected information from these samples through on-site activities. Between July and December 2017, we visited each selected center for about one week. The measures included classroom-level information from observations; surveys of teachers and assistant teachers; interviews of parents; and child-level information from direct assessments, assessor ratings, parent reports of children, and teacher reports of children. Exhibit 7 presents response rates for these measures.

Exhibit 7. Response Rates for Classroom, Family, and Child Component

Instrument	Number Sampled	Response Rate
Classroom observation	122 classrooms	100.0%
Teacher survey	122 classrooms	97.5%
Assistant teacher survey	112 classrooms with assistant teachers	89.3%
Parent interview	778 families	83.1%
Direct assessments of children	703 older toddlers and preschoolers	81.5%
Ages & Stages Questionnaire, Third Edition (ASQ)	170 infants/young toddlers	85.7%
Parent report of child	873 children	77.2%
Teacher report of child	873 children	85.3%

Notes: The response rate is unweighted. Unweighted response rates—number completed divided by total eligible—*do not* account for the sampling probability. For more information on response rates, including weighted response rates, please see the *MSHS Study 2017 — 2018 Data User's Guide.*

ANALYSIS APPROACH

We used statistical software to apply weights to produce the national estimates for centers, classrooms, teachers, assistant teachers, families and children in the data tables. The analytic technique of weighting is used to allow each member of the sample

to represent a defined percentage of the population, based on its probability of selection and sample response rates.[18] For each reported result, each sample member's "weight" factor is multiplied by its observed data values to create population estimates.

Prior to using weighting methods, the data only represent the given sample. You can make statements like: "Thirty percent of respondents reported that MSHS teachers wear size 10 shoes." Once the data are weighted (based on the probability of selection from the population and the response rate), the data represent the entire MSHS program population. You can make statements like: "Thirty percent of MSHS teachers wear size 10 shoes."

If a particular question or response category did not receive a sufficient number of responses, the data should be interpreted with caution. To help readers interpret the precision of the estimates reported, data tables include the unweighted count of the sample size and the weighted standard errors.

The sample sizes and standard errors together provide information about the precision of the population estimates. Estimates are more precise for larger samples; estimates are also more precise when the standard error is smaller.

For more information about how the study team created and applied the weights, please see the *MSHS Study 2017-2018 Data User's Guide*. Additional information about weighting is also provided in the individual footnotes associated with the data tables.

MSHS PROGRAM DATA

Estimates presented in **Section C**, collected with the Program Director Survey, are *unweighted*. The survey was mailed to *all* eligible program directors within MSHS (not just a sample of program directors). Due to the small size of this inclusive sample and the relatively small number of non-respondents, insufficient information was available to allow for correction of the raw data through weighting methods. Therefore, results from the MSHS Program Director Survey should be interpreted with caution as they might not fully represent the national MSHS picture.[19]

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[18] For example, if 20% of children were selected for a study sample with equal probability, then each child in the sample would represent 5 children in the population (i.e., each child would have a weight of 5). In addition, if data are obtained for only 80% of sampled children, then those remaining in the sample represent 6.25 children (5/.80 for a non-response adjusted weight of 6.25).

[19] Four program directors (11 percent) did not complete the survey. These program directors were each located in a different geographic region—East, Midwest, Southeast, and Northwest. These non-responding MSHS programs were also smaller in size, with a median of 191 funded enrollments slots and 3.5 centers per program, compared to a median of 284 funded enrollment slots and 5 centers per MSHS program overall.

MSHS CENTER, CLASSROOM, STAFF, FAMILY, AND CHILD DATA

Most information presented in the data tables on children (**Section A**), classrooms (**Section B**), centers (**Section D**), teachers (**Section E**), assistant teachers (**Section F**), and families (**Section G**) are based on *weighted* data. Once these data are weighted, they represent the national population of MSHS centers, classrooms, teachers, assistant teachers, families, and children in 2017. For more information about the construction and use of the analysis weights, see the *MSHS Study 2017 Data User Guide*.

DATA TABLES

GUIDANCE FOR INTERPRETING ALL DATA TABLES

The following considerations apply across all data tables. Three additional guidance sections are provided below to help readers interpret data tables about characteristics and skills of MSHS children (**Section A**), classroom quality (**Section B**), as well as staff surveys and the parent interview (**Sections C-G**).

- The MSHS Study was designed to answer all nine research questions listed in the **Introduction**); however, the information presented in the data tables focuses only on a subset of them (e.g., data tables do not explore associations between variables). Data are archived for researchers to conduct secondary analyses and further explore all of the study research questions.
- A number of materials were developed specifically for the MSHS Study and are available for readers to have on hand when reviewing the data tables. These materials include all MSHS staff surveys, the parent interview protocol, questionnaires developed for the teacher reports of children about language dominance and proficiency, the questionnaire developed for the teacher report about children's disabilities and delays, and the MSHS Cultural Items and Language Use (CILU) Checklist observation tool.
- Statistics are weighted to represent characteristics for the population of MSHS centers, classrooms, teachers, assistant teachers, families, and children in 2017. However, the sample sizes (i.e., the *n* columns) represent unweighted sample sizes so that readers can identify the number of respondents with valid data on each of the items.
- Tables include sample sizes and standard errors or confidence intervals to provide information about the precision of estimates. Readers should be aware that estimates based on some sources (e.g., classroom observations; teacher surveys; assistant teacher surveys) or subsamples (e.g., preschool classrooms; teachers of infants) may have relatively large standard errors, and therefore lack precision.[20] These estimates should be interpreted with caution.

[20] Doubling the standard error produces the half-width of the 95 percent confidence interval for an estimate. For example, a standard error of 5.0 for an estimate of 25 percent (e.g., 25% of parents do agricultural work with vegetables) means that the 95 percent confidence interval spans 15 to 35 percent. Whereas a standard error of 2.0 for an estimate of 35 percent means that the 95 percent confidence interval spans 31 to 39 percent.

- To reduce the length of the tables in this report, we sometimes combine response options within a particular survey or interview question. We only combine those response options where 0 percent of the respondents selected the response option. For categorical variables that are ordered (e.g., months of the year), we only combine options when they are adjacent. For example, we might combine January and February if the both are 0 percent, but we would not combine January and October, even if they were 0 percent, because they are not adjacent.

- We computed Cronbach's alpha—a measure of reliability, or internal consistency—for direct assessments, teacher and parent reports, and classroom observations where possible, that is, where items were combined to create a total continuous score. We include information on reliability—the sample size used for the reliability calculation, the number of items, and Cronbach's alpha—in the first table that is presented for each instrument. The titles of the tables indicate that reliability information is included in the table and notes below the table explain the type of reliability information that is included and its location in the table (e.g., row, column and heading label). For ease of locating reliability information, in the **Child Measures** and **Classroom Measures** sections, we provide hyperlinks to the specific tables that include reliability estimates. We also computed Cronbach's alpha for the CES-D, which was included in the teacher survey, the assistant teacher survey and the parent interview. These reliability estimates are presented in the tables along with the summary statistics for the measure for each respondent (teacher, assistant teacher, or parent).

- Tables are organized by data source and level, beginning with child-level information (including direct assessments, assessor ratings, parent reports, and teacher reports—organized by domain), classroom-level information (via classroom observations), surveys (Program Director, Center Director, Teacher, Assistant Teacher), and finally the parent interview.

SECTION A. CHARACTERISTICS AND SKILLS OF MSHS CHILDREN

GUIDANCE FOR INTERPRETING TABLES IN SECTION A. CHARACTERISTICS AND SKILLS OF MSHS CHILDREN

This section presents data tables for all child measures used in the study. Before presenting the tables, we explain how the measures and tables are organized, provide a summary of each measure, and provide specific considerations for interpreting the child measures.

Organization of Measures and Data Tables

The data tables are organized by domain, instrument, and age group. As shown in Exhibit 8, the data tables cover five domains. Within each domain, the information is presented according to the *instrument*. If the instrument was administered to multiple age groups, we present each instrument by *age group*. In such cases, we begin by presenting the largest possible group (e.g., all children). We then present separate tables for each individual age group, beginning with the youngest children (infants/young toddlers [0-23 months], older toddlers [24-35 months], or preschoolers [36 months and older]). Exhibit 8 provides an overview of the domains, instruments, and age groups—and serves as a roadmap to understanding how the data tables are presented below.

Exhibit 8. MSHS Study Child Measures, by Domain and Subdomain

Domain	Subdomain	Instrument	Mode	Age Group
Language and Early Literacy	Children's Language Dominance and Proficiency	Questionnaire developed for MSHS Study	• Teacher Report of Child	• Infants and Young Toddlers (0 — 23 months) • Older Toddlers (24 — 35 Months) • Preschoolers (36+ Months)
	Children's Expressive and Receptive Language	MacArthur-Bates (Communicative Development Inventory/Inventario del Desarrollo de Habilidades Comunicativas) Short Forms	• Parent and Teacher Report of Child	• Infants and Young Toddlers (8 — 23 months)
	Children's Nonverbal and Verbal Communication Skills	Ages and Stages Questionnaire (ASQ-3): Communication Subscale	• Teacher Report of Child	• Infants and Young Toddlers (0 — 23 months)
	Children's Auditory Comprehension	Preschool Language Scales-Fifth Edition: Auditory Comprehension Subscale, English and Spanish (Bilingual) Versions	• Direct Assessment	• Older Toddlers (24 — 35 Months) • Preschoolers (36+ Months)
	Children's Emergent Literacy Skills	Woodcock-Muñoz Language Survey-Revised Normative Update: Letter-Word Identification (English) and Identificación de letras y palabras (Spanish)	• Direct Assessment	• Preschoolers (36+ Months)

Domain	Subdomain	Instrument	Mode	Age Group
Socioemotional Skills and Behaviors	Children's Social-Emotional and Behavioral Problems and/or Delays	Brief Infant-Toddler Social and Emotional Assessment (BITSEA)	• Parent Report of Child	• Infants and Young Toddlers (12 — 23 months) • Older Toddlers (24–35 Months)
	Children's Socioemotional Skills and Behaviors	Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)–Socioemotional Scale	• Parent Report of Child	• Preschoolers (36+ Months)
	Children's Approaches to Learning	Approaches to Learning	• Teacher Report of Child	• Preschoolers (36+ Months)
	Children's Emotional and Behavioral Regulation	Leiter-Third Edition Examiner Rating Scales	• Assessor Rating	• Preschoolers (36+ Months)
Math	Children's Counting Skills in English and Spanish		• Teacher Report of Child	• Older Toddlers (24 — 35 Months) • Preschoolers (36+ Months)
Health	Children's Height and Weight		• Direct Assessment	• Older Toddlers (24 — 35 Months) • Preschoolers (36+ Months)
Delays and Disabilities	Children's Delays and Disabilities	Questionnaire developed for MSHS Study	• Teacher Report of Child	• Infants and Young Toddlers (0 — 23 months) • Older Toddlers (24 — 35 Months) • Preschoolers (36+ Months)

For more detailed information about each child measure, please see the **Child Measures** section of the **Measures** chapter. For additional guidance that applies to interpreting all tables, see the **Guidance for Interpreting All Data Tables** section.

Considerations for Interpreting Data Tables for Child Measures

- Tables include sample sizes and standard errors to provide information about the precision of estimates. Readers should be aware that when estimates for child assessments are provided for a particular subgroup (e.g., preschoolers), this may result in large standard errors, and therefore the estimates lack precision. These estimates should be interpreted with caution.

- We computed Cronbach's alpha—a measure of reliability, or internal consistency—for direct assessments and teacher and parent reports where possible, that is, where items were combined to create a total continuous score.[21] We include information on reliability—the sample size used for the reliability calculation, the number of items, and Cronbach's alpha—in the first table that is presented for each instrument. The titles of the tables indicate that reliability information is included in the table and the notes below the table explain the type of reliability information that is included and its location in the table (e.g., row, column and heading label). For ease of locating reliability information, in the **Child Measures** section, we provide hyperlinks to the specific tables that include reliability estimates.

- Questionnaires developed by the study team (including questionnaires about language dominance, language proficiency, disabilities, and delays within the teacher reports of children) are available online and may be helpful for readers to have on hand when reviewing the tables.[22]

- The number of respondents may not be consistent across measures because some measures were only administered to particular age groups (see Exhibit 8 above). Additionally, some tables provide information on a subset of children (e.g., infants and younger toddlers). Whenever an instrument was administered to multiple age groups, we first present information for the largest possible group (e.g., all children). Then, we present separate tables for each individual age group, beginning with the youngest children.

- The number of respondents may not be consistent across questions due to missing data or skip patterns. For the child-level information, this issue mainly applies to the questionnaires developed by the study team to measure language dominance, language proficiency, disabilities, and delays. When exploring data tables that present information from these questionnaires, readers should be careful to note when skip patterns were used. For example, some questions about language proficiency were only age-appropriate for infants. In cases like this, the table notes describe when questions were asked of respondents about particular age groups.

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21 Sample sizes for the Ages and Stages Questionnaire-3 assessment at each age level were too small to allow calculation of reliability.

22 Other child assessment instruments are not publically available because the instruments are proprietary. More information about copyright permissions can be found in Appendix A.

- Finally, because the questionnaires used a paper-and-pencil format, skip patterns could not be enforced. When respondents answered a follow-up question that they should have skipped, their response to the follow-up question was set to missing. However, when respondents did not answer the gateway question (i.e., the question that instructed respondents to skip), their response to the follow-up question was left intact. Consequently, the number of responses to follow-up questions may sometimes be larger than expected based on the number of responses to gateway questions.

DATA TABLES FOR SECTION A. CHARACTERISTICS AND SKILLS OF MSHS CHILDREN

This section presents data tables for all child measures used in the study. Readers are encouraged to pay careful attention to the following information when reviewing information in this section:

- Notes and limitations applying to the MSHS child assessment data, which can be found in the section on **Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.**
- Information about each child measure that can be found in the **Child Measures** section of the **Measures** chapter.
- Footnotes provided below each table.

The constructs covered in this section include children's:

- Language Dominance and Proficiency (**Table A.1 – A.4**)
- Expressive and Receptive Language (**Table A.5 – A.6**)
- Nonverbal and Verbal Communication Skills (**Table A.7**)
- Auditory Comprehension (**Table A.8 – A.10**)
- Emergent Literacy Skills (**Table A.11 – A.12**)
- Social-Emotional and Behavioral Problems and/or Delays (**Table A.13 – A.15**)
- Socioemotional Skills and Behaviors (**Table A.16**)
- Approaches to Learning (**Table A.17**)
- Emotional and Behavioral Regulation (**Table A.18**)
- Counting Skills in English and Spanish (**Table A.19 – A.21**)
- Height and Weight (**Table A.22 – A.24**)
- Delays and Disabilities (**Table A.25 – A.28**)

Table A.1. MSHS Children's Language Dominance and Proficiency: Questionnaire Developed for MSHS Study, Teacher Report, All Children

Items	*n*	Percentage (%) of Children	*SE*[1]
Overall, what language does this child know best?[2]	739		
English		17.0	2.27
Spanish		81.3	2.16
Other language		1.7	0.72
What languages do classroom staff speak most often with this child?[2]	739		
English completely		2.1	0.74
Mostly English, some Spanish		13.4	3.46
English and Spanish equally		39.3	5.66
Mostly Spanish, some English		35.2	4.54
Spanish completely		9.8	2.21
Mostly English, some of another language		0.0	0.00
English and another language equally		0.1	0.06
Mostly another language, some English		0.0	0.00
English and multiple other languages		0.0	0.02
Other combination of languages		0.2	0.14
What languages does this child speak with classroom staff?[3]	679		
English completely		5.0	1.04
Mostly English, some Spanish		13.9	1.97
English and Spanish equally		14.9	2.44
Mostly Spanish, some English		30.9	2.12
Spanish completely		34.0	4.06
Mostly English, some of another language; English and another language equally; Mostly another language, some English; or, English and multiple other languages		0.0	0.00
Other combination of languages		1.3	0.86
What languages does this child speak with other children?[3]	678		
English completely		5.5	1.32
Mostly English, some Spanish		12.5	1.64
English and Spanish equally		10.2	1.93
Mostly Spanish, some English		26.8	2.83
Spanish completely		43.6	5.03
Mostly English, some of another language		0.0	0.00
English and another language equally		0.2	0.22
Mostly another language, some English or English and multiple other languages		0.0	0.00
Other combination of languages		1.3	0.86

Table A.1. MSHS Children's Language Dominance and Proficiency: Questionnaire Developed for MSHS Study, Teacher Report, All Children (continued)

Items	*n*	Percentage (%) of Children	*SE*[1]
How well does this child understand English?[4]	641		
Not at all		9.5	1.75
Not well		31.4	3.21
Well		36.0	3.07
Very well		23.1	2.43
How well does this child understand Spanish?[4]	689		
Not at all		1.0	0.58
Not well		6.9	1.13
Well		28.8	4.47
Very well		63.2	4.54
How well does this child understand another language? (Respondent could specify any language other than English or Spanish)[4]	208		
Not at all		95.4	2.54
Not well		0.0	0.00
Well		2.2	1.40
Very well		2.4	1.48
How well does this child speak English?[4]	635		
Not at all		25.2	2.93
Not well		35.1	2.35
Well		23.2	2.70
Very well		16.5	2.31
How well does this child speak Spanish?[4]	686		
Not at all		6.5	1.38
Not well		21.1	1.75
Well		27.3	3.61
Very well		45.1	4.02

Table A.1. MSHS Children's Language Dominance and Proficiency: Questionnaire Developed for MSHS Study, Teacher Report, All Children (continued)

Items	*n*	Percentage (%) of Children	*SE*[1]
How well does this child speak another language? (Respondent could specify any language other than English or Spanish)[4]	202		
Not at all		97.1	1.80
Not well		0.6	0.63
Well		1.1	1.16
Very well		1.2	1.16

Source: Child Languages and Development: Teacher Report, developed for the MSHS Study

Notes: Statistics are weighted to represent all children enrolled in MSHS in 2017.

The *n* columns in this table contain unweighted sample sizes to identify the number of children with valid data on the response category.

The sum of response categories across questions may not be consistent because of missing data at the item level.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS children in 2017.

[2]Teachers reported on these questions for all children in the sample (approximately birth through six years).

[3]Teachers reported on these questions only for children 12 months of age and older. Therefore, the sample size for these questions is smaller than the sample size for questions asked about all children.

[4]Teachers reported on these questions only for children 8 months of age and older. Therefore, the sample size for these questions is smaller than the sample size for questions asked about all children.

Table A.2. MSHS Children's Language Dominance and Proficiency: Questionnaire Developed for MSHS Study, Teacher Report, Infants/Younger Toddlers (0 to 23 months)

Items	*n*	Percentage (%) of Children	*SE*[1]
Overall, what language does this child know best?[2]	149		
English		13.6	3.50
Spanish		84.3	3.64
Other language		2.1	1.52
What languages do classroom staff speak most often with this child?[2]	148		
English completely		1.6	1.12
Mostly English, some Spanish		15.9	5.68
English and Spanish equally		17.2	3.59
Mostly Spanish, some English		46.5	7.34
Spanish completely		18.7	6.42
Mostly English, some of another language; English and another language equally; Mostly another language, some English; or, English and multiple other languages		0.0	0.00
Other combination of languages		0.1	0.10
What languages does this child speak with classroom staff?[3]	90		
English completely		3.9	2.04
Mostly English, some Spanish		10.9	4.31
English and Spanish equally		7.3	3.72
Mostly Spanish, some English		35.9	10.43
Spanish completely		40.3	11.43
Mostly English, some of another language; English and another language equally; Mostly another language, some English; or, English and multiple other languages		0.0	0.00
Other combination of languages		1.7	1.02
What languages does this child speak with other children?[3]	90		
English completely		5.0	2.42
Mostly English, some Spanish		9.6	4.15
English and Spanish equally		6.2	3.64
Mostly Spanish, some English		30.7	9.94
Spanish completely		46.8	12.26
Mostly English, some of another language; English and another language equally; Mostly another language, some English; or, English and multiple other languages		0.0	0.00
Other combination of languages		1.7	1.02

Table A.2. MSHS Children's Language Dominance and Proficiency: Questionnaire Developed for MSHS Study, Teacher Report, Infants/Younger Toddlers (0 to 23 months) (continued)

Items	*n*	Percentage (%) of Children	*SE*[1]
How well does this child understand English?[4]	97		
Not at all		13.8	5.79
Not well		40.2	7.52
Well		36.4	6.88
Very well		9.6	3.60
How well does this child understand Spanish?[4]	115		
Not at all		1.8	1.37
Not well		6.6	2.92
Well		36.0	7.75
Very well		55.6	7.26
How well does this child understand another language? (Respondent could specify any language other than English or Spanish)[4]	38		
Not at all		88.9	6.21
Not well		0.0	0.00
Well		1.3	1.34
Very well		9.8	6.09
How well does this child speak English?[4]	94		
Not at all		42.8	8.30
Not well		42.3	8.28
Well		11.1	4.31
Very well		3.8	1.89
How well does this child speak Spanish?[4]	111		
Not at all		20.1	5.13
Not well		38.4	5.79
Well		26.5	4.98
Very well		15.0	4.61

Table A.2. MSHS Children's Language Dominance and Proficiency: Questionnaire Developed for MSHS Study, Teacher Report, Infants/Younger Toddlers (0 to 23 months) (continued)

Items	*n*	Percentage (%) of Children	*SE*[1]
How well does this child speak another language? (Respondent could specify any language other than English or Spanish)[4]	35		
Not at all		93.4	5.26
Not well		1.4	1.44
Well		0.0	0.00
Very well		5.2	5.12

Source: Child Languages and Development: Teacher Report, developed for the MSHS Study

Notes: Statistics are weighted to represent all infants/younger toddlers (children up to 23 months of age) enrolled in MSHS in 2017.

The *n* columns in this table contain unweighted sample sizes to identify the number of children with valid data on the response category.

The sum of response categories across questions may not be consistent because of missing data at the item level.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS children in 2017.

[2]Teachers reported on these questions for all children in the sample (approximately birth through six years).

[3]Teachers reported on these questions only for children 12 months of age and older. Therefore, the sample size for these questions is smaller than the sample size for questions asked about all children.

[4]Teachers reported on these questions only for children 8 months of age and older. Therefore, the sample size for these questions is smaller than the sample size for questions asked about all children.

Table A.3. MSHS Children's Language Dominance and Proficiency: Questionnaire Developed for MSHS Study, Teacher Report, Older Toddlers (24 to 35 months)

Items	*n*	Percentage (%) of Children	*SE*[1]
Overall, what language does this child know best?	224		
English		11.2	2.78
Spanish		86.0	2.94
Other language		2.8	1.59
What languages do classroom staff speak most often with this child?	224		
English completely		2.7	1.13
Mostly English, some Spanish		9.8	3.94
English and Spanish equally		32.1	6.39
Mostly Spanish, some English		42.9	5.77
Spanish completely		12.3	2.95
Mostly English, some of another language		0.0	0.00
English and another language equally		0.0	0.00
Mostly another language, some English		0.0	0.00
English and multiple other languages		0.1	0.12
Other combination of languages		0.0	0.00
What languages does this child speak with classroom staff?	222		
English completely		4.7	1.47
Mostly English, some Spanish		7.6	2.75
English and Spanish equally		15.5	3.44
Mostly Spanish, some English		32.8	3.41
Spanish completely		35.4	5.27
Mostly English, some of another language		0.0	0.00
English and another language equally		0.0	0.00
Mostly another language, some English		0.0	0.00
English and multiple other languages		0.0	0.00
Other combination of languages		4.0	3.08

Table A.3. MSHS Children's Language Dominance and Proficiency: Questionnaire Developed for MSHS Study, Teacher Report, Older Toddlers (24 to 35 months) (continued)

Items	*n*	Percentage (%) of Children	*SE*[1]
What languages does this child speak with other children?	221		
English completely		3.7	1.19
Mostly English, some Spanish		8.8	2.85
English and Spanish equally		12.4	3.23
Mostly Spanish, some English		24.6	4.19
Spanish completely		47.3	6.22
Mostly English, some of another language		0.0	0.00
English and another language equally		0.0	0.00
Mostly another language, some English		0.0	0.00
English and multiple other languages		0.0	0.00
Other combination of languages		3.2	3.03
How well does this child understand English?	180		
Not at all		9.2	2.53
Not well		26.1	2.60
Well		48.3	3.78
Very well		16.3	3.59
How well does this child understand Spanish?	211		
Not at all		1.7	0.84
Not well		6.5	1.83
Well		33.7	3.89
Very well		58.1	4.20
How well does this child understand another language? (Respondent could specify any language other than English or Spanish)	65		
Not at all		98.9	1.15
Not well		0.0	0.00
Well		0.7	0.74
Very well		0.4	0.41
How well does this child speak English?	180		
Not at all		21.1	6.29
Not well		34.1	5.71
Well		33.3	4.26
Very well		11.5	2.82

Table A.3. MSHS Children's Language Dominance and Proficiency: Questionnaire Developed for MSHS Study, Teacher Report, Older Toddlers (24 to 35 months) (continued)

Items	*n*	Percentage (%) of Children	*SE*[1]
How well does this child speak Spanish?	212		
Not at all		4.8	1.12
Not well		23.0	4.05
Well		32.7	4.29
Very well		39.5	3.64
How well does this child speak another language? (Respondent could specify any language other than English or Spanish)	65		
Not at all		98.9	1.16
Not well		1.1	1.16
Well or Very well		0.0	0.00

Source: Child Languages and Development: Teacher Report, developed for the MSHS Study

Notes: Statistics are weighted to represent all older toddlers (children 24 — 35 months of age) enrolled in MSHS in 2017.

The *n* columns in this table contain unweighted sample sizes to identify the number of children with valid data on the response category.

The sum of response categories across questions may not be consistent because of missing data at the item level.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS children in 2017.

Table A.4. MSHS Children's Language Dominance and Proficiency: Questionnaire Developed for MSHS Study, Teacher Report, Preschoolers (36 months and older)

Items	*n*	Percentage (%) of Children	*SE*[1]
Overall, what language does this child know best?	366		
English		21.0	3.60
Spanish		78.0	3.36
Other language		1.0	0.68
What languages do classroom staff speak most often with this child?	367		
English completely		2.1	1.10
Mostly English, some Spanish		13.6	3.97
English and Spanish equally		52.7	8.50
Mostly Spanish, some English		26.7	6.56
Spanish completely		4.5	1.78
Mostly English, some of another language		0.0	0.00
English and another language equally		0.1	0.11
Mostly another language, some English or English and multiple other languages		0.0	0.00
Other combination of languages		0.3	0.26
What languages does this child speak with classroom staff?	367		
English completely		5.4	1.46
Mostly English, some Spanish		17.2	2.77
English and Spanish equally		16.9	3.44
Mostly Spanish, some English		28.7	3.59
Spanish completely		31.6	4.71
Mostly English, some of another language; English and another language equally; Mostly another language, some English; or, English and multiple other languages		0.0	0.00
Other combination of languages		0.2	0.19

Table A.4. MSHS Children's Language Dominance and Proficiency: Questionnaire Developed for MSHS Study, Teacher Report, Preschoolers (36 months and older) (continued)

Items	*n*	Percentage (%) of Children	*SE*[1]
What languages does this child speak with other children?	367		
English completely		6.2	1.75
Mostly English, some Spanish		14.7	2.45
English and Spanish equally		10.5	2.74
Mostly Spanish, some English		26.5	3.84
Spanish completely		41.3	5.33
Mostly English, some of another language		0.0	0.00
English and another language equally		0.4	0.37
Mostly another language, some English or English and multiple other languages		0.0	0.00
Other combination of languages		0.4	0.30
How well does this child understand English?	364		
Not at all		8.2	2.21
Not well		30.2	3.66
Well		31.9	3.52
Very well		29.7	3.57
How well does this child understand Spanish?	363		
Not at all		0.5	0.33
Not well		7.2	2.01
Well		24.3	6.06
Very well		68.0	6.23
How well does this child understand another language? (Respondent could specify any language other than English or Spanish)	105		
Not at all		96.7	2.72
Not well		0.0	0.00
Well		3.3	2.72
Very well		0.0	0.00
How well does this child speak English?	361		
Not at all		20.8	3.74
Not well		33.0	3.63
Well		23.8	3.24
Very well		22.3	3.19

Table A.4. MSHS Children's Language Dominance and Proficiency: Questionnaire Developed for MSHS Study, Teacher Report, Preschoolers (36 months and older) (continued)

Items	*n*	Percentage (%) of Children	*SE*[1]
How well does this child speak Spanish?	363		
Not at all		2.2	0.89
Not well		14.0	1.89
Well		25.5	6.21
Very well		58.3	6.25
How well does this child speak another language? (Respondent could specify any language other than English or Spanish)	102		
Not at all		97.8	2.36
Not well		0.0	0.00
Well		2.2	2.36
Very well		0.0	0.00

Source: Child Languages and Development: Teacher Report, developed for the MSHS Study

Notes: Statistics are weighted to represent all preschoolers (children 36 months of age and older) enrolled in MSHS in 2017.

The *n* columns in this table contain unweighted sample sizes to identify the number of children with valid data on the response category.

The sum of response categories across questions may not be consistent because of missing data at the item level.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS children in 2017.

Table A.5. MSHS Children's Expressive and Receptive Language: MacArthur-Bates Short Forms, Reliability Scores, Teacher and Parent Report, Infants/Younger Toddlers (8 to 23 months)

Scale	*n*	Number of Items	Cronbach's Alpha
MacArthur-Bates (Communicative Development Inventory/Inventario del Desarrollo de Habilidades Comunicativas) Short Forms – Teacher Report			
Words Understood Level 1, English	51	89	0.99
Words Understood Level 1, Spanish	58	104	0.99
Words Produced Level 1, English	51	89	0.86
Words Produced Level 1, Spanish	51	104	0.90
Words Produced Level 2, English	40	100	0.92
Words Produced Level 2, Spanish	47	100	0.93
MacArthur-Bates (Communicative Development Inventory/Inventario del Desarrollo de Habilidades Comunicativas) Short Forms – Parent Report			
Words Understood Level 1, English	51	89	0.97
Words Understood Level 1, Spanish	64	104	0.98
Words Produced Level 1, English	51	89	0.95
Words Produced Level 1, Spanish	64	104	0.93
Words Produced Level 2, English	44	100	0.95
Words Produced Level 2, Spanish	49	100	0.97

Source: MacArthur-Bates (Communicative Development Inventory/Inventario del Desarrollo de Habilidades Comunicativas) (CDI/IDHC) Short Forms

Notes: This table presents the reliability of scores for these instruments. Reliability information is presented for both English and Spanish and includes the sample size (*n*), number of items included in the reliability estimates, and the Cronbach's alpha, which is a measure of reliability, or internal consistency. Summary statistics are presented in the following tables.

Level 1 of the CDI Short Form is an 89-word checklist for English vocabulary comprehension and production (words understood, words produced) and is for children from 8 to 18 months old. Level 1 of the IDHC Short Form is a 104-word checklist for Spanish vocabulary comprehension and production (words understood, words produced) and is for children from 8 to 18 months old.

Level 2 of the CDI Short Form is a 100-word checklist for English vocabulary production (words produced) and is for children from 16 to 30 months old. Level 2 of the IDHC Short Form is a 100-word checklist for Spanish vocabulary production (words produced) and is for children from 16 to 30 months old.

Table A.6. MSHS Children's Expressive and Receptive Language: MacArthur-Bates Short Forms, Teacher and Parent Report, Infants/Younger Toddlers (8 to 23 months)

Scores and Percentiles[1]	Teacher Report				Parent Report				Possible Range of Scores
	n	Mean	*SE*[2]	Observed Range (Min — Max)	*n*	Mean	*SE*[2]	Observed Range (Min — Max)	
Words Understood (Level 1)[3]									
English Raw Score (number of words)	51	16.7	3.38	1 — 89	51	23.0	3.65	1 — 64	0 — 89
English Percentile Rank	51	21.3	3.70	5 — 99	51	27.4	3.30	5 — 95	5 — 99
Spanish Raw Score (number of words)	58	31.3	4.13	2 — 104	64	39.4	4.38	1 — 104	0 — 104
Spanish Percentile Rank	58	29.0	5.02	5 — 99	64	42.3	4.76	5 — 99	5 — 99
Words Produced (Level 1)[3]									
English Raw Score (number of words)	51	2.0	0.52	0 — 13	51	6.1	2.41	0 — 45	0 — 89
English Percentile Rank	51	12.0	1.74	5 — 95	51	26.3	4.96	5 — 95	5 — 99
Spanish Raw Score (number of words)	58	3.7	0.54	0 — 22	64	7.9	1.88	0 — 33	0 — 104
Spanish Percentile Rank	58	25.2	2.19	5 — 90	64	43.2	4.57	5 — 85	5 — 99
Words Produced (Level 2)[4]									
English Raw Score (number of words)	40	9.7	1.56	1 — 30	44	11.7	1.55	1 — 55	0 — 100
English Percentile Rank	40	9.2	1.21	5 — 35	44	11.2	2.21	5 — 75	5 — 99
Spanish Raw Score (number of words)	47	14.5	1.80	2 — 46	49	22.2	2.99	1 — 85	0 — 100
Spanish Percentile Rank	47	25.2	3.38	5 — 75	49	37.3	3.65	5 — 95	5 — 99

Source: MacArthur-Bates (Communicative Development Inventory/Inventario del Desarrollo de Habilidades Comunicativas) (CDI/IDHC) Short Forms

Notes: Statistics are weighted to represent all infants/younger toddlers (children up to 23 months of age) enrolled in MSHS in 2017.

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

Teachers and parents reported only on infants/younger toddlers (children up to 23 months of age) for this measure (in both languages).

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]Percentile ranks range from 5 to 99 with 50 being the mean (average percentile rank). The developers' tables in published articles about validation of the short forms in English (CDI) and Spanish (IDHC) were used to arrive at percentile ranks. These tables separate scores by age, and separate tables are used for males and females (and both sexes combined, for the IDHC, Spanish version).

[2]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS children in 2017.

[3]Level 1 of the CDI Short Form is an 89-word checklist for English vocabulary comprehension and production (words understood, words produced) and is for children from 8 to 18 months old. Level 1 of the IDHC Short Form is a 104-word checklist for Spanish vocabulary comprehension and production (words understood, words produced) and is for children from 8 to 18 months old.

[4]Level 2 of the CDI Short Form is a 100-word checklist for English vocabulary production (words produced) and is for children from 16 to 30 months old. Level 2 of the IDHC Short Form is a 100-word checklist for Spanish vocabulary production (words produced) and is for children from 16 to 30 months old.

Table A.7. MSHS Children's Nonverbal and Verbal Communication Skills: Ages and Stages Questionnaire (ASQ-3), Teacher Report, Infants/Younger Toddlers (0 to 23 months)

Scores and Flags	*n*	Mean	Percentage (%) of Children	*SE*[1]	Observed Range (Min — Max)	Possible Range of Scores
Communication Subscale Raw Score	144	40.6	-	2.00	0 — 60	0 — 60
Percentage of Children with Scores in Referral Zone[2]	144	-	5.9	2.22	0 — 1	0 — 1
Percentage of Children with Scores in Monitoring Zone[3]	144	-	19.2	6.62	0 — 1	0 — 1

Source: Ages and Stages Questionnaire (ASQ-3): Communication Subscale

Notes: It was not possible to calculate reliability of the Ages and Stages Questionnaire-3 assessment because the sample sizes at each age level were too small.

Statistics are weighted to represent all infants/younger toddlers (children up to 23 months of age) enrolled in MSHS in 2017.

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

Teachers reported only on infants/younger toddlers (children up to 23 months of age) for this measure.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

Sample sizes for the Ages and Stages Questionnaire-3 assessment at each age level were too small to allow calculation of reliability.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean and percentage for MSHS children in 2017.

[2]The ASQ Referral Zone is 2 or more standard deviations below the mean. If a child's score falls within the Referral Zone, further diagnostic assessment is recommended.

[3]The ASQ Monitoring Zone is > 1.0 and < 2.0 standard deviations below the mean. Children whose scores fall within the Monitoring Zone may require close attention, specialized activities, and/or repeat screening. Scores in the Monitoring Zone do not indicate a need for further assessment.

Table A.8. MSHS Children's Auditory Comprehension: Preschool Language Scales-Fifth Edition (PLS-5), Reliability and Summary Scores, Direct Assessment, Older Toddlers/Preschoolers (24 months and older)

Scale	*n*	Number of Items	Cronbach's Alpha	Mean	*SE*[1]	Observed Range (Min — Max)	Possible Range of Scores
English Version	51	65	0.96				
Standard Score[2]		-	-	88.2	4.86	50 — 122	50 — 150
Percentile[3]		-	-	31.5	7.98	1 — 93	1 — 99
Spanish (Bilingual) Version	489	67	0.95				
Standard Score[2]		-	-	103.5	0.51	50 — 140	50 — 150
Percentile[3]		-	-	57.8	1.00	1 — 99	1 — 99

Source: Preschool Language Scales-Fifth Edition (PLS-5): Auditory Comprehension Subscale, English and Spanish (Bilingual) Versions

Notes: This table presents both the reliability of scores and summary statistics for these instruments. Reliability information is presented in the first shaded row for both the English and Spanish (Bilingual) versions and includes the sample size (*n*), number of items included in the reliability estimates, and the Cronbach's alpha, which is a measure of reliability, or internal consistency. Summary statistics are presented in the unshaded rows below the reliability information.

Statistics are weighted to represent all older toddlers and preschoolers (children 24 months of age and older) enrolled in MSHS in 2017.

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

Language dominance was determined from information the parents provided in the consent form about which language(s) their child(ren) spoke and/or understood. Children whose parents indicated that they spoke or understood any Spanish were assessed using the Spanish (Bilingual) PLS-5. All others were assessed using the English version.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS children in 2017.

[2]The standard score is based on a mean of 100 and a standard deviation of 15. The publisher's tables (either English or Spanish) were used to arrive at standard scores.

[3]Percentile rank describes performance relative to the performance of a segment of the norming sample at the same age. Percentile ranks range from < 0.1 to 99.9 with a mean (average percentile rank) of 50. A child who achieves a percentile rank of 25 performs as well or better than 25% of children in the norming sample of the same age. The publisher's tables (English or Spanish) were used to arrive at percentile rank.

Table A.9. MSHS Children's Auditory Comprehension: Preschool Language Scales-Fifth Edition (PLS-5), Direct Assessment, Older Toddlers (24 to 35 months)

Scale	*n*	Mean	*SE*[1]	Observed Range (Min — Max)	Possible Range of Scores
English Version					
Standard Score[2]	22	82.0	6.30	50 — 109	50 — 150
Percentile[3]	22	23.6	6.58	1 — 73	1 — 99
Spanish (Bilingual) Version					
Standard Score[2]	181	102.8	1.10	53 — 139	50 — 150
Percentile[3]	181	57.0	1.79	1 — 99	1 — 99

Source: Preschool Language Scales-Fifth Edition (PLS-5): Auditory Comprehension Subscale, English and Spanish (Bilingual) Versions

Notes: Statistics are weighted to represent all older toddlers and preschoolers (children 23 months of age and older) enrolled in MSHS in 2017.

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

Language dominance was determined from information the parents provided in the consent form about which language(s) their child(ren) spoke and/or understood. Children whose parents indicated that they spoke or understood any Spanish were assessed using the Spanish (Bilingual) PLS-5. All others were assessed using the English version.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS children in 2017.

[2]The standard score is based on a mean of 100 and a standard deviation of 15. The publisher's tables (either English or Spanish) were used to arrive at standard scores.

[3]Percentile rank describes performance relative to the performance of a segment of the norming sample at the same age. Percentile ranks range from < 0.1 to 99.9 with a mean (average percentile rank) of 50. A child who achieves a percentile rank of 25 performs as well or better than 25% of children in the norming sample of the same age. The publisher's tables (English or Spanish) were used to arrive at percentile rank.

Table A.10. MSHS Children's Auditory Comprehension: Preschool Language Scales-Fifth Edition (PLS-5), Direct Assessment, Preschoolers (36 months and older)

Scale	*n*	Mean	*SE*[1]	Observed Range (Min — Max)	Possible Range of Scores
English Version					
Standard Score[2]	29	91.4	5.55	50 — 122	50 — 150
Percentile[3]	29	35.6	10.07	1 — 93	1 — 99
Spanish (Bilingual) Version					
Standard Score[2]	308	103.8	0.68	50 — 140	50 — 150
Percentile[3]	308	58.1	1.48	1 — 99	1 — 99

Source: Preschool Language Scales-Fifth Edition (PLS-5): Auditory Comprehension Subscale, English and Spanish (Bilingual) Versions

Notes: Statistics are weighted to represent all older toddlers and preschoolers (children 23 months of age and older) enrolled in MSHS in 2017.

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

Language dominance was determined from information the parents provided in the consent form about which language(s) their child(ren) spoke and/or understood. Children whose parents indicated that they spoke or understood any Spanish were assessed using the Spanish (Bilingual) PLS-5. All others were assessed using the English version.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS children in 2017.

[2]The standard score is based on a mean of 100 and a standard deviation of 15. The publisher's tables (either English or Spanish) were used to arrive at standard scores.

[3]Percentile rank describes performance relative to the performance of a segment of the norming sample at the same age. Percentile ranks range from < 0.1 to 99.9 with a mean (average percentile rank) of 50. A child who achieves a percentile rank of 25 performs as well or better than 25% of children in the norming sample of the same age. The publisher's tables (English or Spanish) were used to arrive at percentile rank.

Table A.11. MSHS Children's Emergent Literacy Skills: Woodcock-Muñoz Language Survey-Revised, Reliability and Summary Scores, Direct Assessment, Preschoolers (36 months and older)

Scale	*n*	Number of Items	Cronbach's Alpha	Mean	*SE*[1]	Observed Range (Min — Max)	Possible Range of Scores
English	346	75	0.87				
Standard Score[2]				83.5	1.01	32 — 134	0 — 200
Percentile[3]				20.5	1.54	0 — 99	0 — 99
W Score[4]				293.7	1.76	256 — 462	256 — 565
Relative Proficiency Index (RPI)[5]				36.7	2.87	0 — 100	0 — 100
Spanish	345	75	0.85				
Standard Score[2]				95.5	0.65	45 — 137	0 — 200
Percentile[3]				41.1	1.47	0 — 99	0 — 99
W Score[4]				315.9	2.50	277 — 467	277 — 564
Relative Proficiency Index (RPI)[5]				67.3	1.92	0 — 100	0 — 100

Source: Woodcock-Muñoz Language Survey-Revised Normative Update (WMLS-R NU): Letter-Word Identification (English) and Identificación de letras y palabras (Spanish)

Notes: This table presents both the reliability of scores and summary statistics for these instruments. Reliability information is presented in the first shaded row for both the English and Spanish (Bilingual) versions and includes the sample size (*n*), number of items included in the reliability estimates, and the Cronbach's alpha, which is a measure of reliability, or internal consistency. Summary statistics are presented in the unshaded rows below the reliability information.

Statistics are weighted to represent all preschoolers (children 36 months of age and older) enrolled in MSHS in 2017.

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

The WMLS-R NU was administered to all preschool-age children (36 months and older). For those whose parents indicated that they spoke or understood any Spanish at all, the Spanish version was administered first; for all others, the English version was administered first.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS children in 2017.

[2]The standard score is based on a mean of 100 and a standard deviation of 15. The publisher's scoring software was used to compute standard scores.

[3]Percentile rank describes performance on a scale from 1 to 99 relative to the performance of a segment of the norming sample at the same age. A child who achieves a percentile rank of 25 performs as well or better than 25% of children in the norming sample of the same age. The publisher's scoring software was used to compute percentile ranks.

[4]The W scale is a statistical transformation that provides an equal-interval scale representing the ability of a person in an area being measured and the difficulty of the tasks that are sampled on the test. The W scale for each test is centered on a value of 500, set to approximate the average performance of 10-year old children. The publisher's scoring software was used to compute W scores.

[5]The RPI is based on the distance along the W scale that a subject's score falls. The RPI predicts a child's percentage of success (the numerator of the index) on the selected tasks that children of the same age would perform with 90% success (the denominator of the index). An RPI of 67/90 would predict that the child could perform with 67% success those tasks that average children of the same age perform with 90% success. The values presented in the table are the numerator values only (with the denominator assumed to be 90). The RPI was computed using the publisher's scoring software.

Table A.12. MSHS Children's Emergent Literacy Skills: Woodcock-Muñoz Language Survey-Revised, Direct Assessment, Preschoolers (36 months and older)

Cognitive-Academic Language Proficiency (CALP) Level[1]	*n*	Percentage (%) of Children	*SE*[2]
English	346		
Negligible		15.0	2.89
Very Limited		33.3	3.43
Limited		25.6	2.68
Limited to Fluent		11.1	2.10
Fluent		7.9	1.89
Fluent to Advanced		2.8	1.17
Advanced		2.5	0.89
Very Advanced		1.8	1.00
Spanish	345		
Negligible		2.7	0.94
Very Limited		10.1	1.80
Limited		25.7	3.26
Limited to Fluent		11.5	2.03
Fluent		21.9	2.35
Fluent to Advanced		9.8	1.86
Advanced		12.8	3.14
Very Advanced		5.5	1.62

Source: Woodcock-Muñoz Language Survey-Revised Normative Update (WMLS-R NU): Letter-Word Identification (English) and Identificación de letras y palabras (Spanish)

Notes: Statistics are weighted to represent all preschoolers (children 36 months of age and older) enrolled in MSHS in 2017.

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

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]RPI ranges correspond to levels of Cognitive-Academic Language Proficiency (CALP) as follow (RPI ranges in parentheses): Very Advanced (100/90), Advanced (98/90 to 100/90), Fluent to Advanced (95/90 to 98/90), Fluent (82/90 to 95/90), Limited to Fluent (67/90 to 82/90), Limited (24/90 to 67/90), Very Limited (3/90 to 24/90), Negligible (0/90 to 3/90). Note that the CALP levels are language-specific. Please see p. 61 of the WMLS-R Comprehensive Manual (2005) for further detail on interpreting CALP levels.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS children in 2017.

Table A.13. MSHS Children's Social-Emotional and Behavioral Problems and/or Delays: Brief Infant-Toddler Social and Emotional Assessment (BITSEA), Reliability and Summary Scores, Parent Report, Infants/Younger Toddlers and Older Toddlers (12 to 35 months)

Scores and Flags	*n*	Number of Items	Cronbach's Alpha	Mean	Percentage (%) of Children	*SE*[1]	Observed Range (Min — Max)	Possible Range of Scores
Social-Emotional/Behavioral Problem Scale[2]	291[3]	31	0.78					
Raw Score	303	-	-	10.8	-	0.69	0 — 46	0 — 62
Percentage of children with scores in the range for Possible Problems	303	-	-	-	28.0	3.69	0 — 1	0 — 1
Social-Emotional Competence Scale[4]	301[3]	11	0.70					
Raw Score	305	-	-	17.5	-	0.39	8 — 22	0 — 22
Percentage of children with scores in the range for Possible Deficits/Delay	305	-	-	-	16.7	3.06	0 — 1	0 — 1

Source: Brief Infant-Toddler Social and Emotional Assessment (BITSEA)

Notes: This table presents both the reliability of scores and summary statistics for the Problem Scale and the Competence Scale. Reliability information is presented in the first shaded row for both scales and includes the sample size (*n*), number of items included in the reliability estimate, and the Cronbach's alpha, which is a measure of reliability, or internal consistency. Summary statistics are presented in the unshaded rows below the reliability information.

Statistics are weighted to represent all infants/younger toddlers and older toddlers (children up to 35 months of age) enrolled in MSHS in 2017.

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

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean and percentage for MSHS children in 2017.

[2]The BITSEA Problem Scale is a measure of social-emotional /behavioral problems that comprises 31 items scored 0 (not true/rarely), 1 (somewhat true/sometimes), or 2 (very true/often). Items are summed to arrive at the Problem Scale raw score. Cut scores for determining Possible Problems are set at the 25th percentile of the Problem Scale raw score. If a child's raw score is equal to or greater than the cut score for the child's age group and gender, then the child's score is in the Possible Problem range. The publisher's cut score table was used to arrive at the designation.

[3]The sample sizes for reliability estimates include only cases with non-missing values on all items on the scale and thus are smaller than the sample sizes for the summary statistics, which include all cases, regardless of item-level missingness.

[4]The BITSEA Competence Scale is a measure of social-emotional competence that comprises 11 items scored 0 (not true/rarely), 1 (somewhat true/sometimes), or 2 (very true/often). Items are summed for the raw score to arrive at the Competence Scale raw score. Cut scores for determining Possible Deficit/Delay are set at the 15th percentile of the Competence Scale raw score. If a child's raw score is equal to or less than the cut score for the child's age group and gender, then the child's score is in the Possible Deficit/Delay range. The publisher's cut score table was used to arrive at the designation.

Table A.14. MSHS Children's Social-Emotional and Behavioral Problems and/or Delays: Brief Infant-Toddler Social and Emotional Assessment (BITSEA), Parent Report, Infants/Younger Toddlers (12 to 23 months)

Scores and Flags	*n*	Mean	Percentage (%) of Children	*SE*[1]	Observed Range (Min — Max)	Possible Range of Scores
Social-Emotional/Behavioral Problems[2]						
Raw Score	93	10.6	-	1.00	2 — 30	0 — 62
Percentage of children with scores in the zone for Possible Problems	93	-	29.8	6.39	0 — 1	0 — 1
Social-Emotional Competence[3]						
Raw Score	93	17.1	-	0.65	8 — 22	0 — 22
Percentage of children with scores in the Zone for Possible Deficit/Delay	93	-	14.9	4.11	0 — 1	0 — 1

Source: Brief Infant-Toddler Social and Emotional Assessment (BITSEA)

Notes: Statistics are weighted to represent all infants/younger toddlers (children up to 23 months of age) enrolled in MSHS in 2017.

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

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean and percentage for MSHS children in 2017.

[2]The BITSEA Problem Scale is a measure of social-emotional /behavioral problems that comprises 31 items scored 0 (not true/rarely), 1 (somewhat true/sometimes), or 2 (very true/often). Items are summed to arrive at the Problem Scale raw score. Cut scores for determining Possible Problems are set at the 25th percentile of the Problem Scale raw score. If a child's raw score is equal to or greater than the cut score for the child's age group and gender, then the child's score is in the Possible Problem range. The publisher's cut score table was used to arrive at the designation.

[3]The BITSEA Competence Scale is a measure of social-emotional competence that comprises 11 items scored 0 (not true/rarely), 1 (somewhat true/sometimes), or 2 (very true/often). Items are summed for the raw score to arrive at the Competence Scale raw score. Cut scores for determining Possible Deficit/Delay are set at the 15th percentile of the Competence Scale raw score. If a child's raw score is equal to or less than the cut score for the child's age group and gender, then the child's score is in the Possible Deficit/Delay range. The publisher's cut score table was used to arrive at the designation.

Table A.15. MSHS Children's Social-Emotional and Behavioral Problems and/or Delays: Brief Infant-Toddler Social and Emotional Assessment (BITSEA), Parent Report, Older Toddlers (24 to 35 months)

Scores and Flags	*n*	Mean	Percentage (%) of Children	*SE*[1]	Observed Range (Min — Max)	Possible Range of Scores
Social-Emotional/Behavioral Problems[2]						
Raw Score	210	10.9	-	0.65	0 — 46	0 — 62
Percentage of children with scores in the zone for Possible Problems	210	-	26.6	3.18	0 — 1	0 — 1
Social-Emotional Competence[3]						
Raw Score	212	17.8	-	0.36	9 — 22	0 — 22
Percentage of children with scores in the Zone for Possible Deficit/Delay	212	-	18.2	3.68	0 — 1	0 — 1

Source: Brief Infant-Toddler Social and Emotional Assessment (BITSEA)

Notes: Statistics are weighted to represent all older toddlers (children 24 — 35 months of age) enrolled in MSHS in 2017.

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

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean and percentage for MSHS children in 2017.

[2]The BITSEA Problem Scale is a measure of social-emotional /behavioral problems that comprises 31 items scored 0 (not true/rarely), 1 (somewhat true/sometimes), or 2 (very true/often). Items are summed to arrive at the Problem Scale raw score. Cut scores for determining Possible Problems are set at the 25th percentile of the Problem Scale raw score. If a child's raw score is equal to or greater than the cut score for the child's age group and gender, then the child's score is in the Possible Problem range. The publisher's cut score table was used to arrive at the designation.

[3]The BITSEA Competence Scale is a measure of social-emotional competence that comprises 11 items scored 0 (not true/rarely), 1 (somewhat true/sometimes), or 2 (very true/often). Items are summed for the raw score to arrive at the Competence Scale raw score. Cut scores for determining Possible Deficit/Delay are set at the 15th percentile of the Competence Scale raw score. If a child's raw score is equal to or less than the cut score for the child's age group and gender, then the child's score is in the Possible Deficit/Delay range. The publisher's cut score table was used to arrive at the designation.

Table A.16. MSHS Children's Socioemotional Skills and Behaviors: Items from Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Parent Report, Preschoolers (36 months and older)

Items	*n*	Percentage (%) of Children	*SE*[1]
Is invited by other children to play	338		
Never		1.7	0.60
Rarely		3.1	1.18
Sometimes		25.9	1.99
Often		34.5	2.53
Very Often		34.8	2.67
Shows eagerness to learn new things	341		
Never		0.4	0.44
Rarely		0.7	0.47
Sometimes		9.4	1.82
Often		35.4	3.29
Very Often		54.2	3.77
Volunteers to help other children complete tasks	329		
Never		5.6	1.10
Rarely		7.4	1.88
Sometimes		31.7	2.16
Often		27.6	3.07
Very Often		27.6	2.50
Is accepted and liked by other children	339		
Never		0.1	0.09
Rarely		1.3	0.99
Sometimes		11.3	1.50
Often		39.9	3.70
Very Often		47.4	4.40
Shares toys and other belongings with other children	340		
Never		0.4	0.27
Rarely		6.0	1.65
Sometimes		32.5	2.48
Often		30.5	2.30
Very Often		30.7	3.83

Table A.16. MSHS Children's Socioemotional Skills and Behaviors: Items from Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Parent Report, Preschoolers (36 months and older) (continued)

Items	*n*	Percentage (%) of Children	*SE*[1]
Is physically aggressive (hits, kicks, pushes)	341		
Never		53.2	4.02
Rarely		21.5	2.94
Sometimes		22.8	4.20
Often		2.1	0.80
Very Often		0.4	0.31
Seems unhappy	338		
Never		67.7	2.65
Rarely		14.3	1.65
Sometimes		15.6	2.29
Often		1.7	0.73
Very Often		0.6	0.43
Comforts other children who are upset	335		
Never		5.8	1.44
Rarely		3.9	1.00
Sometimes		37.6	3.18
Often		27.4	2.72
Very Often		25.3	3.28
Appropriately uses a variety of words to describe feelings (e.g., excited, mad, frustrated, tired)	340		
Never		2.9	0.84
Rarely		4.0	1.07
Sometimes		26.0	2.24
Often		25.6	2.87
Very Often		41.5	3.24
Gets angry easily	341		
Never		14.5	2.44
Rarely		17.2	2.04
Sometimes		41.3	2.83
Often		14.4	2.85
Very Often		12.6	2.06

Table A.16. MSHS Children's Socioemotional Skills and Behaviors: Items from Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Parent Report, Preschoolers (36 months and older) (continued)

Items	*n*	Percentage (%) of Children	*SE*[1]
Pays attention well	340		
Never		0.3	0.22
Rarely		3.3	1.78
Sometimes		21.1	2.68
Often		41.4	3.88
Very Often		33.8	4.34
Works or plays independently (without the need for adult direction)	341		
Never		0.5	0.38
Rarely		3.2	1.05
Sometimes		17.0	2.32
Often		39.0	2.87
Very Often		40.3	4.51
Acts impulsively without thinking (e.g., runs across the street without looking)	338		
Never		54.5	2.74
Rarely		17.8	2.23
Sometimes		23.4	2.26
Often		3.1	0.96
Very Often		1.2	0.58
Worries about things	340		
Never		19.4	3.69
Rarely		12.5	3.20
Sometimes		28.9	4.29
Often		23.3	2.26
Very Often		15.9	3.09
Is overly active – unable to sit still	341		
Never		29.2	2.87
Rarely		18.5	3.81
Sometimes		23.8	2.92
Often		11.9	2.15
Very Often		16.7	2.78

Table A.16. MSHS Children's Socioemotional Skills and Behaviors: Items from Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Parent Report, Preschoolers (36 months and older) (continued)

Items	*n*	Percentage (%) of Children	*SE*[1]
Invites other children to play	338		
Never		0.3	0.26
Rarely		4.0	1.40
Sometimes		17.3	2.92
Often		38.5	2.39
Very Often		39.7	3.90
Keeps on working until finished with whatever he or she is asked to do	340		
Never		2.8	1.06
Rarely		5.8	1.59
Sometimes		35.4	3.31
Often		30.2	2.85
Very Often		25.8	2.78
Stands up for other children's rights (e.g., "That's his!" or "It's her turn!")	334		
Never		3.9	1.30
Rarely		6.6	1.75
Sometimes		30.5	4.40
Often		28.3	3.61
Very Often		30.8	3.66
Has temper outbursts or tantrums	340		
Never		23.4	3.09
Rarely		20.5	3.14
Sometimes		41.4	5.55
Often		10.2	2.05
Very Often		4.5	1.76
Has difficulty concentrating or staying on task	336		
Never		36.8	4.51
Rarely		20.7	5.24
Sometimes		31.9	3.83
Often		7.3	1.64
Very Often		3.4	1.00

Table A.16. MSHS Children's Socioemotional Skills and Behaviors: Items from Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Parent Report, Preschoolers (36 months and older) (continued)

Items	*n*	Percentage (%) of Children	*SE*[1]
Bothers and annoys other children	337		
Never		61.2	4.18
Rarely		18.1	2.71
Sometimes		18.6	1.99
Often		1.7	0.94
Very Often		0.4	0.26
Destroys things that belong to others	337		
Never		80.8	3.42
Rarely		12.2	2.74
Sometimes		5.6	1.47
Often		0.3	0.30
Very Often		1.0	0.56
Tries to understand another child's behavior (e.g., Child asks: Why are you crying?)	339		
Never		3.2	0.86
Rarely		4.3	1.47
Sometimes		32.6	3.30
Often		29.8	3.51
Very Often		30.2	4.69
Makes friends easily	337		
Never		0.5	0.29
Rarely		2.7	0.79
Sometimes		16.6	2.09
Often		30.1	3.00
Very Often		50.1	4.01

Source: Early Childhood Longitudinal Study-Birth Cohort (ECLS-B), Preschool Wave. Includes items developed by the ECLS-B study team, as well as items from two existing instruments: The Preschool and Kindergarten Behavior Scales, Second Edition [PKBS-2] and the Social Skills Rating System [SSRS]. For more information on the source for each item, see https://nces.ed.gov/pubs2010/2010009.pdf

Notes: Statistics are weighted to represent all preschoolers (children 36 months of age and older) enrolled in MSHS in 2017.

The *n* columns in this table contain unweighted sample sizes to identify the number of children with valid data on the response category.

The sum of response categories across questions may not be consistent because of missing data at the item level.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS children in 2017.

Table A.17. MSHS Children's Approaches to Learning: Approaches to Learning Scale, Reliability and Summary Scores, Teacher Report, Preschoolers (36 months and older)

Score	*n*	Number of Items	Cronbach's Alpha	Mean	*SE*[1]	Observed Range (Min — Max)	Possible Range of Scores
Raw Score	364[2]	6	0.90	2.9	0.10	1 — 4	1 – 4

Source: Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K), Kindergarten through Fifth Grade Waves, Approaches to Learning Scale

Notes: This measure consists of six questions that gauge attention, organization, adaptation to routines, task persistence, and task interest and orientation. Higher scores indicate more positive learning behaviors. Teachers' ratings of the frequency of the child's approaches to learning tasks were scored as Never=1, Sometimes=2, Often=3, Very Often=4.

This table presents both the reliability of scores and summary statistics for this instrument. Reliability information is presented in the first shaded row and includes the sample size (*n*), number of items included in the reliability estimate, and the Cronbach's alpha, which is a measure of reliability, or internal consistency. Summary statistics are presented in the unshaded row below the reliability information.

Statistics are weighted to represent all preschoolers (children 36 months of age and older) enrolled in MSHS in 2017.

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

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS children in 2017.

[2]The sample size for the reliability estimate includes only cases with non-missing values on all items on the scale (*n*=360) and thus is smaller than the sample size for the summary statistics, which includes all cases, regardless of item-level missingness.

Table A.18. MSHS Children's Emotional and Behavioral Regulation: Leiter-Third Edition, Reliability and Summary Scores, Assessor rating, Preschoolers (36 months and older)

Scale	*n*	Number of Items	Cronbach's Alpha	Mean	*SE*[1]	Observed Range (Min — Max)	Possible Range of Scores
Subscales							
Raw Scores							
Subscale A. Attention	343	10	0.96	22.5	0.32	0 — 30	0 — 30
Subscale B. Organization/Impulse Control	343	8	0.91	17.7	0.20	0 — 24	0 — 24
Subscale C. Activity Level	343	4	0.88	9.0	0.15	0 — 12	0 — 12
Subscale D. Sociability	343	5	0.85	13.7	0.08	2 — 15	0 — 15
Subscale E. Energy & Feelings	343	6	0.90	15.7	0.22	2 — 18	0 — 18
Subscale F. Regulation	343	6	0.91	16.0	0.15	0 — 18	0 — 18
Subscale G. Anxiety	342	6	0.90	15.6	0.16	1 — 18	0 — 18
Subscale H. Sensory Reaction	342	4	0.88	9.9	0.09	0 — 12	0 — 12
Scaled Scores[2]							
Subscale A. Attention	343	-	-	9.8	0.13	2 — 14	0 — 14
Subscale B. Organization/Impulse Control	343	-	-	9.9	0.15	2 — 14	0 — 14
Subscale E. Energy & Feelings	343	-	-	9.7	0.18	3 — 12	0 — 12
Subscale G. Anxiety	342	-	-	9.7	0.14	3 — 12	0 — 12
Composites[3]							
Cognitive/Social Composite: Scaled Score	343	4	0.87	112.7	1.36	62 — 158	0 — 158
Emotions/Regulations Composite: Scaled Score	342	4	0.91	103.2	1.09	59 — 124	0 — 124

Source: Leiter-Third Edition Examiner Rating Scales

Notes: The Leiter-3 measures children's emotional and behavioral regulation. The instrument is composed of eight subscales that ask the assessor to rate the child's attention, activity level, self-regulation, and sociability. Items within subscales are rated as 0=Rarely/Never, 1=Sometimes; 2=Often; 3=Usually/Always. The subscales are (A) Attention; (B) Organization/Impulse Control; (C) Activity Level; (D) Sociability; (E) Energy and Feelings; (F) Regulation and Mood Regulation; (G) Anxiety; and (H) Sensory Reactivity. In addition, the assessor completes a checklist indicating whether the child exhibited any of seven Severe Behaviors during the assessment session.

This table presents both the reliability of scores and summary statistics for this instrument. Reliability information is presented in the second through fourth columns of the table and includes the sample size (*n*), number of items included in the reliability estimates, and the Cronbach's alpha, which is a measure of reliability, or internal consistency. Summary statistics are presented in the remaining columns.

Statistics are weighted to represent all preschoolers (children 36 months of age and older) enrolled in MSHS in 2017.

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

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS children in 2017.

[2]Each subscale has a mean of 10, and a standard deviation of 3. Scaled scores are not available for subscales C, D, F, and H.

[3]Each composite has a mean of 100 and a standard deviation of 15. The Leiter-Third Edition Cognitive/Social Composite comprises Subscales A, B, C and D. The Emotions/Regulations Composite comprises Subscales E, F, G and H.

Table A.19. MSHS Children's Counting Skills in English and Spanish: Teacher Report, Older Toddlers/Preschoolers (24 months and older)

Items	*n*	Percentage (%) of Children	*SE*[1]
How high can this child count in English?	577		
Not at all		29.4	2.78
Up to five (5)		24.7	2.72
Up to ten (10)		33.2	3.23
Up to twenty (20)		12.1	2.66
Up to fifty (50)		0.3	0.23
Up to 100 or more		0.3	0.23
How high can this child count in Spanish?	575		
Not at all		27.3	3.67
Up to five (5)		31.0	2.65
Up to ten (10)		28.4	2.68
Up to twenty (20)		12.9	3.11
Up to fifty (50)		0.2	0.21
Up to 100 or more		0.2	0.21

Source: Early Childhood Longitudinal Study-Birth Cohort (ECLS-B)

Notes: Statistics are weighted to represent all older toddlers and preschoolers (children 23 months of age and older) enrolled in MSHS in 2017.

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

The sum of response categories across questions may not be consistent because of missing data at the item level.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS children in 2017.

Table A.20. MSHS Children's Counting Skills in English and Spanish: Teacher Report, Older Toddlers (24 to 35 months)

Items	*n*	Percentage (%) of Children	*SE*[1]
How high can this child count in English?	216		
Not at all		55.3	6.94
Up to five (5)		32.0	5.22
Up to ten (10)		12.7	4.95
Up to twenty (20)		0.0	0.0
Up to fifty (50)		0.0	0.0
Up to 100 or more		0.0	0.0
How high can this child count in Spanish?	216		
Not at all		45.3	7.21
Up to five (5)		41.0	4.88
Up to ten (10)		13.6	4.89
Up to twenty (20)		0.0	0.0
Up to fifty (50)		0.0	0.0
Up to 100 or more		0.0	0.0

Source: Early Childhood Longitudinal Study-Birth Cohort (ECLS-B)

Notes: Statistics are weighted to represent all older toddlers (children 24 — 35 months of age) enrolled in MSHS in 2017.

The *n* columns in this table contain unweighted sample sizes to identify the number of children with valid data on each of the questions.

The sum of response categories across questions may not be consistent because of missing data at the item level.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS children in 2017.

Table A.21. MSHS Children's Counting Skills in English and Spanish: Teacher Report, Preschoolers (36 months and older)

Items	*n*	Percentage (%) of Children	*SE*[1]
How high can this child count in English?	361		
Not at all		19.7	3.51
Up to five (5)		21.9	3.47
Up to ten (10)		40.9	4.23
Up to twenty (20)		16.6	3.60
Up to fifty (50)		0.4	0.32
Up to 100 or more		0.5	0.32
How high can this child count in Spanish?	359		
Not at all		20.5	4.07
Up to five (5)		27.2	3.15
Up to ten (10)		34.0	3.15
Up to twenty (20)		17.7	4.29
Up to fifty (50)		0.3	0.29
Up to 100 or more		0.3	0.29

Source: Early Childhood Longitudinal Study-Birth Cohort (ECLS-B)

Notes: Statistics are weighted to represent all preschoolers (children 36 months of age and older) enrolled in MSHS in 2017.

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

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS children in 2017.

Table A.22. MSHS Children's Height and Weight: Direct Assessment, Older Toddlers/Preschoolers (24 months and older)

Height and Weight Measures[2]	*n*	Mean	Percentage (%) of Children	*SE*[1]	Observed Range (Min — Max)	Possible Range of Scores
Height: Percentile Rank	542	55.4	-	2.30	0.1 — 100	0 — 100
Weight: Percentile Rank	542	61.7	-	2.35	0.6 — 100	0 — 100
Body Mass Index (BMI): Percentile Rank	542	63.8	-	1.80	0.0 — 100	0 — 100
BMI Categories[3]	542					
Child is Underweight	-	-	2.3	0.51	-	-
Child is Normal Weight	-	-	66.8	2.56	-	-
Child is Overweight	-	-	14.9	1.74	-	-
Child is Obese	-	-	16.0	2.30	-	-

Notes: Statistics are weighted to represent all older toddlers and preschoolers (children 24 months of age and older) enrolled in MSHS in 2017.

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

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean or percentage for MSHS children in 2017.

[2]Biologically implausible weight, height, and BMI values were identified based on extrapolating one-half of the distance between 0 and +2 z-scores to both tails of the distribution. These implausible values are likely the result of measurement error. When a child's weight, height, or BMI were identified as biologically implausible, all three values were set to missing. This was the case for 19 children.

[3]According to the Centers for Disease Control and Prevention (CDC), a child is considered to be underweight when his/her BMI score is below the 5th percentile for his/her age and gender, normal weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender, overweight when his/her BMI score is at or above the 85th percentile and below the 95th for his/her age and gender, and obese when his/her BMI score is at or above the 95th percentile for his/her age and gender.

Table A.23. MSHS Children's Height and Weight: Direct Assessment, Older Toddlers (24 to 35 months)

Height and Weight Measures[2]	*n*	Mean	Percentage (%) of Children	*SE*[1]	Observed Range (Min — Max)	Possible Range of Scores
Height: Percentile Rank	206	56.6	-	2.58	0.4 — 99.7	0 — 100
Weight: Percentile Rank	206	61.2	-	2.47	0.8 — 100	0 — 100
Body Mass Index (BMI): Percentile Rank	206	61.5	-	2.79	0.3 — 100	0 — 100
BMI Categories[3]	206					
Child is Underweight	-	-	3.0	1.35	-	-
Child is Normal Weight	-	-	70.0	4.10	-	-
Child is Overweight	-	-	14.6	3.04	-	-
Child is Obese	-	-	12.4	2.84	-	-

Notes: Statistics are weighted to represent all older toddlers (children 24 — 35 months of age) enrolled in MSHS in 2017.

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

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean or percentage for MSHS children in 2017.

[2]Biologically implausible weight, height, and BMI values were identified based on extrapolating one-half of the distance between 0 and +2 z-scores to both tails of the distribution. These implausible values are likely the result of measurement error. When a child's weight, height, or BMI were identified as biologically implausible, all three values were set to missing. This was the case for 19 children.

[3]According to the Centers for Disease Control and Prevention (CDC), a child is considered to be underweight when his/her BMI score is below the 5th percentile for his/her age and gender, normal weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender, overweight when his/her BMI score is at or above the 85th percentile and below the 95th for his/her age and gender, and obese when his/her BMI score is at or above the 95th percentile for his/her age and gender.

Table A.24. MSHS Children's Height and Weight: Direct Assessment, Preschoolers (36 months and older)

Scale	*n*	Mean	Percentage (%) of Children	*SE*[1]	Observed Range (Min — Max)	Possible Range of Scores
Height: Percentile Rank	336	54.9	-	2.81	0.1 — 100	0 — 100
Weight: Percentile Rank	336	61.9	-	2.93	0.6 — 100	0 — 100
Body Mass Index (BMI): Percentile Rank	336	64.7	-	2.22	0.0 — 100	0 — 100
BMI Categories[3]	336					
Child is Underweight	-	-	2.1	0.61	-	-
Child is Normal Weight	-	-	65.5	3.78	-	-
Child is Overweight	-	-	15.0	2.30	-	-
Child is Obese	-	-	17.4	2.74	-	-

Notes: Statistics are weighted to represent all preschoolers (children 36 months of age and older) enrolled in MSHS in 2017.

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

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean or percentage for MSHS children in 2017.

[2]Biologically implausible weight, height, and BMI values were identified based on extrapolating one-half of the distance between 0 and +2 z-scores to both tails of the distribution. These implausible values are likely the result of measurement error. When a child's weight, height, or BMI were identified as biologically implausible, all three values were set to missing. This was the case for 19 children.

[3]According to the Centers for Disease Control and Prevention (CDC), a child is considered to be underweight when his/her BMI score is below the 5th percentile for his/her age and gender, normal weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender, overweight when his/her BMI score is at or above the 85th percentile and below the 95th for his/her age and gender, and obese when his/her BMI score is at or above the 95th percentile for his/her age and gender.

Table A.25. MSHS Children's Delays and Disabilities: Questionnaire Developed for MSHS Study, Teacher Report, All Children

Items	*n*	Percentage (%) of Children	*SE*[1]
Has this child ever been referred for *screening* for a development delay or disability?	738		
Yes		13.3	1.80
No		82.0	2.07
I don't know		4.7	1.32
Has this child ever been diagnosed with a development delay or disability?	725		
Yes		10.0	1.46
No		84.3	2.03
I don't know		5.7	1.14
(If diagnosed) What developmental delay or disability was the child diagnosed with? [Select all that apply]	96		
Language		89.3	3.27
Motor		17.6	3.41
Health		0.0	0.00
Socioemotional		7.5	2.90
Behavioral		5.2	2.08
Cognitive		15.6	5.82
Other		6.4	3.08
I don't know		1.0	1.01
(If diagnosed) Has this child been referred for *services* for a development delay or disability?	99		
Yes		96.2	2.05
No		2.9	1.94
I don't know		0.9	0.65

Source: Child Delays and Disabilities: Teacher Report, developed for the MSHS Study

Notes: Statistics are weighted to represent all children enrolled in MSHS in 2017.

The *n* columns in this table contain unweighted sample sizes to identify the number of children with valid data on the response category.

The sum of response categories across questions may not be consistent because of missing data at the item level.

The survey included several "gateway" questions that instructed respondents to skip over one or more subsequent questions ("follow-up questions"). Because this was a paper-and-pencil survey, skip patterns could not be enforced. When respondents answered a follow-up question that they should have skipped, their response to the follow-up question was set to missing. However, when respondents did not answer the gateway question, their response to the follow-up question was left intact. Consequently, the number of responses to follow-up questions may sometimes be larger than expected based on the number of responses to gateway questions.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS children in 2017.

Table A.26. MSHS Children's Delays and Disabilities: Questionnaire Developed for MSHS Study, Teacher Report, Infants/Younger Toddlers (0 to 23 months)

Items	*n*	Percentage (%) of Children	*SE*[1]
Has this child ever been referred for *screening* for a development delay or disability?	149		
Yes		6.4	2.39
No		89.6	2.62
I don't know		4.0	1.91
Has this child ever been diagnosed with a development delay or disability?	145		
Yes		2.3	1.24
No		92.9	2.37
I don't know		4.8	1.98
(If diagnosed) What developmental delay or disability was the child diagnosed with? [Select all that apply]	5		
Language		45.8	28.47
Motor		19.4	22.79
Behavioral		7.6	6.70
Cognitive		0.0	0.00
Other		17.4	18.65
I don't know		0.0	0.00
(If diagnosed) Has this child been referred for *services* for a development delay or disability?	8		
Yes		91.0	7.54
No		2.1	2.33
I don't know		6.9	7.16

Source: Child Delays and Disabilities: Teacher Report, developed for the MSHS Study

Notes: Statistics are weighted to represent all infants/younger toddlers (children up to 23 months of age) enrolled in MSHS in 2017.

The *n* columns in this table contain unweighted sample sizes to identify the number of children with valid data on the response category.

The sum of response categories across questions may not be consistent because of missing data at the item level.

The survey included several "gateway" questions that instructed respondents to skip over one or more subsequent questions ("follow-up questions"). Because this was a paper-and-pencil survey, skip patterns could not be enforced. When respondents answered a follow-up question that they should have skipped, their response to the follow-up question was set to missing. However, when respondents did not answer the gateway question, their response to the follow-up question was left intact. Consequently, the number of responses to follow-up questions may sometimes be larger than expected based on the number of responses to gateway questions.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS children in 2017.

Table A.27. MSHS Children's Delays and Disabilities: Questionnaire Developed for MSHS Study, Teacher Report, Older Toddlers (24 to 35 months)

Items	*n*	Percentage (%) of Children	*SE*[1]
Has this child ever been referred for *screening* for a development delay or disability?	224		
Yes		23.5	3.63
No		72.1	3.93
I don't know		4.4	1.72
Has this child ever been diagnosed with a development delay or disability?	219		
Yes		20.3	4.19
No		74.2	4.51
I don't know		5.5	1.92
(If diagnosed) What developmental delay or disability was the child diagnosed with? [Select all that apply]	43		
Language		94.9	4.16
Motor		20.1	7.12
Health		0.0	0.00
Socioemotional		6.1	4.53
Behavioral		4.0	2.85
Cognitive		19.9	10.18
Other		5.1	3.39
I don't know		0.0	0.00
(If diagnosed) Has this child been referred for *services* for a development delay or disability?	43		
Yes		98.9	1.03
No		0.0	0.00
I don't know		1.1	1.03

Source: Child Delays and Disabilities: Teacher Report, developed for the MSHS Study

Notes: Statistics are weighted to represent all older toddlers (children 24 — 35 months of age) enrolled in MSHS in 2017.

The *n* columns in this table contain unweighted sample sizes to identify the number of children with valid data on the response category.

The sum of response categories across questions may not be consistent because of missing data at the item level.

The survey included several "gateway" questions that instructed respondents to skip over one or more subsequent questions ("follow-up questions"). Because this was a paper-and-pencil survey, skip patterns could not be enforced. When respondents answered a follow-up question that they should have skipped, their response to the follow-up question was set to missing. However, when respondents did not answer the gateway question, their response to the follow-up question was left intact. Consequently, the number of responses to follow-up questions may sometimes be larger than expected based on the number of responses to gateway questions.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS children in 2017.

Table A.28. MSHS Children's Delays and Disabilities: Questionnaire Developed for MSHS Study, Teacher Report, Preschoolers (36 months and older)

Items	*n*	Percentage (%) of Children	*SE*[1]
Has this child ever been referred for *screening* for a development delay or disability?	365		
Yes		12.8	2.44
No		82.1	3.35
I don't know		5.1	2.38
Has this child ever been diagnosed with a development delay or disability?	361		
Yes		9.8	1.78
No		84.0	2.93
I don't know		6.2	2.08
(If diagnosed) What developmental delay or disability was the child diagnosed with? [Select all that apply]	48		
Language		89.9	4.36
Motor		15.5	5.54
Health		0.0	0.00
Socioemotional		9.4	4.36
Behavioral		5.9	2.98
Cognitive		13.9	5.90
Other		6.1	3.57
I don't know		1.9	1.92
(If diagnosed) Has this child been referred for *services* for a development delay or disability?	48		
Yes		94.8	3.68
No		5.2	3.68
I don't know		0.0	0.00

Source: Child Delays and Disabilities: Teacher Report, developed for the MSHS Study

Notes: Statistics are weighted to represent all preschoolers (children 36 months of age and older) enrolled in MSHS in 2017.

The *n* columns in this table contain unweighted sample sizes to identify the number of children with valid data on the response category.

The sum of response categories across questions may not be consistent because of missing data at the item level.

The survey included several "gateway" questions that instructed respondents to skip over one or more subsequent questions ("follow-up questions"). Because this was a paper-and-pencil survey, skip patterns could not be enforced. When respondents answered a follow-up question that they should have skipped, their response to the follow-up question was set to missing. However, when respondents did not answer the gateway question, their response to the follow-up question was left intact. Consequently, the number of responses to follow-up questions may sometimes be larger than expected based on the number of responses to gateway questions.

For notes and limitations applying to the MSHS child assessment data, see Guidance for Interpreting Tables in Section A. Characteristics of MSHS Children.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS children in 2017.

SECTION B. MSHS CLASSROOM QUALITY

GUIDANCE FOR INTERPRETING TABLES IN SECTION B. MSHS CLASSROOM QUALITY

Organization of Observation Measures and Data Tables

The study team used three classroom observation measures for this study:

(1) The Pre-K Classroom Assessment Scoring System® (CLASS),

(2) The Early Language and Literacy Classroom Observation—Dual Language Learners (ELLCO-DLL), and

(3) The MSHS Cultural Items and Language Use Checklist (CILU).

Data tables for classroom observations are organized by instrument. As seen in Exhibit 9**,** sometimes observation measures were only appropriate to be administered with classrooms serving particular age groups. Specifically, the CLASS and ELLCO-DLL are reported only for classrooms in which the majority of children were preschoolers (36 months or older) since these instruments were used only in those classrooms. The CILU was administered in all classrooms. We report the results in separate tables for each age group, beginning with preschool classrooms (in which the majority of children were 36 months and older), then older toddler classrooms (in which the majority of children were 24-35 months) and finally the infant and young toddler classrooms (in which the majority of children were from 0-23 months). We do not present information for the combined, full sample given that instructional practices for younger children are often different than those used in older-age classrooms.

Exhibit 9. Summary of Classroom Observation Measures, by Age Group Served in the Classroom

Classroom Observation Measure	Infant and Young Toddler Classroom *(0 — 23 Months)*	Older Toddler Classroom *(24 — 35 Months)*	Preschool Classroom (36 Months and Older)
Pre-K Classroom Assessment Scoring System® (CLASS)	N/A	N/A	Observation used for this age group
Early Language and Literacy Classroom Observation—Dual Language Learners (ELLCO-DLL)	N/A	N/A	Observation used for this age group
MSHS Cultural Items and Language Use Checklist (CILU)	Observation used for this age group	Observation used for this age group	Observation used for this age group

Summary of Measures

The following measures were used to observe classrooms. For more detailed information about each measure, please see the **Classroom Measures** section of the Measures chapter. For additional guidance that applies to interpreting all tables, see the **Guidance for Interpreting All Data Tables** section.

- **Classroom Assessment Scoring System® (CLASS®), Pre-K:** The CLASS Pre-K is a measure of global quality. It covers 10 dimensions that form three domains: (1) Emotional Support (including Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspectives); (2) Classroom Organization (including Behavior Management, Productivity, Instructional Learning Formats); and (3) Instructional Supports (including Concept Development, Quality of Feedback, Language Modeling).
- **Early Language and Literacy Classroom Observation—Dual Language Learners (ELLCO-DLL):** The ELLCO-DLL assesses specific practices for dual-language learners. It includes three subscales—a general classroom observation overall scale (Classroom Observation Scale); a checklist rating of the literacy environment (Literacy Environment Checklist); and a five-point rating scale of literacy activities observed (Literacy Activities Rating Scale).
- **MSHS Cultural Items and Language Use (CILU) Checklist:** This observation was developed by the study team to capture the presence, number, and use of items in the classroom representing the cultures of MSHS children and families (e.g., books, musical instruments, foods; books, signs, and labels in Spanish and other languages). It also captured whether shared reading or singing occurred during the observation; the language of the books, reading, and singing; and the grouping (whole group, small group, individual) in which the activities occurred. Finally, the CILU also captures which languages staff used for instructional and non-instructional purposes, by student grouping.

Considerations for Interpreting Data Tables for Classroom Observations

- Tables include sample sizes and standard errors to provide information about the precision of estimates. Readers should be aware that when estimates for classroom observations are provided for a particular subgroup of classrooms (e.g., only for preschool classrooms) this may result in large standard errors, and therefore the estimates lack precision. These estimates should be interpreted with caution.

- We computed Cronbach's alpha—a measure of reliability, or internal consistency—for classroom observation measures where possible, that is, where items were combined to create a total continuous score.[23] We include information on reliability—the sample size used for the reliability calculation, the number of items, and Cronbach's alpha—in the first table that is presented for each instrument. The titles of the tables indicate that reliability information is included in the table and the notes below the table explain the type of reliability information that is included and its location in the table (e.g., row, column and heading label). For ease of locating reliability information, in the **Classroom Measures** section, we provide hyperlinks to specific tables that include reliability estimates.
- The CILU observation tool, developed by the study team, is available online and may be helpful for readers to have on hand when reviewing the tables.

[23] Sample sizes for the Ages and Stages Questionnaire-3 assessment at each age level were too small to allow calculation of reliability.

DATA TABLES FOR SECTION B. MSHS CLASSROOM QUALITY

This section presents data tables for all classroom observation measures used in the study. Readers are encouraged to pay careful attention to the following information when reviewing information in this section:

- Notes and limitations applying to the MSHS classroom observation data, which can be found in the section on **Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.**
- Information about each classroom observation measure that can be found in the **Classroom Measures** section of the **Measures** chapter.
- Footnotes provided below each table.

The constructs covered in this section include:

- **Global Quality** – as measured by the Classroom Assessment Scoring System® (CLASS) **(Table B.1 – B.3)**
- **Support for Bilingual and Biliteracy Language Development** – as measured by the Early Language and Literacy Classroom Observation—Dual Language Learners (ELLCO-DLL) **(Table B.4 – B.9)**
- **Children's Cultural and Language Environment** – as measured by the Cultural Items and Language Use Checklist (CILU) **(Table B.10 – B.42)**

Table B.1. MSHS Classrooms: Global Quality, Classroom Observation Scoring System (CLASS), Reliability Scores (Overall), Classroom Observation, Preschool Classrooms (36 months and older)

Scale	*n*	Number of Items[1]	Cronbach's Alpha
CLASS Instructional Support Domain	41	3	0.93
CLASS Emotional Support Domain	41	4	0.92
CLASS Classroom Organization Domain	41	3	0.85

Source: Classroom Observation Scoring System (CLASS)

Notes: This table presents the reliability of scores for the three CLASS domains. Reliability for each CLASS domain score is based on the multiple dimension scores that contribute to that domain score. The table includes the sample size (*n*), the number of items that comprise the scale, and the Cronbach's alpha, which is a measure of reliability, or internal consistency.

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

The classroom observation period was from 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]CLASS domain scores are calculated as the mean of the constituent dimension scores. The Instructional Support Domain has three dimensions: Concept Development, Quality of Feedback, and Language Modeling. The Emotional Support Domain has four dimensions: Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives. The Classroom Organization Domain has three dimensions: Behavior Management, Productivity, and Instructional Learning Formats.

Table reads: The reliability of the CLASS Instructional Support Domain, which was estimated using a sample of 41 classrooms and based on 3 items, was 0.93.

Table B.2. MSHS Classrooms: Global Quality, Classroom Observation Scoring System (CLASS), Reliability Scores (By Observation Cycle), Classroom Observation, Preschool Classrooms (36 months and older)

Scale	3 cycles			4 cycles			5 cycles		
	n	Number of Items	Cronbach's Alpha	*n*	Number of Items	Cronbach's Alpha	*n*	Number of Items	Cronbach's Alpha
CLASS Instructional Support Domain									
Concept Development[1]	41	3	0.78	38	4	0.82	33	5	0.86
Quality of Feedback	41	3	0.53	38	4	0.49	33	5	0.59
Language Modeling	41	3	0.74	38	4	0.74	33	5	0.73
CLASS Emotional Support Domain									
Positive Climate	41	3	0.75	38	4	0.79	33	5	0.82
Negative Climate[2]	41	3	0.79	38	4	0.83	33	5	0.88
Teacher Sensitivity	41	3	0.81	38	4	0.86	33	5	0.90
Regard for Student Perspectives	41	3	0.75	38	4	0.81	33	5	0.83
CLASS Classroom Organization Domain									
Behavior Management	41	3	0.53	38	4	0.66	33	5	0.66
Productivity	41	3	0.75	38	4	0.79	33	5	0.79
Instructional Learning Formats	41	3	0.81	38	4	0.82	33	5	0.86

Source: Classroom Observation Scoring System (CLASS)

Notes: This table presents the reliability of scores for the ten CLASS dimensions. Reliability for each CLASS dimension score is based on 3, 4 or 5 repeated observations cycles of that single dimension. The table includes the sample size (*n*), the number of items that comprise the score, and the Cronbach's alpha, which is a measure of reliability, or internal consistency.

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

The classroom observation period was from 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]CLASS Dimensions are: Concept Development, Quality of Feedback, Language Modeling, Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, and Instructional Learning Formats. Dimension scores were collected for up to 5 observation cycles. A classroom had to be observed for at least 3 cycles to receive a mean dimension score.

[2]Negative Climate has been reverse coded so that higher scores indicate higher quality.

Table reads: The reliability of the Concept Development Dimension, when estimated for 3 observation cycles in a sample of 41 classrooms, was 0.78. The reliability of the Concept Development Dimension, when estimated for 4 observation cycles in 38 classrooms, was 0.82. The reliability of the Concept Development Dimension, when estimated for 5 observation cycles in 33 classrooms, was 0.86.

Table B.3. MSHS Classrooms: Global Quality, Classroom Observation Scoring System (CLASS), Classroom Observation, Preschool Classrooms (36 months and older)

Scale	*n*	Mean	*SE*[1]	Observed Range (*Min — Max*)[2]	Possible Range of Scores (*Min — Max*)
CLASS Instructional Support Domain	41	2.4	0.13	1.4 — 3.9	1.0 — 7.0
Concept Development[3]	41	1.8	0.13	1.0 — 3.2	1.0 — 7.0
Quality of Feedback	41	2.8	0.14	1.6 — 4.5	1.0 — 7.0
Language Modeling	41	2.7	0.17	1.4 — 4.5	1.0 — 7.0
CLASS Emotional Support Domain	41	5.7	0.17	3.1 — 6.7	1.0 — 7.0
Positive Climate	41	5.8	0.19	3.0 — 7.0	1.0 — 7.0
Negative Climate[4]	41	6.6	0.14	4.4 — 7.0	1.0 — 7.0
Teacher Sensitivity	41	5.1	0.21	2.4 — 6.8	1.0 — 7.0
Regard for Student Perspectives	41	5.3	0.21	2.6 — 6.8	1.0 — 7.0
CLASS Classroom Organization Domain	41	4.9	0.22	2.8 — 6.4	1.0 — 7.0
Behavior Management	41	5.0	0.23	2.6 — 6.6	1.0 — 7.0
Productivity	41	5.1	0.26	3.0 — 6.8	1.0 — 7.0
Instructional Learning Formats	41	4.6	0.21	2.4 — 6.0	1.0 — 7.0

Source: Classroom Observation Scoring System (CLASS)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months of age or older) in MSHS in 2017.

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

The classroom observation period was from 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS classrooms in 2017.

[2]Observed range of scores refers to the range of classroom mean scores across cycles.

[3]CLASS Dimensions are: Concept Development, Quality of Feedback, Language Modeling, Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Student Perspectives, Behavior Management, Productivity, and Instructional Learning Formats. Dimension scores were collected for up to 5 observation cycles. A classroom had to be observed for at least 2 cycles to receive a mean dimension score. Domain scores for a classroom are calculated as the mean of the constituent dimension scores.

[4]Negative Climate has been reverse coded so that higher scores indicate higher quality.

Table reads: The average score for the CLASS Instructional Support domain in MSHS preschool classrooms (classrooms in which the majority of children were 36 months of age or older) was 2.4. The standard error was 0.13. The observed range of scores was 1.4 — 3.9. The possible range of scores was 1.0 — 7.0.

Table B.4. MSHS Classrooms: Support for Bilingual Language Development and Bilteracy, Early Language and Literacy Classroom Observation – Dual Language Learners (ELLCO-DLL), Reliability and Summary Scores, Classroom Observation, Preschool Classrooms (36 months and older)

Scales and Total Score	*n*	Number of Items	Cronbach's Alpha	Mean	*SE*[1]	Observed Range (*Min — Max*)	Possible Range of Scores (*Min — Max*)
Literacy Environment Checklist[2]	38	10	0.63	7.3	0.75	2 — 13	0 — 16
Classroom Observation Scale[3]	38	8	0.45	22.6	0.86	13 — 29	12 — 31
General Classroom Environment Checklist[4]	40	2	-0.38[5]	5.8	0.24	3 — 8	2 — 10
Language, Literacy, and Curriculum[6]	38	6	0.43	16.7	0.79	9 — 23	6 — 30
Literacy Activities Rating Scale[6]	40	8	0.64	1.8	0.33	0 — 10	0 — 14
Total Score[7]	35	26	0.59	31.5	1.61	16 — 47	8 — 70

Source: Early Language and Literacy Classroom Observation – Dual Language Learners (ELLCO-DLL)

Notes: This table presents both the reliability of scores and summary statistics for this instrument. Reliability information is presented in the second through fourth columns of the table and includes the sample size (*n*), number of items included in the reliability estimate, and the Cronbach's alpha, which is a measure of reliability, or internal consistency. Summary statistics are presented in the remaining columns.

Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months of age or older) in MSHS in 2017.

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

The classroom observation period was from 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS classrooms in 2017.

[2]The Literacy Environment Checklist sums ten scores from four subscales: Book Selection, Book Use, Writing Materials, and Writing Around the Room.

[3]The Classroom Observation Scale sums scores from the General Classroom Environment Checklist and the Language, Literacy and Curriculum subscale.

[4]The General Classroom Environment Checklist sums scores from two items: Presence and Use of Technology, and Classroom Management Strategies. The Cronbach's alpha for the General Classroom Environment Checklist is negative because the two items that comprise the checklist (Presence and Use of Technology and Classroom Management Strategies) are negatively correlated (r = -0.17).

[5]The Language, Literacy, and Curriculum subscale sums scores from the following items: Presence of Books, Approaches to Book Reading, Approaches to Children's Writing, Approaches to Curriculum Integration, Facilitating Home Support for Language and Literacy, and Approaches to Assessment.

[6]The Literacy Activities Rating Scale is the sum of eight items related to book reading.

[7]The Total Score is the sum of scores for the: Literacy Environment Checklist; the General Classroom Environment Checklist; the Language, Literacy and Curriculum subscale; and Literacy Activities Rating Scale.

Table reads: The reliability of the Literacy Environment Checklist, which was estimated based on 10 items using a sample of 38 classrooms, was 0.63. The average score for the ELLCO-DLL Literacy Environment Checklist in MSHS preschool classrooms (classrooms in which the majority of children were 36 months of age or older) was 7.3. The standard error was 0.75 points. The observed range of scores was 2 — 13. The possible range of scores was 0 — 16.

Table B.5. MSHS Classrooms: Support for Bilingual Language Development and Bilteracy, Literacy Environment Checklist, Early Language and Literacy Classroom Observation – Dual Language Learners (ELLCO-DLL), Classroom Observation, Preschool Classrooms (36 months and older)

Item	*n*[1]	Percentage (%) of Classrooms	*SE*[2]
Spanish and/or Bilingual[3] Books in Classroom Range in Difficulty Level			
No	12	28.2	9.17
Yes	29	71.8	9.17
Number of Spanish and/or Bilingual Books that Are *Easily Available* to Children			
Fewer than 5	5	11.7	6.75
5 — 10	6	18.1	7.78
More than 10	30	70.2	9.88
Number of Spanish and/or Bilingual Books that Are Available in *Science* Area			
0	27	65.9	9.05
1 — 3	5	13.0	6.61
4+	9	21.1	7.30
Number of Spanish and/or Bilingual Books that Are Available in *Dramatic Play* Area			
0	27	68.4	8.29
1 — 3	6	15.5	5.14
4+	8	16.1	6.39
Number of Spanish and/or Bilingual Books that Are Available in *Block* Area			
0	28	70.2	9.56
1 — 3	2	3.2	2.56
4+	11	26.6	9.55
Number of Spanish and/or Bilingual Books that Are Available in *Other* Areas			
0	20	42.2	10.69
1 — 3	13	31.3	9.99
4+	8	26.5	9.08
Classroom has Recorded Books/Stories in Spanish Available			
No	36	88.0	8.16
Yes	2	12.0	8.16
Classroom has Word Cards with Familiar Spanish Words			
No	30	77.1	6.52
Yes	11	22.9	6.52
Classroom has Puzzles with Spanish Words Available for Children's Use			
No	38	95.5	2.98
Yes	3	4.5	2.98

Table B.5. MSHS Classrooms: Support for Bilingual Language Development and Bilteracy, Literacy Environment Checklist, Early Language and Literacy Classroom Observation – Dual Language Learners (ELLCO-DLL), Classroom Observation, Preschool Classrooms (36 months and older) (continued)

Item	*n*[1]	Percentage (%) of Classrooms	*SE*[2]
Classroom has Visible Spanish/Bilingual Labels/Posters			
No	41	0.0	0.00
Yes	41	100.0	0.00

Source: Early Language and Literacy Classroom Observation – Dual Language Learners (ELLCO-DLL)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months of age or older) in MSHS in 2017.

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

The classroom observation period was from 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]The sum of response categories across questions may not be consistent due to item-level missingness.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]The ELLCO-DLL defines "bilingual" as Spanish/English.

Table reads: In 28.2% of MSHS preschool classrooms (classrooms in which the majority of children were 36 months of age or older), Spanish and/or bilingual books in the classroom did not represent a range of difficulty levels. In 71.8% of MSHS preschool classrooms, Spanish and/or bilingual books did represent a range of difficulty levels. The standard error for both estimates was 9.17 percentage points.

Table B.6. MSHS Classrooms: Support for Bilingual Language Development and Bilteracy, General Classroom Environment Checklist, Early Language and Literacy Classroom Observation – Dual Language Learners (ELLCO-DLL), Classroom Observation, Preschool Classrooms (36 months and older)

Item	*n*	Mean	*SE*[1]	Observed Range (*Min — Max*)	Possible Range of Scores (*Min — Max*)
Presence and Use of Technology[2]	40	1.5	0.14	1 — 4	1 — 5
Classroom Management Strategies[3]	40	4.2	0.16	2 — 5	1 — 5

Source: Early Language and Literacy Classroom Observation – Dual Language Learners (ELLCO-DLL)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months of age or older) in MSHS in 2017.

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

The classroom observation period was from 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS classrooms in 2017.

[2]Presence and Use of Technology rates the extent to which Technology (such as audiotape recorders /players, cameras, overhead projectors, and computers) was present and used regularly by children in the classroom.

[3]Classroom Management Strategies assesses the cultural and linguistic appropriateness of teachers' educational practices, for example, whether they incorporate children's first language for dual language learners.

Table reads: The average score for the Presence and Use of Technology in MSHS preschool classrooms (classrooms in which the majority of children were 36 months of age or older) was 1.5. The standard error was 0.14. The observed range of scores was 1 — 4. The possible range of scores was 1 — 5.

Table B.7. MSHS Classrooms: Support for Bilingual Language Development and Bilteracy, Language, Literacy, and Curriculum Subscale, Early Language and Literacy Classroom Observation – Dual Language Learners (ELLCO-DLL), Classroom Observation, Preschool Classrooms (36 months and older)

Item	*n*	Mean	*SE*[1]	Observed Range (*Min — Max*)	Possible Range of Scores (*Min — Max*)
Presence of Books	41	3.5	0.30	1 — 5	1 — 5
Approaches to Book Reading	39	2.7	0.20	1 — 5	1 — 5
Approaches to Children's Writing	40	2.1	0.15	1 — 5	1 — 5
Approaches to Curriculum Integration	40	2.9	0.24	1 — 5	1 — 5
Facilitating Home Support for Language and Literacy	41	1.9	0.27	1 — 5	1 — 5
Approaches to Assessment	40	3.6	0.38	1 — 5	1 — 5

Source: Early Language and Literacy Classroom Observation – Dual Language Learners (ELLCO-DLL)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months of age or older) in MSHS in 2017.

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

The classroom observation period was from 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS classrooms in 2017.

Table reads: The average score for the Presence of Books in MSHS preschool classrooms (classrooms in which the majority of children were 36 months of age or older) was 3.5. The standard error was 0.30. The observed range of scores was 1 — 5. The possible range of scores was 1 — 5.

Table B.8. MSHS Classrooms: Support for Bilingual Language Development and Bilteracy, Literacy Activities Rating Scale, Early Language and Literacy Classroom Observation – Dual Language Learners (ELLCO-DLL), Classroom Observation, Preschool Classrooms (36 months and older)

Item	*n*[1]	Percentage (%) of Classrooms	*SE*[2]
Number of Minutes Spent Reading in Spanish to Full Group			
Fewer than 5	27	67.1	10.29
5 — 10	10	29.6	10.07
More than 10	3	3.3	2.25
Number of Minutes Spent Reading in Spanish to Small Group			
Fewer than 5	35	89.6	5.54
5 — 10	3	6.8	4.23
More than 10	2	3.6	3.46
Number of Minutes Spent Reading in English Using Some Words in Spanish to Full Group			
Fewer than 5	35	89.8	5.21
5 — 10	2	3.9	2.87
More than 10	3	6.3	4.87
Number of Minutes Spent Reading in English Using Some Words in Spanish to Small Group			
Fewer than 5	37	87.7	7.72
5 — 10	1	1.8	1.86
More than 10	2	10.5	7.47
Number of Spanish or Bilingual[3] Books Read during Full-Group Book-Reading Session			
Fewer than 5	37	96.3	2.57
5 — 10	2	3.5	2.56
More than 10	1	0.2	0.19
Adult in Classroom Engaged in 1-to-1 Book Reading or Small Group Book Reading with Spanish/English Dual Language Learners			
No	24	65.1	9.49
Yes	16	34.9	9.49
(If Yes)[4] Language in Which These Children Were Read to			
English	4	19.7	10.80
Spanish or English & Spanish	12	80.3	10.80

Table B.9. MSHS Classrooms: Support for Bilingual Language Development and Bilteracy, Literacy Activities Rating Scale, Early Language and Literacy Classroom Observation – Dual Language Learners (ELLCO-DLL), Classroom Observation, Preschool Classrooms (36 months and older)

Item	*n*[1]	Percentage (%) of Classrooms	*SE*[2]
(If Yes)[4] Number of Minutes Spent Reading to These Children			
Fewer than 5	7	58.2	17.08
5 — 10	5	26.8	12.71
More than 10	4	15.0	10.92

Source: Early Language and Literacy Classroom Observation – Dual Language Learners (ELLCO-DLL)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months of age or older) in MSHS in 2017.

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

The classroom observation period was from 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]The sum of response categories across questions may not be consistent due to item-level missingness.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]The ELLCO-DLL defines "bilingual" as Spanish/English.

[4]This question was answered only for the 16 MSHS classrooms in which an adult engaged in 1-to-1 book reading or small group book reading with Spanish/English dual language learners during the observation period.

Table reads: In 67.1% of MSHS preschool classrooms (classrooms in which the majority of children were 36 months of age or older), fewer than 5 minutes were spent reading in Spanish to the full group (standard error = 10.29 percentage points). In 29.6% of MSHS preschool classrooms, 5 to 10 minutes were spent reading in Spanish to the full group (standard error = 10.07 percentage points). In 3.3% of MSHS preschool classrooms, more than 10 minutes was spent reading in Spanish to the full group (standard error = 2.25 percentage points).

Table B.10. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Books Were Read During the Observation Period, by Language of Book and Language in Which Book Was Read, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Infant/Young Toddler Classrooms (0 to 23 months)

Language of Book[1]	Language in Which Book Was Read	*n*	Percentage (%) of Classrooms[2]	*SE*[3]
Spanish	Spanish	14	24.3	7.42
	English	0	0.0	0.00
	Bilingual	2	4.7	3.63
	Other language	0	0.0	0.00
	Not Observed[4]	27	72.3	7.70
English	Spanish	9	17.1	6.11
	English	20	50.6	8.20
	Bilingual	0	0.0	0.00
	Other language	0	0.0	0.00
	Not Observed[4]	16	37.1	8.80
Bilingual[5]	Spanish	2	2.8	2.10
	English	0	0.0	0.00
	Bilingual	4	11.2	6.28
	Other language	0	0.0	0.00
	Not Observed[4]	36	86.0	6.49
Other language[6]	Spanish	0	0.0	0.00
	English	1	1.1	1.10
	Bilingual	0	0.0	0.00
	Other language	1	2.1	2.12
	Not Observed[4]	40	96.9	2.43

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all infant/young Toddler classrooms (classrooms in which the majority of children were 0 — 23 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for infant/young toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]When observers saw staff reading wordless picture books to children, particularly in infant classrooms, observers judged the language the book was "written in" by the language of the title.

[2]Because teachers in MSHS classrooms could be observed reading books in multiple languages, percentages can sum to greater than 100%.

[3]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[4]"Not observed" refers to instances in which no items within this section of the instrument were completed. If individual items were not completed, they were treated as missing and excluded from the table.

[5]The MSHS CILU defines "bilingual" as Spanish/English.

[6]"Other language" refers to any language other than English, Spanish, or Spanish/English bilingual.

Table reads: In 24.3% of MSHS infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months), books written in Spanish were read in Spanish during the observation period (standard error = 7.42 percentage points). In 0.0% of MSHS infant/young toddler classrooms, books written in Spanish were read in English during the observation period (standard error = 0.00 percentage points). In 4.7% of MSHS infant/young toddler classrooms, books written in Spanish were read in both Spanish and English during the observation period (standard error = 3.63 percentage points). In 0.0% of MSHS infant/young toddler classrooms, books written in Spanish were read in a language other than English or Spanish during the observation period (standard error = 0.00). In 72.3% of MSHS infant/young toddler classrooms, no books written in Spanish were read aloud during the observation period (standard error = 7.70 percentage points).

Table B.11. MSHS Classrooms: Cultural and Language Environment, Average Number of Books Read per Classroom During the Observation Period, by Language of Book, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Infant/Young Toddler Classrooms (0 to 23 months)

Language of Book[1]	*n*	Mean	*SE*[2]	Observed Range (*Min* — *Max*)
Spanish	14	2.98	0.84	1 — 8
English	23	2.25	0.23	1 — 5
Bilingual[3]	6	1.36	0.26	1 — 2
Other language[4]	2	1.00	0.00	1 — 1

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for infant/young toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]When observers saw staff reading wordless picture books to children, particularly in infant classrooms, observers judged the language the book was "written in" by the language of the title.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS classrooms in 2017.

[3]The MSHS CILU defines "bilingual" as Spanish/English.

[4]"Other language" refers to any language other than English, Spanish, or Spanish/English bilingual.

Table reads: On average, staff in MSHS infant/young toddler classrooms read 2.98 books written in Spanish during the observation period. The standard error was 0.84 books. The number of Spanish books read by staff in MSHS infant/young toddler classrooms during the observation period ranged from a minimum of 1 to a maximum of 8.

Table B.12. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Books Were Read During the Observation Period, by Language of Book and Grouping, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Infant/Young Toddler Classrooms (0 to 23 months)

Language of Book[1]	Grouping	*n*	Percentage (%) of Classrooms[2]	*SE*[3]
Spanish	Whole group	4	8.6	4.66
	Small group	8	14.5	6.05
	1-on-1	4	6.9	3.16
	Not Observed[4]	27	76.7	7.57
English	Whole group	6	15.1	6.67
	Small group	14	34.9	10.45
	1-on-1	12	30.5	9.28
	Not Observed[4]	16	47.2	9.77
Bilingual[5]	Whole group	1	5.0	4.96
	Small group	2	3.3	2.42
	1-on-1	3	6.2	4.05
	Not Observed[4]	36	87.1	6.56
Other language[6]	Whole group	0	0.0	0.00
	Small group	0	0.0	0.00
	1-on-1	2	3.1	2.43
	Not Observed[4]	40	96.9	2.43

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for infant/young toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]When observers saw staff reading wordless picture books to children, particularly in infant classrooms, observers judged the language the book was "written in" by the language of the title.

[2]Because teachers in MSHS classrooms could be observed reading books in multiple groupings, percentages can sum to greater than 100%.

[3]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[4]"Not observed" refers to instances in which no items within this section of the instrument were completed. If individual items were not completed, they were treated as missing and excluded from the table.

[5]The MSHS CILU defines "bilingual" as Spanish/English.

[6]"Other language" refers to any language other than English, Spanish, or Spanish/English bilingual.

Table reads: In 8.6% of MSHS infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months), books written in Spanish were read in whole groups during the observation period (standard error = 4.66 percentage points). In 14.5% of MSHS infant/young toddler classrooms, books written in Spanish were read in small groups during the observation period (standard error = 6.05 percentage points). In 6.9% of MSHS infant/young toddler classrooms, books written in Spanish were read 1-on-1 during the observation period (standard error = 3.16 percentage points). In 76.7% of MSHS infant/young toddler classrooms, no books written in Spanish were read aloud during the observation period (standard error = 7.57 percentage points).

Table B.13. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms Where Songs Were Sung During the Observation Period, by Language of Singing, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Infant/Young Toddler Classrooms (0 to 23 months)

Language Used for Singing	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Spanish	32	83.5	7.32
English	31	82.1	6.30
Bilingual[3]	4	8.8	5.09
Other[4]	0	0.0	0.00
Not Observed[5]	2	2.8	1.53

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for infant/young toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because teachers in MSHS classrooms could be observed singing in multiple languages, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]The MSHS CILU defines "bilingual" as Spanish/English.

[4]"Other language" refers to any language other than English, Spanish, or Spanish/English bilingual.

[5]"Not observed" refers to instances in which no items within this section of the instrument were completed. If individual items were not completed, they were treated as missing and excluded from the table.

Table reads: In 83.5% of MSHS infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months), songs were sung in Spanish during the observation period. The standard error was 7.32 percentage points.

Table B.14. MSHS Classrooms: Cultural and Language Environment, Average Number of Songs Sung per Classroom During the Observation Period, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Infant/Young Toddler Classrooms (0 to 23 months)

Item	*n*	Mean	*SE*[1]	Observed Range (*Min — Max*)
Number of Songs	39	9.4	1.15	2 — 24

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for infant/young toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS classrooms in 2017.

Table reads: On average, 9.4 songs were sung per MSHS infant/young toddler classroom (classrooms in which the majority of children were 0 — 23 months) during the observation period. The standard error was 1.15 songs. The number of songs sung ranged from a minimum of 2 to a maximum of 24.

Table B.15. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Songs Were Sung During the Observation Period, by Grouping, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Infant/Young Toddler Classrooms (0 to 23 months)

Grouping	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Whole group	28	78.4	7.14
Small group	21	48.8	8.17
1-on-1	25	63.3	8.63
Not Observed[3]	2	3.1	1.66

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for infant/young toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because teachers in MSHS classrooms could be observed singing songs in multiple groupings, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]"Not observed" refers to instances in which no items within this section of the instrument were completed. If individual items were not completed, they were treated as missing and excluded from the table.

Table reads: In 78.4% of MSHS infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months), songs were sung in whole groups during the observation period. The standard error was 7.14 percentage points.

Table B.16. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Cultural Items Were Present and Accessible to Children During the Observation Period, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Infant/Young Toddler Classrooms (0 to 23 months)

Cultural Items	Many Items Present/Accessible (5+ Items)			Few Items Present/Accessible (1 — 4 Items)			Not Present or Accessible		
	n	%	*SE*[1]	*n*	%	*SE*[1]	*n*	%	*SE*[1]
Cultural books[2] (in any language)	3	14.0	10.85	19	42.5	9.08	19	43.5	10.25
Multilingual Books									
Books in Spanish	11	32.9	11.11	18	40.3	9.32	12	26.8	8.42
Books in English	40	98.3	1.38	2	1.7	1.38	0	0.0	0.00
Bilingual[3] books	23	70.3	8.65	10	17.4	7.52	5	12.3	3.72
Books in languages other than Spanish or English	3	11.3	6.87	3	15.1	9.72	14	73.6	11.61
Home language labels	27	54.0	9.16	12	37.3	8.70	3	8.7	5.87
Cultural displays	9	13.5	5.12	21	58.1	9.84	12	28.5	8.84
Home music and/or instruments	7	20.8	10.88	15	36.4	9.87	20	42.8	10.30
Cultural food served at mealtime	1	0.6	0.57	17	34.2	8.90	24	65.2	8.95
Pretend cultural food	7	14.8	7.18	17	48.4	9.27	17	36.8	7.50
Cultural toys	6	19.7	11.32	13	31.9	9.11	23	48.4	10.56
Multicultural dolls and/or puppets	17	45.8	10.52	15	30.0	8.43	10	24.2	8.32
Other items	1	4.1	4.18	2	21.0	14.86	10	74.9	15.28

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for infant/young toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[2]Some examples of cultural books include books about farmworkers, agriculture, Hispanics, other countries, or immigrant communities.

[3]The MSHS CILU defines "bilingual" as Spanish/English.

Table reads: In 14.0% of MSHS infant/young toddler classrooms, many cultural books were present and accessible during the observation period (standard error = 10.85 percentage points). In 42.5% of MSHS infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months), few cultural books were present and accessible during the observation period (standard error = 9.08 percentage points). In 43.5% of MSHS infant/young toddler classrooms, no cultural books were present and accessible during the observation period (standard error = 10.25 percentage points).

Table B.17. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Cultural Items Were Used During the Observation Period, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Infant/Young Toddler Classrooms (0 to 23 months)

Cultural Items	*n*	%	*SE*[1]
Cultural books[2] (in any language)	12	31.8	11.47
Multilingual Books[3]	36	76.3	11.15
No books present/accessible in classroom	0	0.0	0.00
Home language labels	5	11.6	4.94
Cultural displays	9	24.7	6.84
Home music and/or instruments	14	26.0	7.49
Cultural food served at mealtime	13	34.2	11.73
Pretend cultural food	13	31.8	9.39
Cultural toys	8	19.4	7.96
Multicultural dolls and/or puppets	22	50.2	8.64
Other items	1	3.4	3.39

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for infant/young toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[2]Some examples of cultural books include books about farmworkers, agriculture, Hispanics, other countries, or immigrant communities.

[3]Includes books in the categories in Table 13, i.e., books in Spanish, books in English, Spanish/English bilingual books, and books in languages other than Spanish or English.

Table reads: In 31.8% of MSHS infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months), cultural books (in any language) were used during the observation period. The standard error was 11.47 percentage points.

Table B.18. MSHS Classrooms: Cultural and Language Environment, Instructional and Non-Instructional Language Use by Staff with Whole Class, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Infant/Young Toddler Classrooms (0 to 23 months)

Staff	Language	Instructional			Non-Instructional		
		n	Percentage (%) of Classrooms[1]	*SE*[2]	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Teachers	English completely	4	12.6	7.34	4	12.3	7.82
	Mostly English[3]	5	14.1	6.78	5	15.4	6.82
	English and Spanish equally	2	4.0	2.99	1	2.6	2.58
	Mostly Spanish[3]	4	8.7	5.62	2	2.9	2.53
	Spanish completely	15	48.6	9.33	17	51.9	9.38
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	11	18.9	6.62	10	18.5	6.68
Assistant Teachers	English completely	3	6.2	4.40	3	16.8	10.34
	Mostly English[3]	1	3.4	3.43	2	5.0	4.03
	English and Spanish equally	0	0.0	0.00	0	0.0	0.00
	Mostly Spanish[3]	4	29.9	16.36	4	27.9	17.00
	Spanish completely	8	30.5	12.02	9	37.3	12.94
	Mostly English, some of another language	0	0.0	0.00	1	4.9	4.77
	Not observed[4]	10	31.4	10.88	7	15.0	7.09
Other Staff	English completely	1	9.9	10.22	0	0.0	0.00
	Mostly English[3]	0	0.0	0.00	0	0.0	0.00
	English and Spanish equally	1	4.8	4.88	0	0.0	0.00
	Mostly Spanish[3]	2	16.7	14.57	1	1.2	1.26
	Spanish completely	1	8.0	7.90	2	24.7	15.58
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	8	60.7	16.74	9	74.1	15.41

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for infant/young toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because MSHS classrooms could have more than one teacher, assistant teacher and/or other staff, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]"Mostly English" refers to "Mostly English, some Spanish" and indicates that the individual was observed to speak 5 or more words in Spanish, but s/he used English predominantly. Similarly, "Mostly Spanish" refers to "Mostly Spanish, some English" and indicates that the individual was observed to speak 5 or more words in English, but s/he used Spanish predominantly.

[4]"Not observed" refers to instances when a staff type (e.g., teachers) was not observed using language for instructional/non-instructional purposes.

Table reads: In 12.6% of MSHS infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months), at least one teacher spoke English completely for instructional purposes with the whole class (standard error = 7.34 percentage points). In 12.3% of MSHS infant/young toddler classrooms, at least one teacher spoke English completely for non-instructional purposes with the whole class (standard error = 7.82 percentage points).

Table B.19. MSHS Classrooms: Cultural and Language Environment, Instructional and Non-Instructional Language Use by Staff with Small Groups, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Infant/Young Toddler Classrooms (0 to 23 months)

Staff	Language	Instructional			Non-Instructional		
		n	Percentage (%) of Classrooms[1]	*SE*[2]	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Teachers	English completely	7	12.3	5.76	6	10.5	5.69
	Mostly English[3]	4	11.1	5.78	5	12.9	6.13
	English and Spanish equally	1	2.5	2.52	2	3.5	2.77
	Mostly Spanish[3]	11	26.1	8.49	6	9.4	4.88
	Spanish completely	17	51.1	9.28	20	61.1	8.51
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	6	14.6	7.36	6	14.2	7.24
Assistant Teachers	English completely	5	10.7	5.12	3	6.9	4.44
	Mostly English[3]	1	1.4	1.47	2	3.8	2.98
	English and Spanish equally	0	0.0	0.00	0	0.0	0.00
	Mostly Spanish[3]	7	37.4	15.31	6	34.0	15.35
	Spanish completely	12	35.9	11.61	13	42.7	12.43
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	4	17.6	9.75	5	18.9	10.06
Other Staff	English completely	1	3.0	3.03	2	11.8	9.60
	Mostly English[3]	0	0.0	0.00	0	0.0	0.00
	English and Spanish equally	1	4.5	4.74	0	0.0	0.00
	Mostly Spanish[3]	4	23.4	13.63	2	4.7	3.94
	Spanish completely	3	21.4	12.66	6	43.0	13.67
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	6	47.7	13.72	6	40.5	15.64

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for infant/young toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because MSHS classrooms could have more than one teacher, assistant teacher and/or other staff, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]"Mostly English" refers to "Mostly English, some Spanish" and indicates that the individual was observed to speak 5 or more words in Spanish, but s/he used English predominantly. Similarly, "Mostly Spanish" refers to "Mostly Spanish, some English" and indicates that the individual was observed to speak 5 or more words in English, but s/he used Spanish predominantly.

[4]"Not observed" refers to instances when a staff type (e.g., teachers) was not observed using language for instructional/non-instructional purposes.

Table reads: In 12.3% of MSHS infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months), at least one teacher spoke English completely for instructional purposes with small groups (standard error = 5.76 percentage points). In 10.5% of MSHS infant/young toddler classrooms, at least one teacher spoke English completely for non-instructional purposes with small groups (standard error = 5.69 percentage points).

Table B.20. MSHS Classrooms: Cultural and Language Environment, Instructional and Non-Instructional Language Use by Staff with Students 1-on-1, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Infant/Young Toddler Classrooms (0 to 23 months)

Staff	Language	Instructional			Non-Instructional		
		n	Percentage (%) of Classrooms[1]	*SE*[2]	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Teachers	English completely	9	17.4	4.75	7	11.7	5.81
	Mostly English[3]	5	15.8	7.67	6	19.1	8.43
	English and Spanish equally	2	4.0	2.93	3	7.7	4.61
	Mostly Spanish[3]	13	24.3	7.86	9	14.8	6.16
	Spanish completely	19	53.8	8.64	23	64.1	9.53
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	2	3.8	2.81	1	2.4	2.38
Assistant Teachers	English completely	5	16.9	9.31	4	7.9	4.69
	Mostly English[3]	3	5.7	3.72	5	16.7	9.58
	English and Spanish equally	2	6.9	5.12	3	10.7	6.37
	Mostly Spanish[3]	8	34.7	14.81	7	28.8	15.21
	Spanish completely	12	34.2	11.56	14	41.1	12.59
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	4	12.1	6.45	2	6.7	4.89
Other Staff	English completely	5	30.2	8.19	5	27.2	13.66
	Mostly English[3]	0	0.0	0.00	1	9.5	9.87
	English and Spanish equally	1	4.6	4.95	0	0.0	0.00
	Mostly Spanish[3]	2	16.2	14.24	2	16.1	14.15
	Spanish completely	5	38.3	13.97	7	47.2	12.26
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	2	10.7	7.97	0	0.0	0.00

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for infant/young toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because MSHS classrooms could have more than one teacher, assistant teacher and/or other staff, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]"Mostly English" refers to "Mostly English, some Spanish" and indicates that the individual was observed to speak 5 or more words in Spanish, but s/he used English predominantly. Similarly, "Mostly Spanish" refers to "Mostly Spanish, some English" and indicates that the individual was observed to speak 5 or more words in English, but s/he used Spanish predominantly.

[4]"Not observed" refers to instances when a staff type (e.g., teachers) was not observed using language for instructional/non-instructional purposes.

Table reads: In 17.4% of MSHS infant/young toddler classrooms (classrooms in which the majority of children were 0 — 23 months), at least one teacher spoke English completely for instructional purposes with students 1-on-1 (standard error = 4.75 percentage points). In 11.7% of MSHS infant/young toddler classrooms, teachers spoke English completely for non-instructional purposes with students 1-on-1 (standard error = 5.81 percentage points).

Table B.21. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Books Were Read During the Observation Period, by Language of Book and Language in Which Book Was Read, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Older Toddler Classrooms (24 to 35 months)

Language of Book[1]	Language in Which Book Was Read	*n*	Percentage (%) of Classrooms[2]	*SE*[3]
Spanish	Spanish	9	19.3	5.76
	English	0	0.0	0.00
	Bilingual	0	0.0	0.00
	Other language	0	0.0	0.00
	Not Observed[4]	29	80.7	5.76
English	Spanish	8	20.6	7.66
	English	12	40.2	10.79
	Bilingual	3	6.8	3.56
	Other language	0	0.0	0.00
	Not Observed[4]	19	47.2	9.77
Bilingual[5]	Spanish	2	5.0	3.68
	English	2	2.5	2.19
	Bilingual	4	6.1	4.58
	Other language	0	0.0	0.00
	Not Observed[4]	32	88.4	5.94
Other language[6]	Spanish	0	0.0	0.00
	English	1	3.9	3.85
	Bilingual	0	0.0	0.00
	Other language	0	0.0	0.00
	Not Observed[4]	38	96.1	3.85

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all older toddler classrooms (classrooms in which the majority of children were 24 — 35 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for older toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]When observers saw staff reading wordless picture books to children, particularly in infant classrooms, observers judged the language the book was "written in" by the language of the title.

[2]Because teachers in MSHS classrooms could be observed reading books in multiple languages, percentages can sum to greater than 100%.

[3]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[4]"Not observed" refers to instances in which no items within this section of the instrument were completed. If individual items were not completed, they were treated as missing and excluded from the table.

[5]The MSHS CILU defines "bilingual" as Spanish/English.

[6]"Other language" refers to any language other than English, Spanish, or Spanish/English bilingual.

Table reads: In 19.3% of MSHS older toddler classrooms (classrooms in which the majority of children were 24 — 35 months), books written in Spanish were read in Spanish during the observation period (standard error = 5.76 percentage points). In 0.0% of MSHS older toddler classrooms, books written in Spanish were read in English during the observation period (standard error = 0.0 percentage points). In 0.0% of MSHS older toddler classrooms, books written in Spanish were read in both Spanish and English during the observation period (standard error = 0.0 percentage points). In 0.0% of MSHS older toddler classrooms, books written in Spanish were read in a language other than English or Spanish during the observation period (standard error = 0.00). In 80.7% of MSHS older toddler classrooms, no books written in Spanish were read aloud during the observation period (standard error = 5.76 percentage points).

Table B.22. MSHS Classrooms: Cultural and Language Environment, Average Number of Books Read per Classroom During the Observation Period, by Language of Book, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Older Toddler Classrooms (24 to 35 months)

Language of Book[1]	*n*	Mean	*SE*[2]	Observed Range (*Min — Max*)
Spanish	13	0.69	0.23	0 — 3
English	22	1.70	0.51	0 — 6
Bilingual[3]	10	0.72	0.34	0 — 4
Other language[4]	-	-	-	-

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all older toddler classrooms (classrooms in which the majority of children were 24 — 35 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for older toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]When observers saw staff reading wordless picture books to children, particularly in infant classrooms, observers judged the language the book was "written in" by the language of the title.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS classrooms in 2017.

[3]The MSHS CILU defines "bilingual" as Spanish/English.

[4]"Other language" refers to any language other than English, Spanish, or Spanish/English bilingual.

Table reads: On average, staff in MSHS older toddler classrooms read 0.69 books written in Spanish during the observation period. The standard error was 0.23 books. The number of Spanish books read by staff in MSHS older toddler classrooms during the observation period ranged from a minimum of 0 to a maximum of 3.

Table B.23. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Books Were Read During the Observation Period, by Language of Book and Grouping, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Older Toddler Classrooms (24 to 35 months)

Language of Book[1]	Grouping	*n*	Percentage (%) of Classrooms[2]	*SE*[3]
Spanish	Whole group	8	19.2	4.90
	Small group	4	8.4	4.45
	1-on-1	2	3.3	2.35
	Not Observed[4]	29	77.6	5.43
English	Whole group	6	26.3	8.34
	Small group	10	22.5	10.32
	1-on-1	9	21.6	5.76
	Not Observed[4]	19	46.5	9.17
Bilingual[5]	Whole group	3	7.8	5.32
	Small group	4	3.6	2.36
	1-on-1	2	2.7	2.26
	Not Observed[4]	32	88.4	5.94
Other language[6]	Whole group	1	3.9	3.85
	Small group	0	0.0	0.00
	1-on-1	0	0.0	0.00
	Not Observed[4]	38	96.1	3.85

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all older toddler classrooms (classrooms in which the majority of children were 24 — 35 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for older toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]When observers saw staff reading wordless picture books to children, particularly in infant classrooms, observers judged the language the book was "written in" by the language of the title.

[2]Because teachers in MSHS classrooms could be observed reading books in multiple groupings, percentages can sum to greater than 100%.

[3]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[4]"Not observed" refers to instances in which no items within this section of the instrument were completed. If individual items were not completed, they were treated as missing and excluded from the table.

[5]The MSHS CILU defines "bilingual" as Spanish/English.

[6]"Other language" refers to any language other than English, Spanish, or Spanish/English bilingual.

Table reads: In 19.2% of MSHS older toddler classrooms (classrooms in which the majority of children were 24 — 35 months), books written in Spanish were read in whole groups during the observation period (standard error = 4.90 percentage points). In 8.4% of MSHS older toddler classrooms, books written in Spanish were read in small groups during the observation period (standard error = 4.45 percentage points). In 3.3% of MSHS older toddler classrooms, books written in Spanish were read 1-on-1 during the observation period (standard error = 2.35 percentage points). In 77.6% of MSHS older toddler classrooms, no books written in Spanish were read aloud during the observation period (standard error = 5.43 percentage points).

Table B.24. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms Where Songs Were Sung During the Observation Period, by Language of Singing, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Older Toddler Classrooms (24 to 35 months)

Language Used for Singing	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Spanish	31	82.4	7.93
English	32	87.5	5.12
Bilingual[3]	8	18.6	10.26
Other[4]	2	8.5	7.61
Not Observed[5]	0	0.0	0.00

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all older toddler classrooms (classrooms in which the majority of children were 24 — 35 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for older toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because teachers in MSHS classrooms could be observed singing in multiple languages, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]The MSHS CILU defines "bilingual" as Spanish/English.

[4]"Other language" refers to any language other than English, Spanish, or Spanish/English bilingual.

[5]"Not observed" refers to instances in which no items within this section of the instrument were completed. If individual items were not completed, they were treated as missing and excluded from the table.

Table reads: In 82.4% of MSHS older toddler classrooms (classrooms in which the majority of children were 24 — 35 months), songs were sung in Spanish during the observation period. The standard error was 7.93 percentage points.

Table B.25. MSHS Classrooms: Cultural and Language Environment, Average Number of Songs Sung per Classroom During the Observation Period, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Older Toddler Classrooms (24 to 35 months)

Item	*n*	Mean	*SE*[1]	Observed Range (*Min — Max*)
Number of Songs	37	7.6	1.08	1 — 21

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all older toddler classrooms (classrooms in which the majority of children were 24 — 35 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for older toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS classrooms in 2017.

Table reads: On average, 7.6 songs were sung per MSHS older toddler classroom (classrooms in which the majority of children were 24 — 35 months) during the observation period. The standard error was 1.08 songs. The number of songs sung ranged from a minimum of 1 to a maximum of 21.

Table B.26. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Songs Were Sung During the Observation Period, by Grouping, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Older Toddler Classrooms (24 to 35 months)

Grouping	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Whole group	33	89.7	4.65
Small group	21	52.3	10.87
1-on-1	14	35.9	11.14
Not Observed[3]	0	0.0	0.00

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all older toddler classrooms (classrooms in which the majority of children were 24 — 35 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for older toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because teachers in MSHS classrooms could be observed singing songs in multiple groupings, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]"Not observed" refers to instances in which no items within this section of the instrument were completed. If individual items were not completed, they were treated as missing and excluded from the table.

Table reads: In 89.7% of MSHS older toddler classrooms (classrooms in which the majority of children were 24 — 35 months), songs were sung in whole groups during the observation period. The standard error was 4.65 percentage points.

Table B.27. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Cultural Items Were Present and Accessible to Children During the Observation Period, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Older Toddler Classrooms (24 to 35 months)

Cultural Items	Many Items Present/Accessible (5+ Items)			Few Items Present/Accessible (1 — 4 Items)			Not Present or Accessible		
	n	%	*SE*[1]	*n*	%	*SE*[1]	*n*	%	*SE*[1]
Cultural books[2] (in any language)	2	1.4	1.00	25	58.6	10.69	11	40.0	10.66
Multilingual Books									
Books in Spanish	15	29.0	8.26	19	57.8	8.67	2	13.1	8.77
Books in English	36	99.3	0.68	1	0.7	0.68	0	0.0	0.00
Bilingual[3] books	22	46.2	12.72	15	53.8	12.72	0	0.0	0.00
Books in languages other than Spanish or English	0	0.0	0.00	1	4.9	5.30	11	95.1	5.30
Home language labels	33	87.4	5.60	3	8.0	4.51	2	4.7	3.36
Cultural displays	8	18.3	9.70	18	47.1	11.05	13	34.6	11.69
Home music and/or instruments	9	28.9	10.00	17	42.2	9.69	12	28.9	9.67
Cultural food served at mealtime	1	0.6	0.66	10	20.7	4.89	27	78.7	4.98
Pretend cultural food	17	48.9	11.57	21	51.1	11.57	0	0.0	0.00
Cultural toys	4	5.7	3.06	12	26.1	8.88	22	68.2	9.10
Multicultural dolls and/or puppets	22	48.4	12.13	8	30.5	9.91	8	21.1	10.43
Other items	0	0.0	0.00	4	43.3	23.60	10	56.7	23.60

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all older toddler classrooms (classrooms in which the majority of children were 24 — 35 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for older toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[2]Some examples of cultural books include books about farmworkers, agriculture, Hispanics, other countries, or immigrant communities.

[3]The MSHS CILU defines "bilingual" as Spanish/English.

Table reads: In 1.4% of MSHS older toddler classrooms, many cultural books were present and accessible during the observation period (standard error = 1.00 percentage points). In 58.6% of MSHS older toddler classrooms (classrooms in which the majority of children were 24 — 35 months), few cultural books were present and accessible during the observation period (standard error = 10.69 percentage points). In 40.0% of MSHS older toddler classrooms, no cultural books were present and accessible during the observation period (standard error = 10.66 percentage points).

Table B.28. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Cultural Items Were Used During the Observation Period, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Older Toddler Classrooms (24 to 35 months)

Cultural Items	*n*	%	*SE*[1]
Cultural books[2] (in any language)	9	17.8	6.80
Multilingual Books[3]	30	71.8	9.65
No books present/accessible in classroom	2	4.8	3.43
Home language labels	11	28.7	11.05
Cultural displays	5	12.9	7.27
Home music and/or instruments	10	29.2	9.05
Cultural food served at mealtime	8	15.7	4.52
Pretend cultural food	24	63.5	11.24
Cultural toys	11	17.9	6.12
Multicultural dolls and/or puppets	21	48.0	11.29
Other items	1	6.9	6.63

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all older toddler classrooms (classrooms in which the majority of children were 24 — 35 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for older toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[2]Some examples of cultural books include books about farmworkers, agriculture, Hispanics, other countries, or immigrant communities.

[3]Includes books in the categories in Table 13, i.e., books in Spanish, books in English, Spanish/English bilingual books, and books in languages other than Spanish or English.

Table reads: In 17.8% of MSHS older toddler classrooms (classrooms in which the majority of children were 24 — 35 months), cultural books (in any language) were used during the observation period. The standard error was 6.80 percentage points.

Table B.29. MSHS Classrooms: Cultural and Language Environment, Instructional and Non-Instructional Language Use by Staff with Whole Class, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Older Toddler Classrooms (24 to 35 months)

Staff	Language	Instructional			Non-Instructional		
		n	Percentage (%) of Classrooms[1]	*SE*[2]	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Teachers	English completely	8	27.1	9.90	9	26.6	9.68
	Mostly English[3]	4	5.3	2.68	3	4.0	2.31
	English and Spanish equally	3	14.3	8.69	3	12.1	9.51
	Mostly Spanish[3]	10	29.3	9.72	9	29.6	11.85
	Spanish completely	14	26.8	6.36	16	31.7	6.85
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	1	1.2	1.19	0	0.0	0.00
Assistant Teachers	English completely	3	15.4	10.95	3	15.1	9.20
	Mostly English[3]	4	17.0	9.83	2	2.3	1.73
	English and Spanish equally	0	0.0	0.00	0	0.0	0.00
	Mostly Spanish[3]	8	25.0	13.50	6	16.3	8.09
	Spanish completely	12	56.9	14.58	16	72.7	10.67
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	0	0.0	0.00	1	9.7	9.95
Other Staff	English completely	0	0.0	0.00	0	0.0	0.00
	Mostly English[3]	0	0.0	0.00	0	0.0	0.00
	English and Spanish equally	1	14.0	14.83	0	0.0	0.00
	Mostly Spanish[3]	2	17.6	15.54	2	17.6	15.54
	Spanish completely	2	18.6	16.06	4	62.3	22.63
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	3	49.9	26.15	2	20.1	18.01

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all older toddler classrooms (classrooms in which the majority of children were 24 — 35 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for older toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because MSHS classrooms could have more than one teacher, assistant teacher and/or other staff, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]"Mostly English" refers to "Mostly English, some Spanish" and indicates that the individual was observed to speak 5 or more words in Spanish, but s/he used English predominantly. Similarly, "Mostly Spanish" refers to "Mostly Spanish, some English" and indicates that the individual was observed to speak 5 or more words in English, but s/he used Spanish predominantly.

[4]"Not observed" refers to instances when a staff type (e.g., teachers) was not observed using language for instructional/non-instructional purposes.

Table reads: In 27.1% of MSHS older toddler classrooms (classrooms in which the majority of children were 24 — 35 months), at least one teacher spoke English completely for instructional purposes with the whole class (standard error = 9.90 percentage points). In 26.6% of MSHS older toddler classrooms, at least one teacher spoke English completely for non-instructional purposes with the whole class (standard error = 9.68 percentage points).

Table B.30. MSHS Classrooms: Cultural and Language Environment, Instructional and Non-Instructional Language Use by Staff with Small Groups, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Older Toddler Classrooms (24 to 35 months)

Staff	Language	Instructional			Non-Instructional		
		n	Percentage (%) of Classrooms[1]	*SE*[2]	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Teachers	English completely	7	21.1	7.06	7	21.1	7.06
	Mostly English[3]	3	3.4	2.10	4	5.0	1.70
	English and Spanish equally	3	11.4	6.75	3	11.4	6.75
	Mostly Spanish[3]	12	41.9	13.64	8	37.9	10.17
	Spanish completely	12	29.8	8.24	15	30.8	8.03
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	1	1.4	1.41	0	0.0	0.00
Assistant Teachers	English completely	2	11.2	10.01	3	20.5	12.80
	Mostly English[3]	4	11.5	6.59	4	11.5	6.59
	English and Spanish equally	0	0.0	0.00	1	6.0	6.05
	Mostly Spanish[3]	7	18.1	8.31	5	10.2	5.48
	Spanish completely	15	69.2	11.36	16	71.1	11.20
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	0	0.0	0.00	0	0.0	0.00
Other Staff	English completely	0	0.0	0.00	0	0.0	0.00
	Mostly English[3]	0	0.0	0.00	0	0.0	0.00
	English and Spanish equally	1	5.0	5.09	2	22.0	17.49
	Mostly Spanish[3]	1	3.4	3.50	1	3.4	3.50
	Spanish completely	6	91.6	6.15	6	91.6	6.15
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	0	0.0	0.00	0	0.0	0.00

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all older toddler classrooms (classrooms in which the majority of children were 24 — 35 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for older toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because MSHS classrooms could have more than one teacher, assistant teacher and/or other staff, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]"Mostly English" refers to "Mostly English, some Spanish" and indicates that the individual was observed to speak 5 or more words in Spanish, but s/he used English predominantly. Similarly, "Mostly Spanish" refers to "Mostly Spanish, some English" and indicates that the individual was observed to speak 5 or more words in English, but s/he used Spanish predominantly.

[4]"Not observed" refers to instances when a staff type (e.g., teachers) was not observed using language for instructional/non-instructional purposes.

Table reads: In 21.1% of MSHS older toddler classrooms (classrooms in which the majority of children were 24 — 35 months), at least one teacher spoke English completely for instructional purposes with small groups (standard error = 7.06 percentage points). In 21.1% of MSHS older toddler classrooms, at least one teacher spoke English completely for non-instructional purposes with small groups (standard error = 7.06 percentage points).

Table B.31. MSHS Classrooms: Cultural and Language Environment, Instructional and Non-Instructional Language Use by Staff with Students 1-on-1, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Older Toddler Classrooms (24 to 35 months)

Staff	Language	Instructional			Non-Instructional		
		n	Percentage (%) of Classrooms[1]	*SE*[2]	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Teachers	English completely	6	19.1	10.35	6	19.0	10.30
	Mostly English[3]	7	16.6	7.57	7	16.6	7.54
	English and Spanish equally	2	5.8	4.15	2	5.8	4.13
	Mostly Spanish[3]	8	33.8	12.12	9	34.4	12.06
	Spanish completely	12	24.4	7.52	13	25.6	7.09
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	3	9.0	6.25	2	7.6	5.99
Assistant Teachers	English completely	3	12.6	9.71	2	11.2	9.73
	Mostly English[3]	5	13.9	6.75	7	25.0	9.56
	English and Spanish equally	0	0.0	0.00	0	0.0	0.00
	Mostly Spanish[3]	6	19.9	9.42	6	19.7	9.53
	Spanish completely	13	52.7	13.98	11	49.9	14.40
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	3	9.2	6.94	3	9.4	7.11
Other Staff	English completely	1	9.5	9.15	1	9.3	8.94
	Mostly English[3]	2	20.5	13.24	2	19.9	12.99
	English and Spanish equally	1	4.5	4.89	1	4.4	4.76
	Mostly Spanish[3]	1	11.8	12.94	2	26.2	19.44
	Spanish completely	3	46.7	21.64	4	56.3	19.99
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	2	11.4	9.26	1	3.0	3.07

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all older toddler classrooms (classrooms in which the majority of children were 24 — 35 months) in MSHS in 2017.

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

The observation period was a total of 2 hours for older toddler classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because MSHS classrooms could have more than one teacher, assistant teacher and/or other staff, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]"Mostly English" refers to "Mostly English, some Spanish" and indicates that the individual was observed to speak 5 or more words in Spanish, but s/he used English predominantly. Similarly, "Mostly Spanish" refers to "Mostly Spanish, some English" and indicates that the individual was observed to speak 5 or more words in English, but s/he used Spanish predominantly.

[4]"Not observed" refers to instances when a staff type (e.g., teachers) was not observed using language for instructional/non-instructional purposes.

Table reads: In 19.1% of MSHS older toddler classrooms (classrooms in which the majority of children were 24 — 35 months), at least one teacher spoke English completely for instructional purposes with students 1-on-1 (standard error = 10.35 percentage points). In 19.0% of MSHS older toddler classrooms, teachers spoke English completely for non-instructional purposes with students 1-on-1 (standard error = 10.30 percentage points).

Table B.32. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Books Were Read During the Observation Period, by Language of Book and Language in Which Book Was Read, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Preschool Classrooms (36 months and older)

Language of Book[1]	Language in Which Book was Read	*n*	Percentage (%) of Classrooms[2]	*SE*[3]
Spanish	Spanish	11	23.6	6.52
	English	2	4.4	3.47
	Bilingual	2	2.3	1.88
	Other language	0	0.0	0.00
	Not Observed[4]	27	72.9	6.88
English	Spanish	7	25.6	8.86
	English	16	44.9	10.13
	Bilingual	6	17.7	10.25
	Other language	0	0.0	0.00
	Not Observed[4]	17	25.8	7.45
Bilingual[5]	Spanish	3	9.8	6.38
	English	2	6.8	5.75
	Bilingual	3	1.7	1.32
	Other language	0	0.0	0.00
	Not Observed[4]	34	82.6	8.38
Other language[6]	Spanish	1	1.6	1.63
	English	1	0.9	0.88
	Bilingual	0	0.0	0.00
	Other language	0	0.0	0.00
	Not Observed[4]	39	97.5	1.86

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months or older) in MSHS in 2017.

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

The observation period was a total of 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]When observers saw staff reading wordless picture books to children, particularly in infant classrooms, observers judged the language the book was "written in" by the language of the title.

[2]Because teachers in MSHS classrooms could be observed reading books in multiple languages, percentages can sum to greater than 100%.

[3]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[4]"Not observed" refers to instances in which no items within this section of the instrument were completed. If individual items were not completed, they were treated as missing and excluded from the table.

[5]The MSHS CILU defines "bilingual" as Spanish/English.

[6]"Other language" refers to any language other than English, Spanish, or Spanish/English bilingual.

Table reads: In 23.6% of MSHS preschools classrooms (classrooms in which the majority of children were 36 months or older), books written in Spanish were read in Spanish during the observation period (standard error = 6.52 percentage points). In 4.4% of MSHS preschool classrooms, books written in Spanish were read in English during the observation period (standard error = 3.47 percentage points). In 2.3% of MSHS preschool classrooms, books written in Spanish were read in both Spanish and English during the observation period (standard error = 1.88 percentage points). In 0.0% of MSHS preschool classrooms, books written in Spanish were read in a language other than English or Spanish during the observation period (standard error = 0.00). In 72.9% of MSHS preschool classrooms, no books written in Spanish were read aloud during the observation period (standard error = 6.88 percentage points).

Table B.33. MSHS Classrooms: Cultural and Language Environment, Average Number of Books Read per Classroom During the Observation Period, by Language of Book, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Preschool Classrooms (36 months and older)

Language of Book[1]	*n*	Mean	*SE*[2]	Observed Range (*Min — Max*)
Spanish	15	1.76	0.30	0 — 3
English	25	1.79	0.27	0 — 7
Bilingual[3]	8	1.05	0.06	0 — 2
Other language[4]	2	1.00	0.00	1 — 1

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months or older) in MSHS in 2017.

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

The observation period was a total of 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]When observers saw staff reading wordless picture books to children, particularly in infant classrooms, observers judged the language the book was "written in" by the language of the title.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS classrooms in 2017.

[3]The MSHS CILU defines "bilingual" as Spanish/English.

[4]"Other language" refers to any language other than English, Spanish, or Spanish/English bilingual.

Table reads: On average, staff in MSHS preschool classrooms read 1.76 books written in Spanish during the observation period. The standard error was 0.30 books. The number of Spanish books read by staff in MSHS preschool classrooms during the observation period ranged from a minimum of 0 to a maximum of 3.

Table B.34. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Books Were Read During the Observation Period, by Language of Book and Grouping, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Preschool Classrooms (36 months and older)

Language of Book[1]	Grouping	*n*	Percentage (%) of Classrooms[2]	*SE*[3]
Spanish	Whole group	7	11.0	4.74
	Small group	3	9.6	5.72
	1-on-1	5	7.9	3.99
	Not Observed[4]	27	76.0	7.94
English	Whole group	15	55.1	10.75
	Small group	9	25.0	9.47
	1-on-1	6	17.1	8.08
	Not Observed[4]	17	26.8	7.87
Bilingual[5]	Whole group	4	15.5	8.29
	Small group	3	1.9	1.32
	1-on-1	1	1.0	1.12
	Not Observed[4]	34	82.6	8.38
Other language[6]	Whole group	1	1.6	1.63
	Small group	1	0.9	0.88
	1-on-1	0	0.0	0.00
	Not Observed[4]	39	97.5	1.86

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months or older) in MSHS in 2017.

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

The observation period was a total of 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]When observers saw staff reading wordless picture books to children, particularly in infant classrooms, observers judged the language the book was "written in" by the language of the title.
[2]Because teachers in MSHS classrooms could be observed reading books in multiple groupings, percentages can sum to greater than 100%.
[3]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.
[4]"Not observed" refers to instances in which no items within this section of the instrument were completed. If individual items were not completed, they were treated as missing and excluded from the table.
[5]The MSHS CILU defines "bilingual" as Spanish/English.
[6]"Other language" refers to any language other than English, Spanish, or Spanish/English bilingual.
Table reads: In 11.0% of MSHS preschool classrooms (classrooms in which the majority of children were 36 months or older), books written in Spanish were read in whole groups during the observation period (standard error = 4.74 percentage points). In 9.6% of MSHS preschool classrooms, books written in Spanish were read in small groups during the observation period (standard error = 5.72 percentage points). In 7.9% of MSHS preschool classrooms, books written in Spanish were read 1-on-1 during the observation period (standard error = 3.99 percentage points). In 76.0% of MSHS preschool classrooms, no books written in Spanish were read aloud during the observation period (standard error = 7.94 percentage points).

Table B.35. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms Where Songs Were Sung During the Observation Period, by Language of Singing, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Preschool Classrooms (36 months and older)

Language Used for Singing	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Spanish	26	66.0	9.46
English	31	72.3	9.47
Bilingual[3]	5	7.7	4.48
Other[4]	1	0.9	0.88
Not Observed[5]	3	5.5	3.39

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months or older) in MSHS in 2017.

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

The observation period was a total of 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because teachers in MSHS classrooms could be observed singing in multiple languages, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]The MSHS CILU defines "bilingual" as Spanish/English.

[4]"Other language" refers to any language other than English, Spanish, or Spanish/English bilingual.

[5]"Not observed" refers to instances in which no items within this section of the instrument were completed. If individual items were not completed, they were treated as missing and excluded from the table.

Table reads: In 66.0% of MSHS preschool classrooms (classrooms in which the majority of children were 36 months or older), songs were sung in Spanish during the observation period. The standard error was 9.46 percentage points.

Table B.36. MSHS Classrooms: Cultural and Language Environment, Average Number of Songs Sung per Classroom During the Observation Period, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Preschool Classrooms (36 months and older)

Item	*n*	Mean	*SE*[1]	Observed Range (*Min — Max*)
Number of Songs	38	4.8	0.78	0 — 17

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months or older) in MSHS in 2017.

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

The observation period was a total of 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population mean for MSHS classrooms in 2017.

Table reads: On average, 4.8 songs were sung per MSHS preschool classroom (classrooms in which the majority of children were 36 months or older) during the observation period. The standard error was 0.78 songs. The number of songs sung ranged from a minimum of 0 to a maximum of 17.

Table B.37. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Songs Were Sung During the Observation Period, by Grouping, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Preschool Classrooms (36 months and older)

Grouping	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Whole group	31	71.9	11.53
Small group	19	58.3	11.07
1-on-1	3	8.9	6.23
Not Observed[3]	3	5.8	3.60

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months or older) in MSHS in 2017.

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

The observation period was a total of 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because teachers in MSHS classrooms could be observed singing songs in multiple groupings, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]"Not observed" refers to instances in which no items within this section of the instrument were completed. If individual items were not completed, they were treated as missing and excluded from the table.

Table reads: In 71.9% of MSHS preschool classrooms (classrooms in which the majority of children were 36 months or older), songs were sung in whole groups during the observation period. The standard error was 11.53 percentage points.

Table B.38. MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Cultural Items Were Present and Accessible to Children During the Observation Period, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Preschool Classrooms (36 months and older)

Cultural Items	Many Items Present/Accessible (5+ Items)			Few Items Present/Accessible (1 — 4 Items)			Not Present or Accessible		
	n	%	*SE*[1]	*n*	%	*SE*[1]	*n*	%	*SE*[1]
Cultural books[2] (in any language)	17	43.3	9.26	17	43.5	10.16	7	13.2	6.00
Multilingual Books									
Books in Spanish	30	78.0	8.78	9	22.0	8.78	0	0.0	0.00
Books in English	39	99.0	0.98	1	1.0	0.98	0	0.0	0.00
Bilingual[3] books	25	60.7	10.55	11	34.1	10.31	3	5.1	3.32
Books in languages other than Spanish or English	0	0.0	0.00	1	1.3	1.42	15	98.7	1.42
Home language labels	34	81.4	7.64	7	18.6	7.64	0	0.0	0.00
Cultural displays	9	16.5	5.01	20	52.4	10.24	12	31.1	8.82
Home music and/or instruments	9	21.0	8.16	16	44.0	10.72	16	35.0	8.73
Cultural food served at mealtime	3	1.4	0.89	21	62.6	10.86	16	36.0	10.81
Pretend cultural food	20	55.2	11.31	17	38.5	10.73	4	6.4	4.42
Cultural toys	3	9.6	6.56	16	35.3	9.19	22	55.1	9.85
Multicultural dolls and/or puppets	19	43.6	10.55	16	43.4	10.76	6	13.0	4.88
Other items	1	10.4	10.58	5	41.2	20.24	10	48.4	18.13

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months or older) in MSHS in 2017.

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

The observation period was a total of 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[2]Some examples of cultural books include books about farmworkers, agriculture, Hispanics, other countries, or immigrant communities.

[3]The MSHS CILU defines "bilingual" as Spanish/English.

Table reads: In 43.3% of MSHS preschool classrooms, many cultural books were present and accessible during the observation period (standard error = 9.26 percentage points). In 43.5% of MSHS preschool classrooms (classrooms in which the majority of children were 36 months or older), few cultural books were present and accessible during the observation period (standard error = 10.16 percentage points). In 13.2% of MSHS preschool classrooms, no cultural books were present and accessible during the observation period (standard error = 6.00 percentage points).

Table B.39. **MSHS Classrooms: Cultural and Language Environment, Percentage of Classrooms in Which Cultural Items Were Used During the Observation Period, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Preschool Classrooms (36 months and older)**

Cultural Items	*n*	%	*SE*[1]
Cultural books[2] (in any language)	11	30.2	8.88
Multilingual Books[3]	30	78.4	8.30
No books present/accessible in classroom	0	0.0	0.00
Home language labels	12	27.3	8.20
Cultural displays	3	5.4	3.28
Home music and/or instruments	8	24.8	8.66
Cultural food served at mealtime	23	60.1	10.64
Pretend cultural food	23	49.0	10.75
Cultural toys	7	15.4	6.43
Multicultural dolls and/or puppets	22	55.5	8.08
Other items	1	1.5	1.54

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months or older) in MSHS in 2017.

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

The observation period was a total of 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[2]Some examples of cultural books include books about farmworkers, agriculture, Hispanics, other countries, or immigrant communities.

[3]Includes books in the categories in Table 13, i.e., books in Spanish, books in English, Spanish/English bilingual books, and books in languages other than Spanish or English.

Table reads: In 30.2% of MSHS preschool classrooms (classrooms in which the majority of children were 36 months or older), cultural books (in any language) were used during the observation period. The standard error was 8.88 percentage points.

Table B.40. MSHS Classrooms: Cultural and Language Environment, Instructional and Non-Instructional Use by Staff with Whole Class, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Preschool Classrooms (36 months and older)

Staff	Language	Instructional			Non-Instructional		
		n	Percentage (%) of Classrooms[1]	*SE*[2]	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Teachers	English completely	9	12.5	5.38	9	12.8	5.68
	Mostly English[3]	9	20.7	6.74	7	16.9	6.79
	English and Spanish equally	3	16.1	11.12	4	18.2	11.13
	Mostly Spanish[3]	15	38.9	8.68	15	39.7	8.77
	Spanish completely	3	11.7	6.27	4	12.4	6.33
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	0	0.0	0.00	0	0.0	0.00
Assistant Teachers	English completely	3	2.9	2.28	3	2.9	2.28
	Mostly English[3]	5	11.0	6.42	3	6.4	4.97
	English and Spanish equally	5	28.6	13.37	8	38.0	12.41
	Mostly Spanish[3]	9	17.8	6.59	9	19.3	7.38
	Spanish completely	8	20.6	8.10	8	20.8	8.30
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	8	25.2	9.82	8	20.9	8.65
Other Staff	English completely	3	24.2	18.65	3	24.2	18.65
	Mostly English[3]	1	0.5	0.58	1	0.5	0.58
	English and Spanish equally	0	0.0	0.00	0	0.0	0.00
	Mostly Spanish[3]	0	0.0	0.00	0	0.0	0.00
	Spanish completely	4	32.7	16.56	3	28.2	14.85
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	6	47.1	22.32	6	47.1	22.32

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months or older) in MSHS in 2017.

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

The observation period was a total of 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because MSHS classrooms could have more than one teacher, assistant teacher and/or other staff, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]"Mostly English" refers to "Mostly English, some Spanish" and indicates that the individual was observed to speak 5 or more words in Spanish, but s/he used English predominantly. Similarly, "Mostly Spanish" refers to "Mostly Spanish, some English" and indicates that the individual was observed to speak 5 or more words in English, but s/he used Spanish predominantly.

[4]"Not observed" refers to instances when a staff type (e.g., teachers) was not observed using language for instructional/non-instructional purposes.

Table reads: In 12.5% of MSHS preschool classrooms (classrooms in which the majority of children were 36 months or older), at least one teacher spoke English completely for instructional purposes with the whole class (standard error = 5.38 percentage points). In 12.8% of MSHS preschool classrooms, at least one teacher spoke English completely for non-instructional purposes with the whole class (standard error = 5.68 percentage points).

Table B.41. MSHS Classrooms: Cultural and Language Environment, Instructional and Non-Instructional Language Use by Staff with Small Groups, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Preschool Classrooms (36 months and older)

Staff	Language	Instructional			Non-Instructional		
		n	Percentage (%) of Classrooms[1]	*SE*[2]	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Teachers	English completely	9	11.6	4.81	11	16.5	6.18
	Mostly English[3]	8	19.2	6.84	5	13.3	6.56
	English and Spanish equally	5	21.2	11.19	7	24.2	11.18
	Mostly Spanish[3]	15	35.0	8.99	13	32.4	9.19
	Spanish completely	4	14.0	6.81	4	14.0	6.81
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	0	0.0	0.00	1	0.6	0.58
Assistant Teachers	English completely	8	11.3	4.86	9	17.6	7.00
	Mostly English[3]	6	12.8	6.64	5	12.3	6.60
	English and Spanish equally	11	41.3	12.05	12	41.8	12.03
	Mostly Spanish[3]	10	19.7	6.22	10	19.8	6.38
	Spanish completely	12	28.6	8.21	14	34.0	9.66
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	2	7.5	6.42	1	1.2	1.17
Other Staff	English completely	7	41.7	18.75	6	39.2	18.58
	Mostly English[3]	1	0.4	0.46	1	0.4	0.46
	English and Spanish equally	1	27.0	22.96	1	27.0	22.96
	Mostly Spanish[3]	1	3.3	3.45	1	3.3	3.45
	Spanish completely	8	42.4	16.41	7	39.2	16.14
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	2	2.8	3.47	3	5.3	4.86

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months or older) in MSHS in 2017.

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

The observation period was a total of 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because MSHS classrooms could have more than one teacher, assistant teacher and/or other staff, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]"Mostly English" refers to "Mostly English, some Spanish" and indicates that the individual was observed to speak 5 or more words in Spanish, but s/he used English predominantly. Similarly, "Mostly Spanish" refers to "Mostly Spanish, some English" and indicates that the individual was observed to speak 5 or more words in English, but s/he used Spanish predominantly.

[4]"Not observed" refers to instances when a staff type (e.g., teachers) was not observed using language for instructional/non-instructional purposes.

Table reads: In 11.6% of MSHS preschool classrooms (classrooms in which the majority of children were 36 months or older), at least one teacher spoke English completely for instructional purposes with small groups (standard error = 4.81 percentage points). In 16.5% of MSHS preschool classrooms, at least one teacher spoke English completely for non-instructional purposes with small groups (standard error = 6.18 percentage points).

Table B.42. MSHS Classrooms: Cultural and Language Environment, Instructional and Non-Instructional Language Use by Staff with Students 1-on-1, Cultural Items and Language Use (CILU) Checklist, Classroom Observation, Preschool Classrooms (36 months and older)

Staff	Language	Instructional			Non-Instructional		
		n	Percentage (%) of Classrooms[1]	*SE*[2]	*n*	Percentage (%) of Classrooms[1]	*SE*[2]
Teachers	English completely	9	13.0	4.95	11	16.6	6.43
	Mostly English[3]	6	18.4	7.36	5	13.6	7.35
	English and Spanish equally	3	18.5	12.20	4	19.2	11.41
	Mostly Spanish[3]	14	35.5	8.53	13	30.8	7.96
	Spanish completely	2	9.2	6.61	4	16.0	7.45
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	3	6.5	4.51	2	4.9	3.80
Assistant Teachers	English completely	7	10.1	4.53	9	20.5	7.82
	Mostly English[3]	6	13.6	7.34	5	9.5	5.80
	English and Spanish equally	6	34.0	13.55	7	32.4	12.96
	Mostly Spanish[3]	9	19.2	6.24	10	24.4	8.30
	Spanish completely	10	25.7	7.49	10	26.1	7.13
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	4	15.9	8.19	3	8.2	5.09
Other Staff	English completely	4	35.4	20.40	4	32.6	18.89
	Mostly English[3]	1	0.5	0.53	1	0.5	0.49
	English and Spanish equally	1	31.1	26.11	1	28.6	24.15
	Mostly Spanish[3]	1	2.8	4.05	0	0.0	0.00
	Spanish completely	5	21.4	12.23	7	39.0	16.35
	Mostly English, some of another language	0	0.0	0.00	0	0.0	0.00
	Not observed[4]	3	8.8	7.37	4	10.7	8.60

Source: MSHS Cultural Items and Language Use Checklist (CILU)

Notes: Statistics are weighted to represent all preschool classrooms (classrooms in which the majority of children were 36 months or older) in MSHS in 2017.

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

The observation period was a total of 2.5 — 3 hours for preschool classrooms.

For notes and limitations applying to the MSHS classroom observation data, see Guidance for Interpreting Tables in Section B. MSHS Classroom Quality.

[1]Because MSHS classrooms could have more than one teacher, assistant teacher and/or other staff, percentages can sum to greater than 100%.

[2]*SE* is the standard error, which is a measure of the precision of the estimated population percentage for MSHS classrooms in 2017.

[3]"Mostly English" refers to "Mostly English, some Spanish" and indicates that the individual was observed to speak 5 or more words in Spanish, but s/he used English predominantly. Similarly, "Mostly Spanish" refers to "Mostly Spanish, some English" and indicates that the individual was observed to speak 5 or more words in English, but s/he used Spanish predominantly.

[4]"Not observed" refers to instances when a staff type (e.g., teachers) was not observed using language for instructional/non-instructional purposes.

Table reads: In 13.0% of MSHS preschool classrooms (classrooms in which the majority of children were 36 months or older), at least one teacher spoke English completely for instructional purposes with students 1-on-1 (standard error = 4.95 percentage points). In 16.6% of MSHS preschool classrooms, teachers spoke English completely for non-instructional purposes with students 1-on-1 (standard error = 6.43 percentage points).

SECTIONS C-G: SURVEYS AND PARENT INTERVIEW

GUIDANCE FOR INTERPRETING TABLES IN SECTIONS C-G: SURVEYS AND PARENT INTERVIEW

Data tables in Sections C-G present information on MSHS staff and parents. The information is organized by respondent. The sections include:

- Section C. MSHS Program Directors
- Section D. MSHS Center Directors
- Section E. MSHS Teachers
- Section F. MSHS Assistant Teachers
- Section G. Characteristics of MSHS Families

When interpreting information in these sections, readers should consider the following:

- For each section, the data are presented in the order that questions appear on the instrument.
- Surveys and protocols were developed by the study team and are available online for readers to have on hand as they review the data tables.
- The statistics provided in the tables throughout this report are estimates of key characteristics of the MSHS population in 2017. Because we collected information on only a sample of centers, classrooms, teachers, assistant teachers, families, and children, we used a statistical procedure called weighting. This procedure adjusts the data so that we can interpret the information as being representative of the MSHS population in 2017. Because we attempted to survey all of the eligible program directors within MSHS, we did not weight the data collected from program directors.
- The *n* column in the tables represents unweighted sample sizes to identify the number of respondents with valid data on each of the items.
- *SE* is the standard error, which is a measure of the precision of the estimated population mean or percentage.
- Square brackets were used to indicate information supplied by the respondent. The information supplied may vary across respondents.
- The response options for survey questions that ask respondents to “mark all that apply” or “mark one or more” can sum to greater than 100 percent.
- Because the surveys were administered using paper and pencil, respondents sometimes skipped questions that they were instructed to answer. For example,

this is apparent for questions related to language, where respondents were more likely to answer questions related to Spanish and English, but then stopped responding to questions about less commonly used languages such as Haitian Creole or indigenous languages. Drops in sample sizes are also evident for questions that allowed respondents to select and specify 'Other'. We present descriptive information about how often respondents selected 'Other' but do not further analyze or report on the text they provided to specify 'Other'. Finally, we noticed a drop in sample sizes for questions that were formatted in a grid layout. This was likely due to confusion about how to complete the questions in this format. We footnote these questions and advise the reader to interpret these estimates with caution. The data tables also provide unweighted sample sizes so that the reader can identify when this occurred.

- Because this was a paper-and-pencil survey, skip patterns could not be enforced. The survey included several "gateway" questions that instructed respondents to skip over one or more subsequent questions ("follow-up questions"). When respondents answered a follow-up question that they should have skipped, we set their response to the follow-up question to missing. However, when respondents did not answer the gateway question, we left their response to the follow-up question intact. Consequently, the number of responses to follow-up questions may sometimes be larger than expected based on the number of responses to gateway questions.

- The study team constructed some of the variables that are presented in the tables. To indicate which questions present constructed variables, the number of the survey question is marked with an asterisk, for example, B16.*, to indicate that the study team constructed the variable from responses to survey question B16. When the study team used responses from multiple questions to create a constructed variable, the numbers of all survey questions that were used to create the constructed variable are listed before the question text and are followed by an asterisk.

- Prior to publishing the findings, the study team conducted a review of disclosure risk to ensure that all questions with personally identifiable information (e.g., dates of birth) were suppressed from the data tables and the archived datasets. The study team also reviewed the data to identify outliers on continuous variables of a sensitive nature (e.g., number of years parent spent in the United States or home country) and small cell sizes on categorical variables that could be traced back to the individual (e.g., race). To protect respondents' identity and information in the archived datasets, categorical variables were created from continuous variables of a sensitive nature (e.g., categories for 0-10 years, 11-20 years). For such variables, the mean of the original continuous variable (which will be suppressed in the archived dataset) is presented with the newly

constructed categorical variable side by side in the data tables with a footnote identifying the constructed variable. In addition, during the review of disclosure risk process, the team sometimes combined categories for categorical variables of a sensitive nature that had small cell sizes. When categories were collapsed, the label for the collapsed category lists the original categories so that the reader can identify which of the original survey response options were combined to create the final categories in the data table.

- Four program directors (11 percent) did not complete the survey. These program directors were each located in a different geographic region—East, Midwest, Southeast, and Northwest. The non-responding programs were also smaller in size, with a median of 191 funded enrollments slots and 3.5 centers in non-responding programs compared to a median of 284 funded enrollment slots and 5 centers among all MSHS programs. Due to the small size of the universe and the small number of non-respondents, information about program characteristics could not be used to inform a non-response adjustment. Therefore, estimates should be interpreted with caution.

SECTION C. DATA TABLES FOR MSHS PROGRAM DIRECTORS

This section presents data tables for information obtained from the MSHS Program Director Survey. Readers are encouraged to pay careful attention to the following information when reviewing information in this section:

- Notes and limitations applying to the MSHS survey, which can be found in the section on **Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview**.
- Information about the survey can be found in the **MSHS Staff Surveys and Parent Interview** section of the **Measures** chapter.
- Footnotes provided below each table.

The constructs covered in this section include:

- Program Director Background and Experience **(Table C.1 – C.4)**
- Training and Support for Program Staff **(Table C.5 – C.6)**
- Program Enrollment **(Table C.7)**
- Staffing **(Table C.8)**
- Use of Data and Information **(Table C.9)**
- Program Management, Communication, Partnerships, and Expansion **(Table C.10 – C.13)**
- Instructional and Assessment Practices **(Table C.14 – C.16)**
- Language of Instruction and Language Policies **(Table C.17)**
- Transitions **(Table C.18)**

Table C.1. MSHS Program Directors: Experience (Survey, Section A)

Item	*n*	Percentage (%) of Program Directors	Mean	*Min*	*Max*
A1. In total, how many years (including this year) have you worked in the early childhood field? *Please round to the nearest year.*	32	-	27.22	11.00	44.00
10 — 19 years		18.8	-	-	-
20 — 25 years		53.1	-	-	-
26 — 30 years		28.1	-	-	-
31 or more years		0.0	-	-	-
A2. In total, how many years (including this year) have you worked with *any* MSHS, Head Start, or Early Head Start Program? *Please round to the nearest year.*	32	-	24.47	2.00	44.00
1 — 19 years		31.3	-	-	-
20 — 25 years		18.8	-	-	-
26 — 30 years		31.3	-	-	-
31 or more years		18.8	-	-	-
A3. In total, how many years (including this year) have you worked as a director for *this* MSHS program? *Please round to the nearest year.*	32	-	9.00	1.00	28.00
1 — 5 years		43.8	-	-	-
6 — 10 years		28.1	-	-	-
11 or more years		28.1	-	-	-
A4. What experiences have you had with migrant and seasonal families and/or the MSHS program before becoming an MSHS Center Director? (Check all that apply.)	32				
Family members are/were migrant and seasonal farmworkers		25.0	-	-	-
You are/were a migrant or seasonal farmworker		21.9	-	-	-
Teacher		28.1	-	-	-
Assistant Teacher		25.0	-	-	-
Administrator (Assistant Center Director, Assistant Program Director, Center Director, Area Coordinator, Regional Director, Program Director)		53.1	-	-	-
Administrative Support (Secretary, Financial Officer, and Information Technology Director) or Support Staff (Kitchen Staff, Custodial Staff, Bus Driver, Bus Monitor, Transportation Supervisor)		18.8	-	-	-

Table C.1. MSHS Program Directors: Experience (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Program Directors	Mean	*Min*	*Max*
Education, Health, and Social Services (Educational Specialist, Education Manager, Component Coordinator, Outreach Staff/Recruiter, Family Service Worker, Counselor/Mental Health Professional, Social Worker, Health Care Worker, Community Organizer)		46.9	-	-	-
Other		25.0	-	-	-
None of the above		6.3	-	-	-

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table C.2. MSHS Program Directors: Education and Training (Survey, Section A)

Item	*n*	Percentage (%) of Program Directors
A5. What is the *highest* grade or year of school that you completed?	32	
Less than an associate's degree		0.0
Associate's degree or Bachelor's degree		28.1
Some graduate or professional school with or without degree		71.9
A6. (IF A5 IS 'ASSOCIATE'S DEGREE' OR HIGHER) In what field did you obtain your *highest* degree? (Mark one only.)	31	
Child development, human development or developmental psychology; Early childhood education; or Elementary education		35.5
Special education		0.0
Education administration/management or Business administration/management		35.5
Other Field (including Public health)		29.0
A7. (IF A5 IS 'SOME COLLEGE WITHOUT A DEGREE' OR HIGHER) Have you completed any college/university courses on bilingual/Dual Language Learner (DLL) children? (Mark one only.)	31	
Yes, a whole course was dedicated to bilingual/DLL children		3.2
Yes, a large part of a course was dedicated to bilingual/DLL children		3.2
Yes, one or two classes of a course was dedicated to bilingual/DLL children		16.1
No		77.4
A8a. Childhood Development Associate (CDA) credential	27	
Already have or In the process of obtaining		11.1
Do not have/Not in the process of obtaining		88.9
A8b. Another certification in early childhood development	26	
Already have or In the process of obtaining		23.1
Do not have/Not in the process of obtaining		76.9
A8c, A8d. Other certification (including a license or certificate in social work or nursing)	28	
Already have or In the process of obtaining		25.0
Do not have/Not in the process of obtaining		75.0

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table C.3. MSHS Program Directors: Background Information (Survey, Section A)

Item	*n*	Percentage (%) of Program Directors	Mean	*Min*	*Max*
A9. What is your sex? (Check one only.)	32				
Male		18.8	-	-	-
Female		81.3	-	-	-
Other		0.0	-	-	-
A10.* Age at time of survey	30	-	55.00	42.00	75.00
49 years or younger		30.0	-	-	-
50 — 59 years		43.3	-	-	-
60 years or older		26.7	-	-	-
A11. What is your race/ethnicity? (Select one or more.)	32				
American Indian or Alaska Native		6.3	-	-	-
Black or African American		15.6	-	-	-
Hispanic or Latino		40.6	-	-	-
Asian, Native Hawaiian or Other Pacific Islander		0.0	-	-	-
White		40.6	-	-	-
A12. (IF RESPONDENT SELECTS 'HISPANIC OR LATINO' IN A11) Which Hispanic or Latino origin best describes you? (Select one or more.)	13				
Mexican, Mexican-American, Chicano/a		92.3	-	-	-
Puerto Rican or Cuban		0.0	-	-	-
Another Hispanic and/or Latino origin		7.7	-	-	-

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

* An asterisk indicates a constructed variable. Data used to construct the variable are from the specified survey question(s). See the Guidance on Interpreting Data Tables section of this document for more information on constructed variables.

Table C.4. MSHS Program Directors: Language Abilities (Survey, Section A)

Item	*n*	Percentage (%) of Program Directors
A13a1. How well do you understand English?[1]	32	
Not at all or Not well		0.0
Well		3.1
Very well		96.9
A13a2. How well do you speak English?	32	
Not at all or Not well		0.0
Well		3.1
Very well		96.9
A13a3. How well do you read English?	32	
Not at all or Not well		0.0
Well		3.1
Very well		96.9
A13a4. How well do you write English?	32	
Not at all or Not well		0.0
Well		3.1
Very well		96.9
A13a5. Did you speak English at home with your family when you were a child?	29	
Yes		79.3
No		20.7
A13b1. How well do you understand Spanish?	31	
Not at all		12.9
Not well		32.3
Well		32.3
Very well		22.6
A13b2. How well do you speak Spanish?	31	
Not at all		25.8
Not well		29.0
Well		22.6
Very well		22.6

Table C.4. MSHS Program Directors: Language Abilities (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Program Directors
A13b3. How well do you read Spanish?	31	
Not at all		25.8
Not well		29.0
Well		22.6
Very well		22.6
A13b4. How well do you write Spanish?	31	
Not at all		38.7
Not well		29.0
Well		12.9
Very well		19.4
A13b5. Did you speak Spanish at home with your family when you were a child?	28	
Yes		42.9
No		57.1
A13g1. How well do you understand [other language]?	13	
Not at all		84.6
Not well		0.0
Well		7.7
Very well		7.7
A13g2. How well do you speak [other language]?	11	
Not at all		81.8
Not well		9.1
Well		9.1
Very well		0.0
A13g3. How well do you read [other language]?	11	
Not at all		81.8
Not well		9.1
Well		9.1
Very well		0.0
A13g4. How well do you write [other language]?	11	
Not at all		81.8
Not well		9.1
Well		9.1
Very well		0.0

Table C.4. MSHS Program Directors: Language Abilities (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Program Directors
A13g5. Did you speak this [other language] at home with your family when you were a child?	16	
Yes		6.3
No		93.8

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

[1]The survey also asked respondents about Haitian Creole, Mixtec, Kanjobal and Zapotec. For Haitian Creole, Kanjobal, and Zapotec, no respondents indicated that they understand, speak, read, or write these languages at any level or spoke them as children. The number of respondents to the questions on Haitian Creole ranged from 20 to 21. The number of respondents on questions about Kanjobal ranged from 19 to 21. The number of respondents to the questions on Zapotec ranged from 20 to 21. For Mixtec, 1 respondent indicated that he or she understands, speaks, reads, and write these languages "not well" and no respondents reported that they spoke it as children. The number of respondents to the questions on Mixtec ranged from 19 to 21.

Table C.5. MSHS Program Directors: MSHS Training and Technical Assistance Activities and Resources from Other Organizations (Survey, Section B)

Item	*n*	Percentage (%) of Program Directors
B1. Which of the following activities does your MSHS training and technical assistance (T/TA) *funding* directly support? (Check all that apply.)	32	
Attendance at regional, state, or national early childhood conferences		100.0
Paid preparation, planning time		31.3
Mentoring or coaching for teachers		68.8
Workshops and trainings sponsored by your program		100.0
Support or funding to attend workshops/trainings		93.8
Teacher visits to other early childhood classrooms or centers		18.8
A community of learners		18.8
Tuition assistance for teachers		81.3
Onsite CDA, A.A., or B.A. courses for teachers		53.1
Incentives such as gift cards for teachers to participate		0.0
New staff		15.6
Other activity [#1]		6.3
Other activity [#2]		3.1
B2. How often have you or other staff in your program used resources provided by the following organizations? (Check one only.)		
B2a. The National Center on Head Start Program Management and Fiscal Operations	31	
Never or Rarely		12.9
Sometimes		54.8
Often		32.3
B2b. National Center on Early Childhood Development, Teaching, and Learning	31	
Never or Rarely		3.2
Sometimes		41.9
Often		54.8
B2c. National Center on Health and Wellness	30	
Never or Rarely		6.7
Sometimes		53.3
Often		40.0
B2d. National Center on Quality Assurance	30	
Never or Rarely		33.3
Sometimes		40.0
Often		26.7

Table C.5. MSHS Program Directors: MSHS Training and Technical Assistance Activities and Resources from Other Organizations (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Program Directors
B2e. The National Center on Parent, Family, and Community Engagement	30	
Never or Rarely		6.7
Sometimes		50.0
Often		43.3
B2f. Region XII Training and Technical Assistance & Collaboration Center	32	
Never or Rarely		9.4
Sometimes		28.1
Often		62.5

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table C.6. MSHS Program Directors: Factors that Make Program Directors' Jobs Harder (Survey, Section B)

Item	*n*	Percentage (%) of Program Directors
B3. To what extent do the following things make it harder for you to do your job well? (Check one only.)		
B3a. Time constraints (not enough hours in a day)	32	
Great deal harder		50.0
Somewhat harder		40.6
Not at all harder		9.4
B3b. Too many conflicting demands	31	
Great deal harder		51.6
Somewhat harder		38.7
Not at all harder		9.7
B3c. Too many reviews a year	30	
Great deal harder		26.7
Somewhat harder		36.7
Not at all harder		36.7
B3d. Not a high enough salary for the job demands	28	
Great deal harder		28.6
Somewhat harder		39.3
Not at all harder		32.1
B3e. Not enough support staff	31	
Great deal harder		29.0
Somewhat harder		48.4
Not at all harder		22.6
B3f. Not enough training and technical assistance resources for professional development	31	
Great deal harder		6.5
Somewhat harder		22.6
Not at all harder		71.0
B3g. Not enough support and communication from the funding agency	31	
Great deal harder		0.0
Somewhat harder		19.4
Not at all harder		80.6
B3h. Not enough funds for supplies and activities	31	
Great deal harder		22.6
Somewhat harder		45.2
Not at all harder		32.3

Table C.6. MSHS Program Directors: Factors that Make Program Directors' Jobs Harder (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Program Directors
B3i. Limited communication across systems	31	
Great deal harder		9.7
Somewhat harder		51.6
Not at all harder		38.7
B3j. Serving families that speak different languages	31	
Great deal harder		9.7
Somewhat harder		22.6
Not at all harder		67.7
B3k. Serving families that are culturally diverse	31	
Great deal harder		3.2
Somewhat harder		22.6
Not at all harder		74.2
B3l. Serving families that are low-income	31	
Great deal harder		0.0
Somewhat harder		9.7
Not at all harder		90.3
B3m. Staff turnover	32	
Great deal harder		59.4
Somewhat harder		34.4
Not at all harder		6.3
B3n. Limited availability of/or access to parents	31	
Great deal harder		12.9
Somewhat harder		48.4
Not at all harder		38.7
B3o. Not enough qualified teaching staff	31	
Great deal harder		61.3
Somewhat harder		32.3
Not at all harder		6.5
B3p. Anything else	8	
Great deal harder		87.5
Somewhat harder		12.5
Not at all harder		0.0

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table C.7. MSHS Program Directors: Program Enrollment and Planning (Survey, Section C)

Item	*n*	Percentage (%) of Program Directors	Mean	*Min*	*Max*
C1. How many children are currently enrolled? How many have enrolled since the season began? How many funded slots are there? *Please count only ACF-funded MSHS slots that you directly oversee.*					
C1.1. How many children are currently enrolled?					
C1a1. Infants (birth to 11 months)	27	-	57.81	2.00	215.00
C1b1. Toddlers (12 — 35 months)	27	-	200.93	11.00	1,160.00
C1c1. Preschoolers (36+ months)	27	-	203.70	10.00	883.00
C1.2. How many [children] have enrolled since the season began?					
C1a2. Infants (birth to 11 months)	27	-	82.44	2.00	364.00
C1b2. Toddlers (12 — 35 months)	27	-	242.22	12.00	960.00
C1c2. Preschoolers (36+ months)	27	-	335.96	10.00	1,351.00
C1.3. How many funded slots are there?[1]					
C1a3. Infants (birth to 11 months)	19	-	185.58	8.00	878.00
C1b3. Toddlers (12 — 35 months)	17	-	346.12	12.00	1,627.00
C1c3. Preschoolers (36+ months)	18	-	378.33	17.00	1,351.00
C2. How do you *predict and plan* for how many families/children will be seeking enrollment in your program and/or across your centers? (Check all that apply.)	32				
Communication with families in the area		96.9	-	-	-
Communication with families out of the area		53.1	-	-	-
Communication with farmers/growers		90.6	-	-	-
Communication with other MSHS programs		53.1	-	-	-
Communication across your MSHS centers		71.9	-	-	-
Communication with community programs in the area		81.3	-	-	-
Communication with community programs out of the area		37.5	-	-	-
Communication with Migrant Education		78.1	-	-	-
Prior experience from previous seasons of operation		100.0	-	-	-
Community assessment		96.9	-	-	-
Other		18.8	-	-	-

Table C.7. MSHS Program Directors: Program Enrollment and Planning (Survey, Section C) (continued)

Item	*n*	Percentage (%) of Program Directors	Mean	*Min*	*Max*
C3. To what degree are you able to communicate and coordinate with other MSHS programs to anticipate *how many children* (from each age group) are likely to enroll? (Check one only.)	31				
Always		6.5	-	-	-
Often		9.7	-	-	-
Occasionally		32.3	-	-	-
Rarely		45.2	-	-	-
Never		6.5	-	-	-

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

[1]Lower response rates for part 3 of question C1 are due to missing data. It is possible that at least some of the missing data for part 3 items can be attributed to the format of the question, since respondents may not have realized that they were expected to answer parts 1 through 3 on each row. Responses to part 3 items should be interpreted with caution.

Table C.8. MSHS Program Directors: Staffing (Survey, Section D)

Item	*n*	Percentage (%) of Program Directors
D1. What percentage of your teaching staff did your program have to replace this year because the teachers did not return after last year/season? (Check one only.)	30	
0 — 10%		30.0
11 — 20%		53.3
21% — 100%		16.7
D2. What are you doing or trying to do to reduce teacher turnover? (Check all that apply.)	32	
Increasing teacher salaries and benefits		71.9
Hiring or recruiting more assistants or aides		53.1
Providing more or better training or education		78.1
Providing more opportunities for career advancement		40.6
Subsidies		15.6
Providing better fringe benefits		53.1
Giving teachers more say in choice of curriculum and planning of activities		9.4
Providing teachers with better physical facilities		28.1
Decreasing the number of child slots in order to have more fiscal resources to provide teachers with higher salaries and/or benefits		18.8
Extending how long centers are in operation during the year		37.5
Increasing positive relationships at the centers		68.8
Other		18.8

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table C.9. MSHS Program Directors: Use of Data and Information (Survey, Section E)

Item	*n*	Percentage (%) of Program Directors
E1. Which of the following data and information are stored electronically, and can be linked electronically to individual-level child assessment information? (Check all that apply.)	32	
Child/family demographics		93.8
Vision, hearing, developmental, social, emotional, and/or behavioral screenings		93.8
Child enrollment and attendance data		96.9
School readiness goals		81.3
Family needs		84.4
Service referrals for families		84.4
Services received by families		87.5
Parent/family attendance data		59.4
Parent/family goals		90.6
CLASS results or other quality measures		71.9
Staff/teacher performance evaluations		31.3
Personnel records		56.3
None of the above		3.1
Other		6.3

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table C.10. MSHS Program Directors: Responsibilities (Survey, Section F)

Item	*n*	Percentage (%) of Program Directors
F1a1. How much of your time is needed for establishing and maintaining partnerships with other organizations in the community?	31	
A lot of my time		9.7
A moderate amount of my time		58.1
Only a little of my time		25.8
None of my time		6.5
F1a2. Would you like additional T/TA support on establishing and maintaining partnerships with other organizations in the community?[1]	19	
Yes		10.5
No		89.5
F1b1. How much of your time is needed for completing the program self-assessment?	31	
A lot of my time		22.6
A moderate amount of my time		51.6
Only a little of my time		25.8
None of my time		0.0
F1b2. Would you like additional T/TA support on completing the program self-assessment?	20	
Yes		20.0
No		80.0
F1c1. How much of your time is needed for working on human resources issues (including staffing and hiring)?	30	
A lot of my time		46.7
A moderate amount of my time		46.7
Only a little of my time		6.7
None of my time		0.0
F1c2. Would you like additional T/TA support on working on human resources issues (including staffing and hiring)?	19	
Yes		15.8
No		84.2
F1d1. How much of your time is needed for ensuring compliance with federal standards for Head Start programs?	31	
A lot of my time		67.7
A moderate amount of my time		32.3
Only a little of my time or None of my time		0.0
F1d2. Would you like additional T/TA support on ensuring compliance with federal standards for Head Start programs?	20	
Yes		40.0
No		60.0

Table C.10. MSHS Program Directors: Responsibilities (Survey, Section F) (continued)

Item	*n*	Percentage (%) of Program Directors
F1e1. How much of your time is needed for ensuring compliance with state or other standards for early childhood programs?	31	
A lot of my time		45.2
A moderate amount of my time		35.5
Only a little of my time		19.4
None of my time		0.0
F1e2. Would you like additional T/TA support on ensuring compliance with state or other standards for early childhood programs?	20	
Yes		15.0
No		85.0
F1f1. How much of your time is needed for designing the training and technical assistance plan for this program?	31	
A lot of my time		9.7
A moderate amount of my time		48.4
Only a little of my time		38.7
None of my time		3.2
F1f2. Would you like additional T/TA support on designing the training and technical assistance plan for this program?	19	
Yes		15.8
No		84.2
F1g1. How much of your time is needed for supervising center directors and other staff?	31	
A lot of my time		19.4
A moderate amount of my time		38.7
Only a little of my time		32.3
None of my time		9.7
F1g2. Would you like additional T/TA support on supervising center directors and other staff?	18	
Yes		0.0
No		100.0
F1h1. How much of your time is needed for evaluating center directors and other staff?	31	
A lot of my time		19.4
A moderate amount of my time		29.0
Only a little of my time		38.7
None of my time		12.9
F1h2. Would you like additional T/TA support on evaluating center directors and other staff?	18	
Yes		0.0
No		100.0

Table C.10. MSHS Program Directors: Responsibilities (Survey, Section F) (continued)

Item	*n*	Percentage (%) of Program Directors
F1i1. How much of your time is needed for providing educational leadership/establishing the curriculum?	30	
A lot of my time		10.0
A moderate amount of my time		16.7
Only a little of my time		60.0
None of my time		13.3
F1i2. Would you like additional T/TA support on providing educational leadership/establishing the curriculum?	17	
Yes		11.8
No		88.2
F1j1. How much of your time is needed for reviewing child assessment results?	30	
A lot of my time		6.7
A moderate amount of my time		30.0
Only a little of my time		43.3
None of my time		20.0
F1j2. Would you like additional T/TA support on reviewing child assessment results?	18	
Yes		11.1
No		88.9
F1k1. How much of your time is needed for data-driven decision making and/or evaluation?	31	
A lot of my time		45.2
A moderate amount of my time		41.9
Only a little of my time		12.9
None of my time		0.0
F1k2. Would you like additional T/TA support on data-driven decision making and/or evaluation?	22	
Yes		40.9
No		59.1
F1l1. How much of your time is needed for strategic planning?	30	
A lot of my time		43.3
A moderate amount of my time		33.3
Only a little of my time		23.3
None of my time		0.0
F1l2. Would you like additional T/TA support on strategic planning?	20	
Yes		30.0
No		70.0

Table C.10. MSHS Program Directors: Responsibilities (Survey, Section F) (continued)

Item	*n*	Percentage (%) of Program Directors
F1m1. How much of your time is needed for promoting parent and family engagement?	30	
A lot of my time		3.3
A moderate amount of my time		53.3
Only a little of my time		43.3
None of my time		0.0
F1m2. Would you like additional T/TA support on promoting parent and family engagement?	19	
Yes		21.1
No		78.9
F1n1. How much of your time is needed for fiscal management?	30	
A lot of my time		56.7
A moderate amount of my time		40.0
Only a little of my time		3.3
None of my time		0.0
F1n2. Would you like additional T/TA support on fiscal management?	20	
Yes		25.0
No		75.0
F1o1. How much of your time is needed for addressing facilities, equipment, and transportation issues?	31	
A lot of my time		25.8
A moderate amount of my time		61.3
Only a little of my time		12.9
None of my time		0.0
F1o2. Would you like additional T/TA support on addressing facilities, equipment, and transportation issues?	18	
Yes		11.1
No		88.9
F1p1. How much of your time is needed for monitoring children's progress toward school readiness goals?	31	
A lot of my time		9.7
A moderate amount of my time		32.3
Only a little of my time		51.6
None of my time		6.5
F1p2. Would you like additional T/TA support on monitoring children's progress toward school readiness goals?	18	
Yes		16.7
No		83.3

Table C.10. MSHS Program Directors: Responsibilities (Survey, Section F) (continued)

Item	*n*	Percentage (%) of Program Directors
F1q1. How much of your time is needed for working directly with families or addressing family/child issues?	31	
A lot of my time		0.0
A moderate amount of my time		16.1
Only a little of my time		74.2
None of my time		9.7
F1q2. Would you like additional T/TA support on working directly with families or addressing family/child issues?	18	
Yes		5.6
No		94.4

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

[1]Lower response rates for part 2 of each question in this table (F1a2, F1b2, etc.) are due to missing data. It is possible that at least some of the missing data for part 2 items can be attributed to the grid format of the question, since respondents may not have realized that they were expected to answer both part 1 and part 2 on each row of the grid. Responses to part 2 items should be interpreted with caution.

Table C.11. MSHS Program Directors: Other Sources of Funding Besides ACF MSHS (Survey, Section F)

Item	*n*	Percentage (%) of Program Directors
F2. Does your program receive any funds from the following sources *other than ACF MSHS* funding?		
F2a. Tuitions and fees paid by parents – including parent fees and additional fees paid by parents such as registration fees, transportation fees, late pick up/late payment fees	31	
Yes		9.7
No		90.3
F2b. Tuitions paid by state government programs (vouchers/certificates, state contracts, transportation, state Pre-K funds, child care subsidies, grants from state agencies)	31	
Yes		48.4
No		51.6
F2c. Local government (e.g., Pre-K paid by local school board or other local agency, grants from county government)	30	
Yes		33.3
No		66.7
F2d. Revenues from community organizations or other grants (e.g., United Way, local charities, or other service organizations)	30	
Yes		36.7
No		63.3
F2e. Revenues from fund raising activities, cash contributions, gifts, bequests, special events	29	
Yes		31.0
No		69.0
F2f. Regional Head Start or Early Head Start	29	
Yes		62.1
No		37.9
F2g. Consulting Fees	28	
Yes		3.6
No		96.4
F2h. Other	8	
Yes		25.0
No		75.0

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table C.12. MSHS Program Directors: Changes to MSHS Programs (Survey, Section F)

Item	*n*	Percentage (%) of Program Directors	Mean	*Min*	*Max*
F3. In the past *three years*, have you encountered challenging problems in any of the following areas? (Check all that apply.)	31				
Recruiting enough infants and toddlers to fill slots		45.2	-	-	-
Recruiting enough preschoolers to fill slots		64.5	-	-	-
Recruiting enough qualified infant and toddler teachers		77.4	-	-	-
Recruiting enough qualified preschool teachers		71.0	-	-	-
Recruiting enough other qualified program staff		61.3	-	-	-
Recruiting enough qualified bus drivers		61.3	-	-	-
Training teachers or staff		25.8	-	-	-
Finding or constructing additional space/facilities		41.9	-	-	-
Maintaining the appropriate number of centers		12.9	-	-	-
Managing the number of parents/families		3.2	-	-	-
Managing the number of staff		19.4	-	-	-
Staff turnover		77.4	-	-	-
Transportation (e.g., buses)		51.6	-	-	-
Other		22.6	-	-	-
F4. Compared to *three years ago*, does this MSHS program now serve a greater number of children, fewer children, or about the same number of children? (Check one only.)	30				
A greater number of children		16.7	-	-	-
Fewer children		43.3	-	-	-
About the same number of children		40.0	-	-	-
F5. Compared to *three years ago*, does this MSHS program now serve a greater number of migrant/seasonal children, fewer migrant/seasonal children, or about the same number of migrant/seasonal children? (Check one only.)					
F5a. Migrant Children	31				
A greater number of children		9.7	-	-	-
Fewer children		64.5	-	-	-
About the same number of children		25.8	-	-	-
F5b. Seasonal Children	30				
A greater number of children		80.0	-	-	-
Fewer children		0.0	-	-	-
About the same number of children		20.0	-	-	-

Table C.12. MSHS Program Directors: Changes to MSHS Programs (Survey, Section F) (continued)

Item	*n*	Percentage (%) of Program Directors	Mean	*Min*	*Max*
F6. Compared to *three years ago*, how many centers, classrooms, and child slots did your program open/add or reduce/close for reasons other than the beginning or end of the season (e.g., due to changes in funding levels, migrancy patterns, weather-related impacts on crops)? Please only consider *ACF-funded MSHS centers or classrooms* – not those funded by other sources.[1]					
F6a. New centers opened	22	-	0.82	0.00	4.00
F6b. Centers closed	21	-	0.71	0.00	4.00
F6c. New classrooms added	23	-	2.65	0.00	18.00
F6d. Classrooms closed	22	-	4.05	0.00	38.00
F6e. New child slots added	24	-	44.46	0.00	484.00
F6f. Child slots reduced	22	-	51.73	0.00	451.00
F7. Why did your program change in these ways over the *past three years*? (Check all that apply.)	27				
Change in migrancy patterns		77.8	-	-	-
Change in MSHS eligibility definition in the Head Start Performance Standards		18.5	-	-	-
Change in number of families applying		48.1	-	-	-
Change in length of waiting list		22.2	-	-	-
Change in funding		14.8	-	-	-
Change in operational cost		25.9	-	-	-
Change in availability of other local child care options		48.1	-	-	-
Change in amount of physical space		11.1	-	-	-
Change in number of qualified staff		48.1	-	-	-
Other		18.5	-	-	-

Table C.12. MSHS Program Directors: Changes to MSHS Programs (Survey, Section F) (continued)

Item	*n*	Percentage (%) of Program Directors	Mean	*Min*	*Max*
F8. To what degree have the following affected program operations in the *past year*? (Check one only.)					
F8a. Climate change	29				
Very Positively		0.0	-	-	-
Somewhat Positively		20.7	-	-	-
Not at all		37.9	-	-	-
Somewhat Negatively		27.6	-	-	-
Very Negatively		13.8	-	-	-
F8c. Availability of work for families in local farms	28				
Very Positively		14.3	-	-	-
Somewhat Positively		21.4	-	-	-
Not at all		17.9	-	-	-
Somewhat Negatively		35.7	-	-	-
Very Negatively		10.7	-	-	-
F8d. Changes in number of migrant versus seasonal families	29				
Very Positively		13.8	-	-	-
Somewhat Positively		10.3	-	-	-
Not at all		20.7	-	-	-
Somewhat Negatively		20.7	-	-	-
Very Negatively		34.5	-	-	-
F8e. Immigration and deportation concerns among families	30				
Very Positively		3.3	-	-	-
Somewhat Positively		3.3	-	-	-
Not at all		6.7	-	-	-
Somewhat Negatively		46.7	-	-	-
Very Negatively		40.0	-	-	-
F8f. Interest in MSHS among families	30				
Very Positively		6.7	-	-	-
Somewhat Positively		33.3	-	-	-
Not at all		50.0	-	-	-
Somewhat Negatively		3.3	-	-	-
Very Negatively		6.7	-	-	-

Table C.12. MSHS Program Directors: Changes to MSHS Programs (Survey, Section F) (continued)

Item	*n*	Percentage (%) of Program Directors	Mean	*Min*	*Max*
F9. How have the families in your program changed as a result of the recent broadening of the federal eligibility requirement for MSHS (for example, inclusion of families beyond those involved in the production and harvesting of tree and field crops, such as livestock, poultry, fishery (for example, inclusion of families beyond those involved in the production and harvesting of tree and field crops, such as livestock, poultry, fishery, etc.)? (Check one only).	27				
We are now serving a wider variety of agricultural workers.		48.1	-	-	-
In the coming year, we plan to serve a wider variety of agricultural workers.		18.5	-	-	-
Within 2 — 5 years, we plan to serve a wider variety of agricultural workers.		11.1	-	-	-
We plan to continue serving the same type of agricultural workers as in the past.		22.2	-	-	-

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

[1]Lower response rates for items F6a. — F6f. are due to missing data. It is possible that at least some of the missing data can be attributed to the format of the question, since respondents may not have realized that they were expected to answer all six subquestions. Responses to these items should be interpreted with caution.

Table C.13. MSHS Program Directors: Program Director Concerns (Survey, Section F)

Item	*n*	Percentage (%) of Program Directors
F10. To what degree are you concerned about the following? (Check one only.) *F10a-g. Concerns about Centers and Programs*		
F10a. The age and condition of physical structure of your centers (including playgrounds)	31	
A great deal		45.2
Somewhat		38.7
Not at all		16.1
F10b. The age and condition of classroom furniture	31	
A great deal		6.5
Somewhat		48.4
Not at all		45.2
F10c. The amount, age and condition of classroom materials (books, toys)	31	
A great deal		0.0
Somewhat		38.7
Not at all		61.3
F10d. Insufficient indoor space	31	
A great deal		12.9
Somewhat		35.5
Not at all		51.6
F10e. Insufficient outdoor space	30	
A great deal		10.0
Somewhat		20.0
Not at all		70.0
F10f. The age and condition of the bus fleet	30	
A great deal		46.7
Somewhat		26.7
Not at all		26.7
F10g. Number of available buses to pick up children	29	
A great deal		27.6
Somewhat		27.6
Not at all		44.8
F10h-p. Concerns about MSHS Children		
F10h. English language development	31	
A great deal		19.4
Somewhat		51.6
Not at all		29.0

Table C.13. MSHS Program Directors: Program Director Concerns (Survey, Section F) (continued)

Item	*n*	Percentage (%) of Program Directors
F10i. Home language development	31	
A great deal		29.0
Somewhat		35.5
Not at all		35.5
F10j. School readiness	31	
A great deal		35.5
Somewhat		32.3
Not at all		32.3
F10k. Physical health	31	
A great deal		32.3
Somewhat		29.0
Not at all		38.7
F10l. Behavioral health	31	
A great deal		16.1
Somewhat		64.5
Not at all		19.4
F10m. Dental	31	
A great deal		22.6
Somewhat		48.4
Not at all		29.0
F10n. Safety	31	
A great deal		19.4
Somewhat		58.1
Not at all		22.6
F10o. Other concern about MSHS children [#1]	10	
A great deal		20.0
Somewhat		20.0
Not at all		60.0
F10p. Other concern about MSHS children [#2]	4	
A great deal		25.0
Somewhat		25.0
Not at all		50.0

Table C.13. MSHS Program Directors: Program Director Concerns (Survey, Section F) (continued)

Item	*n*	Percentage (%) of Program Directors
F10q-y. Concerns about MSHS Parents		
F10q. English language skills	31	
A great deal		38.7
Somewhat		51.6
Not at all		9.7
F10r. Home language skills	31	
A great deal		16.1
Somewhat		41.9
Not at all		41.9
F10s. Literacy skills	31	
A great deal		38.7
Somewhat		58.1
Not at all		3.2
F10t. Physical health	30	
A great deal		30.0
Somewhat		56.7
Not at all		13.3
F10u. Behavioral/Mental health	30	
A great deal		20.0
Somewhat		63.3
Not at all		16.7
F10v. Dental	30	
A great deal		23.3
Somewhat		56.7
Not at all		20.0
F10w. Safety	30	
A great deal		26.7
Somewhat		60.0
Not at all		13.3
F10x. Other concern about MSHS parents [#1]	6	
A great deal		50.0
Somewhat		16.7
Not at all		33.3

Table C.13. MSHS Program Directors: Program Director Concerns (Survey, Section F) (continued)

Item	*n*	Percentage (%) of Program Directors
F10y. Other concern about MSHS parents [#2]	6	
A great deal		66.7
Somewhat		0.0
Not at all		33.3

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table C.14. MSHS Program Directors: Curricula Used (Survey, Section G)

Item	*n*	Percentage (%) of Program Directors
G1. Please select ALL the curricula your MSHS program uses. (Check all that apply.)		
G1.1. Infants and Toddlers[1]	32	
Active Learning		3.1
Creative Curriculum		87.5
High/Scope		6.3
Learning Activities for Infants		3.1
Montessori		3.1
Partners for a Healthy Baby		25.0
Resources for Infant Educators		3.1
Scholastic Curriculum		3.1
Talking to Your Baby		3.1
The Anti-Bias Curriculum		12.5
Locally Designed Curriculum		3.1
Other curriculum [#1]		21.9
Other curriculum [#2]		12.5
G1.2. Preschoolers[2]	32	
Active Learning		3.1
Building Blocks		3.1
Creative Curriculum		90.6
High/Scope		6.3
Montessori		3.1
Partners for a Healthy Baby		3.1
Scholastic Curriculum		3.1
The Anti-Bias Curriculum		21.9
Locally Designed Curriculum		3.1
Other curriculum [#1]		34.4
Other curriculum [#2]		18.8
Other curriculum [#3]		3.1
G2. What is the *MAIN* curriculum that your MSHS program uses with each age group? (Check only one.)		
G2.1.* Infants and Toddlers[3]	28	
Creative Curriculum		85.7
High/Scope		7.1
Other curriculum		7.1

Table C.14. MSHS Program Directors: Curricula Used (Survey, Section G) (continued)

Item	*n*	Percentage (%) of Program Directors
G2.2.* Preschoolers[4]	30	
Creative Curriculum		83.3
High/Scope		6.7
Locally Designed Curriculum		3.3
Other curriculum		6.7

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

* An asterisk indicates a constructed variable. Data used to construct the variable are from the specified survey question(s). See the Guidance on Interpreting Data Tables section of this document for more information on constructed variables.

[1]No respondents reported that their program used the following curricula for infants and toddlers: Bank Street, Beautiful Beginnings, Building Blocks, Creating Child Centered Classrooms – Step by Step, Curiosity Corner – John Hopkins, Emotional Beginnings, Games to Play with Babies/Toddlers, High Reach, Let's Begin with the Letter People, MSHS PATHS, Ones and Twos, Opening the World of Learning, Partners as Primary Caregivers, Partners in Learning, and Playtime Learning Games for Young Children.

[2]No respondents reported that their program used the following curricula for preschoolers: Bank Street, Beautiful Beginnings, Creating Child Centered Classrooms – Step by Step, Curiosity Corner- John Hopkins, Emotional Beginnings, Games to Play with Babies/Toddlers, High Reach, Learning Activities for Infants, Let's Begin with the Letter People, MSHS PATHS, Ones and Twos, Opening the World of Learning, Partners as Primary Caregivers, Partners in Learning, Playtime Learning Games for Young Children, Resources for Infant Educators, and Talking to Your Baby.

[3]No respondents reported that their program used the following as their main curriculum for infants and toddlers: Active Learning, Bank Street, Beautiful Beginnings, Building Blocks, Creating Child Centered Classrooms – Step by Step, Curiosity Corner – John Hopkins, Emotional Beginnings, Games to Play with Babies/Toddlers, High Reach, Learning Activities for Infants, Let's Begin with the Letter People, Montessori, MSHS PATHS, Ones and Twos, Opening the World of Learning, Partners as Primary Caregivers, Partners for a Healthy Baby, Partners in Learning, Playtime Learning Games for Young Children, Resources for Infant Educators, Scholastic Curriculum, Talking to Your Baby, The Anti-Bias Curriculum, and a locally designed curriculum.

[4]No respondents reported that their program used the following curricula as their main curriculum for preschoolers: Active Learning, Bank Street, Beautiful Beginnings, Building Blocks, Creating Child Centered Classrooms – Step by Step, Curiosity Corner – John Hopkins, Emotional Beginnings, Games to Play with Babies/Toddlers, High Reach, Learning Activities for Infants, Let's Begin with the Letter People, Montessori, MSHS PATHS, Ones and Twos, Opening the World of Learning, Partners as Primary Caregivers, Partners for a Healthy Baby, Partners in Learning, Playtime Learning Games for Young Children, Resources for Infant Educators, Scholastic Curriculum, Talking to Your Baby, and The Anti-Bias Curriculum.

Table C.15. MSHS Program Directors: Strengths and Weaknesses of Curricula (Survey, Section G)

Item	*n*	Percentage (%) of Program Directors
G3. What are the strengths and weaknesses of the *main* curriculum used for *infants and toddlers*? (Check one only.)		
G3a. Guidance on how to plan lessons/units	32	
Strength		71.9
Weakness		3.1
Neither Strength nor Weakness		25.0
G3b. Learning materials, resources, and/or examples of activities	32	
Strength		75.0
Weakness		0.0
Neither Strength nor Weakness		25.0
G3c. Adaptability for the length of the MSHS season	31	
Strength		51.6
Weakness		12.9
Neither Strength nor Weakness		35.5
G3d. Addresses multiple domains of learning	32	
Strength		84.4
Weakness		0.0
Neither Strength nor Weakness		15.6
G3e. Alignment with Head Start Early Learning Outcomes Framework	32	
Strength		87.5
Weakness		3.1
Neither Strength nor Weakness		9.4
G3f. Room for teacher creativity	32	
Strength		68.8
Weakness		9.4
Neither Strength nor Weakness		21.9
G3g. Cultural sensitivity to MSHS families	31	
Strength		64.5
Weakness		9.7
Neither Strength nor Weakness		25.8
G3h. Availability in the home languages of the families in my program	31	
Strength		87.1
Weakness		6.5
Neither Strength nor Weakness		6.5

Table C.15. MSHS Program Directors: Strengths and Weaknesses of Curricula (Survey, Section G) (continued)

Item	*n*	Percentage (%) of Program Directors
G3i. Guidance for supporting language development of dual language learners	31	
Strength		64.5
Weakness		9.7
Neither Strength nor Weakness		25.8
G3j. Developmental appropriateness	32	
Strength		93.8
Weakness		0.0
Neither Strength nor Weakness		6.3
G3k. Child-directed or has child-initiated activities	32	
Strength		81.3
Weakness		6.3
Neither Strength nor Weakness		12.5
G3l. Guidance on individualizing instruction	32	
Strength		84.4
Weakness		9.4
Neither Strength nor Weakness		6.3
G4. What are the strengths and weaknesses of the *main* curriculum used for *preschoolers*?		
G4a. Guidance on how to plan lessons/units	32	
Strength		68.8
Weakness		6.3
Neither Strength or Weakness		25.0
G4b. Learning materials, resources, and/or examples of activities	32	
Strength		84.4
Weakness		0.0
Neither Strength or Weakness		15.6
G4c. Adaptability for the length of the MSHS season	31	
Strength		48.4
Weakness		16.1
Neither Strength or Weakness		35.5
G4d. Addresses multiple domains of learning	32	
Strength		84.4
Weakness		0.0
Neither Strength or Weakness		15.6

Table C.15. MSHS Program Directors: Strengths and Weaknesses of Curricula (Survey, Section G) (continued)

Item	*n*	Percentage (%) of Program Directors
G4e. Addresses early literacy and/or numeracy	32	
Strength		81.3
Weakness		0.0
Neither Strength or Weakness		18.8
G4f. Alignment with Head Start Early Learning Outcomes Framework	31	
Strength		93.5
Weakness		0.0
Neither Strength or Weakness		6.5
G4g. Room for teacher creativity	32	
Strength		75.0
Weakness		9.4
Neither Strength or Weakness		15.6
G4h. Cultural sensitivity to MSHS families	32	
Strength		62.5
Weakness		9.4
Neither Strength or Weakness		28.1
G4i. Availability in the home languages of the families in my program	32	
Strength		87.5
Weakness		6.3
Neither Strength or Weakness		6.3
G4j. Guidance for supporting language development of dual language learners	32	
Strength		65.6
Weakness		6.3
Neither Strength or Weakness		28.1
G4k. Developmental appropriateness	32	
Strength		93.8
Weakness		0.0
Neither Strength or Weakness		6.3
G4l. Child-directed or child-initiated activities	32	
Strength		87.5
Weakness		3.1
Neither Strength or Weakness		9.4

Table C.15. MSHS Program Directors: Strengths and Weaknesses of Curricula (Survey, Section G) (continued)

Item	*n*	Percentage (%) of Program Directors
G4m. Guidance on individualizing instruction	32	
Strength		87.5
Weakness		3.1
Neither Strength or Weakness		9.4

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table C.16. MSHS Program Directors: Assessments (Survey, Section G)

Item	*n*	Percentage (%) of Program Directors
G5. What methods does your program use to assess children? (Check all that apply.)	32	
Observations or work sampling		100.0
Parent report		75.0
One-on-one assessments		68.8
Other		12.5
G6. How are the language skills of Dual Language Learners assessed? (Check all that apply.)	31	
English language assessment		38.7
Home language assessment		64.5
Language assessments are administered across the two languages.		51.6
G7. Which child assessments does your program use with most or all of the children? (Check all that apply.)		
G7.1. Infants and Toddlers[1]	32	
Ages and Stages Questionnaires		90.6
Brigance Early Childhood Screens		15.6
Denver Developmental Screening		3.1
Desired Results Developmental Profile (DRDP)		25.0
Galileo		6.3
High/Scope Child Observation Record (COR) or COR Advantage		6.3
Learning Accomplishment Profile		12.5
Teaching Strategies GOLD		37.5
Work Sampling System for Head Start		6.3
G7.2. Preschoolers[2]	32	
Ages and Stages Questionnaires		90.6
Assessment, Evaluation, and Programming System (AEPS)		3.1
Brigance Early Childhood Screens		15.6
Denver Developmental Screening		6.3
Desired Results Developmental Profile (DRDP)		25.0
Galileo		6.3
Early Screening Inventory		3.1

Table C.16. MSHS Program Directors: Assessments (Survey, Section G) (continued)

Item	*n*	Percentage (%) of Program Directors
High/Scope Child Observation Record (COR) or COR Advantage		6.3
Learning Accomplishment Profile		12.5
Teaching Strategies GOLD		40.6

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

[1]No respondents reported that their program used the following assessments for infants and toddlers: Assessment, Evaluation and Programming System (AEPS), Battelle Developmental Inventory-Screening Test, Developmental Assessment of Young Children (DAYC), DIAL-4 (Developmental Indicators for the Assessment of Learning), Early Screening Profiles (ESP), Early Screening Inventory, FirstSTEP, Hawaii Early Learning Profile (HELP), Ounce Scale, Parents' Evaluation of Developmental Status, an assessment designed for the program, and another state developed assessment.

[2]No respondents reported that their program used the following assessments for preschoolers: Battelle Developmental Inventory-Screening Test, Developmental Assessment of Young Children (DAYC), DIAL-4 (Developmental Indicators for the Assessment of Learning), Early Screening Profiles (ESP) – Preschoolers, FirstSTEP, Hawaii Early Learning Profile (HELP), Ounce Scale, Parents' Evaluation of Developmental Status, an assessment designed for the program, and another state developed assessment.

Table C.17. MSHS Program Directors: Language(s) of Instruction and Language Policies (Survey, Section H)

Item	*n*	Percentage (%) of Program Directors
H1. What language(s) are typically used by teachers/assistant teachers for *instructional activities* in your program? (Check one or more.)	32	
English		100.0
Spanish		100.0
Haitian Creole		3.1
Mixtec		6.3
Zapotec		3.1
Kanjobal or Other language		0.0
H2. What languages are used for *printed materials* in your program? (Check one or more.)	32	
English		100.0
Spanish		100.0
Haitian Creole		3.1
Mixtec		3.1
Kanjobal, Zapotec, or Other language		0.0
H3. Does your MSHS program offer or make available any of the following services for parents and/or families of children who are dual language learners (DLLs)? (Check one or more.)	32	
Assessment of English language skills for family members		15.6
Assessment of basic reading and writing skills for families of DLL children		6.3
Activities and workshops for parents of DLLs about dual language development		56.3
Information about adult English as a Second Language or education and community resources		84.4
Adult English as a Second Language classes at centers		43.8
Translators		81.3
H4.1. What is the instructional language approach of your MSHS program?		
H4a1. Infants (birth — 11 months)	30	
English used exclusively or English for instruction with some use of home language(s)		0.0
Use of both English and home language(s) for instruction		36.7
Use home language(s) for instruction with some use of English		26.7
Home language used exclusively		36.7

Table C.17. MSHS Program Directors: Language(s) of Instruction and Language Policies (Survey, Section H) (continued)

Item	*n*	Percentage (%) of Program Directors
H4b1. Toddlers (12 — 35 months)	30	
English used exclusively or English for instruction with some use of home language(s)		0.0
Use of both English and home language(s) for instruction		43.3
Use home language(s) for instruction with some use of English		46.7
Home language used exclusively		10.0
H4c1. Preschoolers (36+ months)	30	
English used exclusively		0.0
English for instruction with some use of home language(s)		10.0
Use of both English and home language(s) for instruction		86.7
Use home language(s) for instruction with some use of English		3.3
Home language used exclusively		0.0
H4.2. Is there a formal (written) language policy for this age group?[1]		
H4a2. Infants (birth — 11 months)	24	
Yes		70.8
No		29.2
H4b2. Toddlers (12 — 35 months)	23	
Yes		78.3
No		21.7
H4c2. Preschoolers (36+ months)	23	
Yes		78.3
No		21.7
H5. Has your program used ACF's Dual Language Learner Toolkit?	26	
Yes, we have used it		30.8
No, not yet		69.2

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

[1]Lower response rates for part 2 of each question in this table (F1a2, F1b2, etc.) are due to missing data. It is possible that at least some of the missing data for part 2 items can be attributed to the grid format of the question, since respondents may not have realized that they were expected to answer both part 1 and part 2 on each row of the grid. Responses to part 2 items should be interpreted with caution.

Table C.18. MSHS Program Directors: Transitions (Survey, Section I)

Item	*n*	Percentage (%) of Program Directors
I1. In what ways does your program facilitate MSHS families' transitions out of the area if they migrate or move? (Check all that apply.)	32	
Provide list of other MSHS centers to families		81.3
Provide list of early childhood programs and/or schools to families		53.1
Create a folder of important paperwork that families can give to next center/school		87.5
Create a folder of important paperwork to keep for their own records		75.0
Talk with staff at next center/school		53.1
Electronically transfer records to next center/school		34.4
MOUs (memorandums of understanding) with other grantees		25.0
Other		3.1
None of the above		0.0
I2. To what degree do you communicate with other grantee agencies to discuss the following issues? (Check one only.)		
I2a. The migration of specific families	31	
A great deal		16.1
Somewhat		54.8
Not at all		29.0
I2b. Changes in the weather, crops or migration patterns that might affect this year's operational schedules	31	
A great deal		3.2
Somewhat		61.3
Not at all		35.5
I2c. Overall changes in the migration patterns across multiple years	31	
A great deal		9.7
Somewhat		51.6
Not at all		38.7
I2d. The specific needs of children and/or families	32	
A great deal		12.5
Somewhat		53.1
Not at all		34.4

Table C.18. MSHS Program Directors: Transitions (Survey, Section I) (continued)

Item	*n*	Percentage (%) of Program Directors
I3. Do you experience any of these barriers to communicating with other grantees/delegates? (Check all that apply.)	32	
Time		56.3
Personnel		31.3
Limited relationship with other MSHS grantees/delegates		59.4
Operational schedules that do not overlap		31.3
Parental choice		12.5
Other		0.0
None of the above		12.5

Source: MSHS Program Director Survey

Note: For notes and limitations applying to the MSHS Program Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

SECTION D. DATA TABLES FOR MSHS CENTER DIRECTORS

This section presents data tables for information obtained from the MSHS Center Director Survey. Readers are encouraged to pay careful attention to the following information when reviewing information in this section:

- Notes and limitations applying to the survey, which can be found in the section on **Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview**.
- Information about the survey can be found in the **MSHS Staff Surveys and Parent Interview** section of the **Measures** chapter.
- Footnotes provided below each table.

The constructs covered in this section include:

- Center Director Experience, Education, and Knowledge **(Table D.1 – D.4)**
- Staff Training and Support for Center Staff **(Table D.5 – D.11)**
- Class Composition **(Table D.12 – D.13)**
- Staffing, Recruitment, and Compensation **(Table D.14 – D.15)**
- Community Partnerships **(Table D.16)**
- Use of Data and Information **(Table D.17)**
- Family Engagement **(Table D.18 – D.21)**
- Instructional Practice(s) **(Table D.22)**
- Language(s) of Instruction and Language Policies **(Table D.23)**
- Transitions **(Table D.24)**

Table D.1. MSHS Center Directors: Experience (Survey, Section A)

Item	*n*	Percentage (%) of Center Directors	Mean	*SE*	*Min*	*Max*
A1. In total, how many years (including this year) have you worked in the early childhood field? *Please round to the nearest year.*	200	-	18.70	0.61	1.00	43.00
0 — 5 years		7.5	-	1.98	-	-
6 — 10 years		16.8	-	2.50	-	-
11 — 15 years		15.3	-	2.19	-	-
16 — 20 years		20.6	-	2.77	-	-
21 — 25 years		15.0	-	2.70	-	-
26 — 30 years		13.4	-	2.04	-	-
31 — 35 years		7.6	-	1.73	-	-
36 or more years		3.8	-	1.42	-	-
A2. In total, how many years (including this year) have you worked with any MSHS, Head Start, or Early Head Start center? *Please round to the nearest year.*	200	-	15.26	0.62	1.00	43.00
0 — 5 years		19.8	-	2.86	-	-
6 — 10 years		22.7	-	2.93	-	-
11 — 15 years		12.7	-	2.15	-	-
16 — 20 years		14.6	-	2.42	-	-
21 — 25 years		12.5	-	2.36	-	-
26 — 30 years		9.9	-	2.02	-	-
31 or more years		7.9	-	1.79	-	-
A3. In total, how many years (including this year) have you worked as a director for this MSHS center? *Please round to the nearest year.*	199	-	7.44	0.43	0.00	30.00
0 — 5 years		54.4	-	3.35	-	-
6 — 10 years		20.7	-	2.80	-	-
11 — 15 years		11.7	-	2.27	-	-
16 — 20 years		5.9	-	1.40	-	-
21 — 25 years		3.5	-	1.33	-	-
26 or more years		3.8	-	1.01	-	-

Table D.1. MSHS Center Directors: Experience (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Center Directors	Mean	*SE*	*Min*	*Max*
A4. What experiences have you had with migrant and seasonal families and/or the MSHS program before becoming an MSHS Center Director? (Mark all that apply.)	200					
Family members are/were migrant and seasonal farmworkers		47.9	-	3.23	-	-
You are/were a migrant or seasonal farmworker		32.0	-	3.57	-	-
Teacher		57.3	-	3.33	-	-
Assistant Teacher		31.0	-	2.98	-	-
Administrator (Assistant Center Director, Assistant Program Director, Center Director, Area Coordinator, Regional Director, Program Director)		28.2	-	3.08	-	-
Administrative Support (Secretary, Financial Officer, and Information Technology Director)		4.4	-	1.40	-	-
Education, Health, and Social Services (Educational Specialist, Education Manager, Component Coordinator, Outreach Staff/Recruiter, Family Service Worker, Counselor/Mental Health Professional, Social Worker, Health Care Worker, Community Organizer)		35.2	-	3.23	-	-
Support Staff (Kitchen Staff, Custodial Staff, Bus Driver, Bus Monitor, Transportation Supervisor)		17.8	-	2.92	-	-
Other		19.0	-	2.35	-	-
None of the above		10.2	-	2.01	-	-
A5. At times staff work in various positions at a center. Currently, which of the following positions do you *regularly* work in *at MSHS* in addition to being a Center Director? (Mark all that apply.)	199					
Teacher		31.2	-	3.44	-	-
Assistant Teacher		15.9	-	2.84	-	-
Administrator (Assistant Center Director, Assistant Program Director, Center Director, Area Coordinator, Regional Director, Program Director)		21.5	-	2.58	-	-
Administrative Support (Secretary, Financial Officer, and Information Technology Director)		8.0	-	2.05	-	-
Education, Health, and Social Services (Educational Specialist, Education Manager, Component Coordinator, Outreach Staff/Recruiter, Family Service Worker, Counselor/Mental Health Professional, Social Worker, Health Care Worker, Community Organizer)		24.5	-	3.47	-	-
Support Staff (Kitchen Staff, Custodial Staff, Bus Driver, Bus Monitor, Transportation Supervisor)		22.5	-	3.24	-	-
Other		15.0	-	2.53	-	-
None of the above		25.7	-	3.43	-	-

Table D.1. MSHS Center Directors: Experience (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Center Directors	Mean	*SE*	*Min*	*Max*
A6. What do you do when the center is closed for the season? (Mark all that apply.)	186					
Work at another Migrant and Seasonal Head Start center		6.1	-	1.90	-	-
Work at a Head Start Center		11.7	-	2.29	-	-
Work at another early childhood program		4.9	-	1.46	-	-
Work at another job part-time		2.8	-	1.13	-	-
Look for another job		13.4	-	2.29	-	-
Receive unemployment benefits		41.7	-	2.70	-	-
Go to school		13.2	-	2.56	-	-
Receive public assistance		3.3	-	1.37	-	-
Other (including 'Work at another job full-time' and 'Self-employed')		44.3	-	2.94	-	-

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.2. MSHS Center Directors: Education and Training (Survey, Section A)

Item	*n*	Percentage (%) of Center Directors	*SE*
A7. What is the *highest* grade or year of school that you *completed?* (Mark one only.)	200		
High school diploma/equivalent or less		3.2	1.46
Vocational/technical program with some college (Vocational/technical diploma after HS with or without diploma and some college without degree)		7.8	2.02
Associate's degree		24.0	3.41
Bachelor's degree		41.0	3.49
Higher than bachelor's degree (Some professional/graduate school without degree or master's, doctoral or professional degree)		24.0	3.04
A8. (IF A7 IS 'ASSOCIATE'S DEGREE' OR HIGHER) In what field did you obtain your *highest* degree? (Mark one only.)	169		
Child development, human development, or developmental psychology		18.7	3.01
Early childhood education		50.1	3.64
Elementary education		6.5	1.98
Education administration/management		5.2	1.47
Business administration/management		5.4	1.62
Public health		0.0	0.00
Other field (including special education)		14.1	2.36
A9. (IF A7 IS 'SOME COLLEGE WITHOUT A DEGREE' OR HIGHER) Have you completed any college/university courses on bilingual/Dual Language Learner (DLL) children? (Mark one only.)	188		
Yes, a whole course was dedicated to bilingual/DLL children		10.8	2.25
Yes, a large part of a course was dedicated to bilingual/DLL children		6.0	1.92
Yes, one or two classes of a course was dedicated to bilingual/DLL children		16.7	2.39
No		66.6	3.72
A10. (IF A7 IS 'SOME COLLEGE WITHOUT A DEGREE' OR HIGHER) Do you have, or are you in the process of acquiring, any of the following certifications? (Mark one only.)			
A10a. A Child Development Associate (CDA) credential	155		
Already have or In the process of obtaining		45.8	4.27
Do not have/Not in the process of obtaining		54.2	4.27
A10b. Another certification in early childhood development	140		
Already have or In the process of obtaining		41.3	3.90
Do not have/Not in the process of obtaining		58.7	3.90
A10c. A license or certificate in social work or nursing	111		
Already have or In the process of obtaining		9.0	3.06
Do not have/Not in the process of obtaining		91.0	3.06

Table D.2. MSHS Center Directors: Education and Training (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
A10d. Other certification	84		
Already have or In the process of obtaining		37.3	5.31
Do not have/Not in the process of obtaining		62.7	5.31

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.3. MSHS Center Directors: Background Information (Survey, Section A)

Item	*n*	Percentage (%) of Center Directors	Mean	*SE*	*Min*	*Max*
A11. What is your sex? (Mark one only.)	200					
Male		6.0	-	1.78	-	-
Female		94.0	-	1.78	-	-
Other		0.0	-	0.00	-	-
A12.* Age at time of survey	201	-	47.06	0.74	26.00	71.00
20 — 29 years old		3.6	-	1.30	-	-
30 — 39 years old		27.2	-	3.08	-	-
40 — 49 years old		30.1	-	2.90	-	-
50 — 59 years old		22.1	-	3.20	-	-
60 — 69 years old		13.8	-	2.31	-	-
70 — 79 years old		3.3	-	0.73	-	-
A13. What is your race/ethnicity? (Mark one or more.)	201					
Black or African American		8.0	-	2.08	-	-
Hispanic or Latino		65.5	-	2.72	-	-
White		27.1	-	2.79	-	-
Asian, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander		2.6	-	1.17	-	-
A14. (IF RESPONDENT SELECTS 'HISPANIC OR LATINO' IN A14) Which Hispanic or Latino origin best describes you? (Mark one or more.)	130					
Mexican, Mexican-American, Chicano/a		87.4	-	3.07	-	-
Another Hispanic and/or Latino origin (including Puerto Rican and Cuban)		14.8	-	3.36	-	-

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

* An asterisk indicates a constructed variable. Data used to construct the variable are from the specified survey question(s). See the Guidance on Interpreting Data Tables section of this document for more information on constructed variables.

Table D.4. MSHS Center Directors: Language Abilities (Survey, Section A)

Item	*n*	Percentage (%) of Center Directors	*SE*
A15a1. How well do you understand English?[1]	198		
Not at all or Not very well		0.0	0.00
Well		18.5	2.70
Very well		81.5	2.70
A15a2. How well do you speak English?	194		
Not at all or Not very well		1.8	1.04
Well		21.6	2.82
Very well		76.6	2.92
A15a3. How well do you read English?	194		
Not at all or Not very well		0.6	0.59
Well		18.0	2.65
Very well		81.3	2.68
A15a4. How well do you write English?	194		
Not at all or Not very well		2.7	1.23
Well		20.5	3.08
Very well		76.7	3.15
A15a5. Did you speak English at home with your family when you were a child?	194		
Yes		60.8	3.61
No		39.2	3.61
A15b1. How well do you understand Spanish?	197		
Not at all		5.4	1.68
Not Well		18.5	2.43
Well		13.7	2.59
Very well		62.4	2.95
A15b2. How well do you speak Spanish?	195		
Not at all		8.0	1.85
Not Well		20.5	2.77
Well		13.0	2.40
Very well		58.5	3.17
A15b3. How well do you read Spanish?	193		
Not at all		12.8	2.29
Not Well		15.9	2.80
Well		15.6	2.71
Very well		55.6	3.34

Table D.4. MSHS Center Directors: Language Abilities (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
A15b4. How well do you write Spanish?	195		
Not at all		17.8	2.38
Not Well		17.4	2.85
Well		18.0	2.86
Very well		46.8	3.62
A15b5. Did you speak Spanish at home with your family when you were a child?	193		
Yes		66.3	2.96
No		33.7	2.96
A15c1. How well do you understand Haitian Creole?	161		
Not at all		99.3	0.70
Not very well, Well, or Very well		0.7	0.70
A15c2. How well do you speak Haitian Creole?	157		
Not at all		99.3	0.71
Not very well, Well, or Very well		0.7	0.71
A15c3. How well do you read Haitian Creole?	156		
Not at all		99.3	0.72
Not very well, Well, or Very well		0.7	0.72
A15c4. How well do you write Haitian Creole?	157		
Not at all		99.3	0.71
Not very well, Well, or Very well		0.7	0.71
A15c5. Did you speak Haitian Creole at home with your family when you were a child?	148		
Yes		0.7	0.70
No		99.3	0.70
A15d1. How well do you understand Mixtec?	161		
Not at all		98.0	1.15
Not very well, Well, or Very well		2.0	1.15
A15d2. How well do you speak Mixtec?	158		
Not at all		98.6	0.97
Not very well, Well, or Very well		1.4	0.97
A15d3. How well do you read Mixtec?	158		
Not at all		98.6	0.97
Not very well, Well, or Very well		1.4	0.97
A15d4. How well do you write Mixtec?	158		
Not at all		98.6	0.97
Not very well, Well, or Very well		1.4	0.97

Table D.4. MSHS Center Directors: Language Abilities (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
A15d5. Did you speak Mixtec at home with your family when you were a child?	150		
Yes		2.1	1.23
No		97.9	1.23
A15g1. How well do you understand [other language]?	107		
Not at all		94.7	2.35
Not Well		0.0	0.00
Well		3.2	1.84
Very well		2.1	1.48
A15g2. How well do you speak [other language]?	102		
Not at all		95.7	2.18
Not Well		0.0	0.00
Well		2.1	1.54
Very well		2.2	1.53
A15g3. How well do you read [other language]?	100		
Not at all		95.6	2.21
Not Well		1.2	1.16
Well		1.0	1.04
Very well		2.2	1.57
A15g4. How well do you write [other language]?	100		
Not at all		95.6	2.21
Not Well		1.2	1.16
Well		1.0	1.04
Very well		2.2	1.57
A15g5. Did you speak [other language] at home with your family when you were a child?	109		
Yes		3.7	1.87
No		96.3	1.87

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

[1]The survey also asked respondents about Kanjobal and Zapotec. For Kanjobal, no respondents indicated that they understand, speak, read, or write these languages at any level and 1 respondent reported that he or she spoke it as a child. The number of respondents to the questions on Kanjobal ranged from 158 to 163. For Zapotec, no respondents indicated that they understand, speak, read, or write these languages at any level and 2 respondents reported that they spoke it as children. The number of respondents to the questions on Zapotec ranged from 157 to 160.

Table D.5. MSHS Center Directors: Staff Training and Support (Survey, Section B)

Item	*n*	Percentage (%) of Center Directors	*SE*
B1. Programs can support teachers' professional development in a lot of different ways. Does your center offer the following to teachers? (Mark one only.)			
B1a. Regular meetings with teachers to talk with them about their work and progress	201		
Yes		98.6	0.85
No		1.4	0.85
B1b. Time off/funding to attend regional, state, or national early childhood conferences	196		
Yes		72.9	3.07
No		27.1	3.07
B1c. Paid preparation/planning time	196		
Yes		87.9	2.03
No		12.1	2.03
B1d. Mentor(s) or coaches	197		
Yes		92.2	2.23
No		7.8	2.23
B1e. Workshops or trainings sponsored by the program/In-service trainings	199		
Yes		98.5	0.62
No		1.5	0.62
B1f. Time off/funding to attend workshops/trainings provided by other organizations	192		
Yes		75.3	2.96
No		24.7	2.96
B1g. Visits to other classrooms or centers	194		
Yes		64.1	3.30
No		35.9	3.30
B1h. A community of learners, also called a professional learning community, facilitated by an expert	184		
Yes		53.5	3.71
No		46.5	3.71
B1i. Incentives such as gift cards to encourage teachers to participate in professional development activities	189		
Yes		16.2	2.58
No		83.8	2.58
B1j. Time release or subsidy to complete higher education courses at a college or university	195		
Yes		79.4	3.01
No		20.6	3.01

Table D.5. MSHS Center Directors: Staff Training and Support (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
B1k. Other	37		
Yes		49.6	8.78
No		50.4	8.78

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.6. MSHS Center Directors: Topics Covered in Staff Training (Survey, Section B)

Item	*n*	Percentage (%) of Center Directors	*SE*
B2. In the past year, what topics were covered in staff trainings?			
B2a. Parenting education	194		
Covered		79.7	3.11
Not covered		14.8	2.82
Don't know if covered		5.5	1.78
B2b. Mental health issues	199		
Covered		90.9	2.11
Not covered		6.2	1.78
Don't know if covered		2.9	1.31
B2c. Health and safety	200		
Covered		98.3	0.97
Not covered or Don't know if covered		1.7	0.97
B2d. Domestic violence/family violence	193		
Covered		73.2	3.24
Not covered		16.1	2.81
Don't know if covered		10.7	2.20
B2e. Child abuse and neglect	199		
Covered		97.7	1.14
Not covered or Don't know if covered		2.3	1.14
B2f. Substance abuse	190		
Covered		64.2	3.62
Not covered		23.5	3.06
Don't know if covered		12.3	2.22
B2g. Family needs assessment and evaluation	194		
Covered		89.0	2.17
Not covered		5.9	1.63
Don't know if covered		5.1	1.77
B2h. Providing case management services to families	191		
Covered		73.3	2.95
Not covered		15.0	2.51
Don't know if covered		11.7	2.37
B2i. Linking families to community services	197		
Covered		88.2	2.36
Not covered		5.8	1.91
Don't know if covered		6.0	1.85

Table D.6. MSHS Center Directors: Topics Covered in Staff Training (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
B2j. Helping families set goals and schedules for meeting goals	197		
Covered		91.3	2.02
Not covered or Don't know if covered		8.7	2.02
B2k. Helping families with immigration and naturalization issues	195		
Covered		74.3	3.09
Not covered		14.7	2.49
Don't know if covered		11.0	2.30
B2l. Understanding migrant and seasonal farmworker families	193		
Covered		85.5	2.45
Not covered		7.5	1.63
Don't know if covered		7.0	1.88
B2m. Understanding bilingual/DLL children's development	194		
Covered		85.5	2.65
Not covered		6.9	1.85
Don't know if covered		7.7	2.29
B2n. Supporting parent engagement	197		
Covered		94.2	1.83
Not covered or Don't know if covered		5.8	1.83
B2o. Housing	187		
Covered		48.7	3.69
Not covered		34.8	3.48
Don't know if covered		16.5	2.88
B2p. Infant development (birth to 11 months)	195		
Covered		86.8	2.28
Not covered		7.4	1.65
Don't know if covered		5.8	1.42
B2q. Toddler development (12 to 35 months)	199		
Covered		93.3	1.94
Not covered		3.7	1.41
Don't know if covered		2.9	1.33
B2r. Preschool development (36 months and older)	199		
Covered		95.7	1.54
Not covered or Don't know if covered		4.3	1.54

Table D.6. MSHS Center Directors: Topics Covered in Staff Training (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
B2s. Children with special needs	200		
Covered		91.1	2.00
Not covered		3.2	1.22
Don't know if covered		5.7	1.62
B2t. Curriculum	200		
Covered		98.2	0.89
Not covered or Don't know if covered		1.8	0.89
B2u. Assessment	197		
Covered		97.0	1.22
Not covered or Don't know if covered		3.0	1.22
B2v. Recruitment	198		
Covered		90.8	2.09
Not covered		5.2	1.66
Don't know if covered		4.0	1.52
B2w. Other	35		
Covered		54.6	8.04
Not covered		15.9	6.40
Don't know if covered		29.5	7.93

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.7. MSHS Center Directors: Technical Assistance and Training (Survey, Section B)

Item	*n*	Percentage (%) of Center Directors	*SE*
B3. How often do the following staff typically participate in training and technical assistance activities?			
B3a. Teachers	198		
Every week		2.5	1.13
2 or 3 times a month		13.8	2.08
Monthly		53.7	3.28
Once every few months		26.4	3.06
Once a year or less		3.6	1.41
B3b. Assistant teachers	195		
Every week		2.6	1.15
2 or 3 times a month		13.1	2.15
Monthly		51.4	3.35
Once every few months		28.3	3.34
Once a year or less		4.6	1.59
B3c. Family service workers	195		
Every week		2.8	1.18
2 or 3 times a month		11.5	2.30
Monthly		51.9	3.20
Once every few months		27.8	3.18
Once a year or less		6.0	1.66
B4. How often does your center consult with regional training and technical assistance specialists, either early childhood education specialists or grantee specialists? (Mark one only.)	186		
Every week		9.0	2.17
2 or 3 times a month		23.5	2.96
Monthly		31.4	3.51
Once every few months		21.5	2.90
Once a year or less		14.5	2.70

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.8. MSHS Center Directors: Factors that Make Center Directors' Jobs Harder (Survey, Section B)

Item	*n*	Percentage (%) of Center Directors	*SE*
B5. In your current position(s), do the following make it harder for you to do your job well?			
B5a. Time constraints (not enough hours in a day)	196		
Great deal harder		28.7	2.97
Somewhat harder		55.5	3.73
Not at all harder		15.8	2.56
B5b. Too many conflicting demands	197		
Great deal harder		26.8	2.85
Somewhat harder		51.1	3.48
Not at all harder		22.1	2.86
B5c. Not a high enough salary for the job demands	197		
Great deal harder		30.9	3.25
Somewhat harder		42.1	3.77
Not at all harder		27.0	3.11
B5d. Not enough support staff	201		
Great deal harder		25.0	2.57
Somewhat harder		46.2	3.46
Not at all harder		28.8	2.97
B5e. Not enough training and technical assistance resources for professional development	200		
Great deal harder		9.3	1.83
Somewhat harder		35.6	3.17
Not at all harder		55.0	2.81
B5f. Not enough support and communication from your funding agency	200		
Great deal harder		5.4	1.66
Somewhat harder		29.7	2.89
Not at all harder		64.9	2.83
B5g. Not enough funds for supplies and activities	200		
Great deal harder		12.8	2.27
Somewhat harder		34.7	3.43
Not at all harder		52.4	3.31
B5h. Too short of an operational period to support staff employment	198		
Great deal harder		32.0	2.90
Somewhat harder		32.2	3.32
Not at all harder		35.8	3.23

Table D.8. MSHS Center Directors: Factors that Make Center Directors' Jobs Harder (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
B5i. Not enough qualified teaching staff	198		
Great deal harder		37.6	3.14
Somewhat harder		34.8	3.45
Not at all harder		27.6	2.99
B5j. Staff turnover	199		
Great deal harder		32.2	3.28
Somewhat harder		41.0	3.06
Not at all harder		26.8	2.33
B5k. Serving families that speak different languages	199		
Great deal harder		2.3	1.09
Somewhat harder		27.7	3.27
Not at all harder		70.0	3.42
B5l. Serving families that are culturally diverse	199		
Great deal harder		1.7	0.86
Somewhat harder		12.8	2.51
Not at all harder		85.5	2.54
B5m. Serving families that are low-income	199		
Great deal harder		1.1	0.76
Somewhat harder		10.0	2.00
Not at all harder		88.9	2.12
B5n. Limited availability of parents	198		
Great deal harder		6.9	1.77
Somewhat harder		45.8	3.75
Not at all harder		47.3	3.70
B5o. Unpredictability of when families will move into the area	199		
Great deal harder		10.9	2.07
Somewhat harder		41.9	3.76
Not at all harder		47.2	3.46
B5p. Anything else	44		
Great deal harder		20.5	6.38
Somewhat harder		7.2	4.11
Not at all harder		72.3	6.93

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.9. MSHS Center Directors: Center Director Responsibilities (Survey, Section B)

Item	*n*	Percentage (%) of Center Directors	*SE*
B6a1. How much of your time is needed for establishing and maintaining partnerships with other organizations in the community?	196		
A lot of my time		6.9	1.63
A moderate amount of my time		48.5	3.02
Only a little of my time		39.9	3.35
None of my time		4.8	1.48
B6a2. Would you like additional T/TA support on establishing and maintaining partnerships with other organizations in the community?	154		
Yes		30.3	3.57
No		69.7	3.57
B6b1. How much of your time is needed for completing the program self-assessment?	199		
A lot of my time		10.9	1.99
A moderate amount of my time		45.9	3.23
Only a little of my time		36.4	2.93
None of my time		6.7	1.60
B6b2. Would you like additional T/TA support on completing the program self-assessment?	148		
Yes		24.5	3.57
No		75.5	3.57
B6c1. How much of your time is needed for working on human resources issues (including staffing and hiring)?	199		
A lot of my time		27.6	2.75
A moderate amount of my time		39.0	3.36
Only a little of my time		22.9	3.08
None of my time		10.5	1.86
B6c2. Would you like additional T/TA support on working on human resources issues (including staffing and hiring)?	150		
Yes		27.0	3.37
No		73.0	3.37
B6d1. How much of your time is needed for ensuring compliance with federal standards for Head Start programs??	196		
A lot of my time		43.4	3.15
A moderate amount of my time		47.1	3.12
Only a little of my time		7.4	2.05
None of my time		2.1	1.08

Table D.9. MSHS Center Directors: Center Director Responsibilities (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
B6d2. Would you like additional T/TA support on ensuring compliance with federal standards for Head Start programs	148		
Yes		38.0	3.89
No		62.0	3.89
B6e1. How much of your time is needed for ensuring compliance with state or other standards for early childhood programs?	197		
A lot of my time		37.6	3.02
A moderate amount of my time		47.2	3.16
Only a little of my time		10.9	2.17
None of my time		4.3	1.29
B6e2. Would you like additional T/TA support on ensuring compliance with state or other standards for early childhood programs?	145		
Yes		31.8	3.85
No		68.2	3.85
B6f1. How much of your time is needed for designing the training and technical assistance plan for this center?	195		
A lot of my time		9.2	2.10
A moderate amount of my time		46.1	3.47
Only a little of my time		34.7	3.18
None of my time		10.0	1.96
B6f2. Would you like additional T/TA support on designing the training and technical assistance plan for this center?	144		
Yes		25.1	3.86
No		74.9	3.86
B6g1. How much of your time is needed for supervising teachers and other staff?	199		
A lot of my time		48.4	3.32
A moderate amount of my time		41.9	3.24
Only a little of my time		7.8	1.79
None of my time		2.0	0.77
B6g2. Would you like additional T/TA support on supervising teachers and other staff?	146		
Yes		22.5	3.53
No		77.5	3.53

Table D.9. MSHS Center Directors: Center Director Responsibilities (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
B6h1. How much of your time is needed for evaluating teachers and other staff?	196		
A lot of my time		33.3	3.01
A moderate amount of my time		48.9	3.30
Only a little of my time		15.0	2.65
None of my time		2.8	1.01
B6h2. Would you like additional T/TA support on evaluating teachers and other staff?	148		
Yes		23.8	3.14
No		76.2	3.14
B6i1. How much of your time is needed for providing educational leadership/establishing the curriculum?	197		
A lot of my time		13.8	2.38
A moderate amount of my time		42.3	3.03
Only a little of my time		30.7	3.09
None of my time		13.1	2.58
B6i2. Would you like additional T/TA support on providing educational leadership/establishing the curriculum?	149		
Yes		31.9	3.69
No		68.1	3.69
B6j1. How much of your time is needed for reviewing child assessment results?	196		
A lot of my time		10.8	2.56
A moderate amount of my time		43.5	3.66
Only a little of my time		39.1	3.40
None of my time		6.6	1.48
B6j2. Would you like additional T/TA support on reviewing child assessment results?	146		
Yes		21.0	3.30
No		79.0	3.30
B6k1. How much of your time is needed for data-driven decision making and/or evaluation?	195		
A lot of my time		14.4	2.36
A moderate amount of my time		49.6	3.30
Only a little of my time		29.2	3.05
None of my time		6.8	1.97

Table D.9. MSHS Center Directors: Center Director Responsibilities (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
B6k2. Would you like additional T/TA support on data-driven decision making and/or evaluation?	145		
Yes		23.2	3.70
No		76.8	3.70
B6l1. How much of your time is needed for strategic planning?	197		
A lot of my time		19.9	2.91
A moderate amount of my time		44.0	3.35
Only a little of my time		27.0	2.98
None of my time		9.1	2.28
B6l2. Would you like additional T/TA support on strategic planning?	147		
Yes		32.7	3.91
No		67.3	3.91
B6m1. How much of your time is needed for promoting parent and family engagement?	198		
A lot of my time		16.8	2.55
A moderate amount of my time		60.0	3.33
Only a little of my time		20.4	2.98
None of my time		2.8	1.27
B6m2. Would you like additional T/TA support on promoting parent and family engagement?	145		
Yes		30.8	4.12
No		69.2	4.12
B6n1. How much of your time is needed for fiscal management?	196		
A lot of my time		17.2	2.27
A moderate amount of my time		35.2	3.34
Only a little of my time		27.1	3.12
None of my time		20.5	2.52
B6n2. Would you like additional T/TA support on fiscal management?	146		
Yes		25.4	3.23
No		74.6	3.23
B6o1. How much of your time is needed for addressing facilities, equipment, and transportation issues?	196		
A lot of my time		25.7	2.98
A moderate amount of my time		47.6	3.62
Only a little of my time		21.3	3.02
None of my time		5.4	1.32

Table D.9. MSHS Center Directors: Center Director Responsibilities (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
B6o2. Would you like additional T/TA support on addressing facilities, equipment, and transportation issues?	143		
Yes		18.5	3.17
No		81.5	3.17
B6p1. How much of your time is needed for monitoring children's progress toward school readiness goals?	195		
A lot of my time		16.3	2.50
A moderate amount of my time		54.0	3.98
Only a little of my time		26.0	3.10
None of my time		3.6	1.33
B6p2. Would you like additional T/TA support on monitoring children's progress toward school readiness goals?	145		
Yes		27.8	3.73
No		72.2	3.73
B6q1. How much of your time is needed for working directly with families or addressing family/child issues?	196		
A lot of my time		16.9	2.46
A moderate amount of my time		56.4	3.66
Only a little of my time		25.5	2.99
None of my time		1.2	0.85
B6q2. Would you like additional T/TA support on working directly with families or addressing family/child issues?	142		
Yes		20.2	3.44
No		79.8	3.44

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.10. MSHS Center Directors: Staff Training on Assessments (Survey, Section B)

Item	*n*	Mean	*SE*	*Min*	*Max*
B7. How many hours of training or support related to *child assessment(s)* are offered to the following staff in a typical year? (If none, please write zero [0].)					
Teachers who are new to the center	182	28.03	2.01	0.00	180.00
Assistant teachers who are new to the center	179	27.02	2.00	0.00	180.00
Teachers who are NOT new	181	24.47	1.97	0.00	180.00
Assistant teachers who are NOT new	179	24.26	1.99	0.00	180.00
Mentors/coaches	141	25.03	3.28	0.00	250.00

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.11. MSHS Center Directors: Center Enrollment and Class Composition (Survey, Section B)

Item	*n*	Percentage (%) of Center Directors	Mean	*SE*	*Min*	*Max*
C1. During the *last program year*, how many children *total* were enrolled in your center from the day it opened to the day it closed?	181	-	67.44	2.45	0.00	320.00
0 — 25 children		13.4	-	2.30	-	-
26 — 50 children		31.9	-	3.27	-	-
51 — 75 children		24.2	-	3.06	-	-
76 — 100 children		9.9	-	1.90	-	-
101 — 125 children		10.3	-	2.14	-	-
126 — 150 children		3.4	-	1.51	-	-
151 or more children		6.9	-	1.85	-	-
C2. How many classrooms in your center are *currently* serving...?						
C2a. Only infants (birth to 11 months)	163	-	0.98	0.05	0.00	4.00
C2b. Only toddlers (12 to 35 months)	169	-	2.09	0.10	0.00	9.00
C2c. A combination of infants & toddlers (birth to 35 months)	137	-	0.62	0.10	0.00	5.00
C2d. A combination of infants, toddlers, & preschoolers (all ages)	132	-	0.88	0.23	0.00	17.00
C2e. A combination of toddlers and preschoolers (12 months & older)	132	-	0.42	0.11	0.00	7.00
C2f. Only preschoolers (36 months and older)	172	-	1.72	0.06	0.00	5.00
C2.* What *percentage* of classrooms in your center is *currently* serving...						
C2a.* Only infants (birth to 11 months)	163	-	17.97	1.00	0.00	100.00
C2b.* Only toddlers (12 to 35 months)	169	-	37.10	1.54	0.00	100.00
C2c.* A combination of infants & toddlers (birth to 35 months)	137	-	9.48	1.33	0.00	66.67
C2d.* A combination of infants, toddlers, & preschoolers (all ages)	132	-	7.91	1.90	0.00	100.00
C2e.* A combination of toddlers and preschoolers (12 months & older)	132	-	5.20	1.28	0.00	100.00
C2f.* Only preschoolers (36 months and older)	172	-	36.03	1.52	0.00	100.00
C3. How many children are you *currently* serving in each of the following age ranges?						
C3a. Infants (birth to 11 months)	171	-	5.26	0.31	0.00	23.00
C3b. Toddlers (12 to 35 months)	180	-	15.74	0.56	0.00	54.00
C3c. Preschoolers (36 months and older)	177	-	27.10	1.03	0.00	111.00

Table D.11. MSHS Center Directors: Center Enrollment and Class Composition (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Center Directors	Mean	*SE*	*Min*	*Max*
C3.* What *percentage* of children *currently* served are in each of the following age ranges?						
C3a.* Infants (birth to 11 months)	171	-	11.81	0.84	0.00	100.00
C3b.* Toddlers (12 to 35 months)	180	-	35.08	1.25	0.00	100.00
C3c.* Preschoolers (36 months and older)	177	-	55.67	1.36	0.00	100.00
C3.* How many children are you *currently* serving?	26	-	46.92	1.28	3.00	141.00
0 — 25 children		22.4	-	2.45	-	-
26 — 50 children		40.3	-	3.50	-	-
51 — 75 children		24.0	-	2.71	-	-
76 — 100 children		8.4	-	1.43	-	-
101 — 125 children		3.0	-	1.26	-	-
126 — 150 children		1.9	-	0.80	-	-
151 — 175 children		0.0	-	0.00	-	-
C4. How many migrant and seasonal children are *currently* enrolled in your center?[1]						
C4a. Migrant children	171	-	31.39	1.73	0.00	128.00
C4b. Seasonal children	171	-	16.43	1.11	0.00	118.00
C4.* Of the migrant and seasonal children *currently* enrolled in your center, what *percentage* are...						
C4a.* Migrant children	170	-	64.24	2.02	0.00	100.00
C4b.* Seasonal children	170	-	35.76	2.02	0.00	100.00

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

* An asterisk indicates a constructed variable. Data used to construct the variable are from the specified survey question(s). See the Guidance on Interpreting Data Tables section of this document for more information on constructed variables.

[1] For center directors who reported data only for the number of migrant children or only for the number of seasonal children, but not for both (n = 12), we set both values to missing.

Table D.12. MSHS Center Directors: Background Characteristics of Children and Families Served (Survey, Section C)

Item	*n*	Percentage (%) of Center Directors	*SE*
C5a. Approximately what percentage of families speak English? (Mark one only.)	179		
None		6.5	1.96
10%		43.5	4.06
20%		17.0	2.82
30%		9.3	2.23
40%		4.8	1.52
50%		8.6	1.95
60%		3.1	1.37
70%		1.9	0.98
80%		2.4	1.23
90%		2.3	0.80
All		0.6	0.55
C5b. Approximately what percentage of families speak Spanish? (Mark one only.)	191		
None or 10%		0.0	0.00
20%		0.6	0.61
30%		1.7	0.97
40%		2.7	1.21
50%		3.8	1.48
60%		2.7	1.22
70%		3.9	1.41
80%		8.0	2.00
90%		29.8	3.30
All		46.8	3.74
C5c. Approximately what percentage of families speak Haitian Creole? (Mark one only.)	145		
None		97.2	1.37
10%		2.8	1.37
20% or more		0.0	0.00

Table D.12. MSHS Center Directors: Background Characteristics of Children and Families Served (Survey, Section C) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
C5d. Approximately what percentage of families speak Mixtec? (Mark one only.)	152		
None		66.2	2.83
10%		18.6	2.60
20%		2.6	1.29
30%		4.4	1.79
40%		4.1	1.33
50%		0.8	0.76
60%		2.0	1.14
70%		1.5	1.04
80% or more		0.0	0.00
C5e. Approximately what percentage of families speak Kanjobal? (Mark one only.)	144		
None		95.1	1.77
10%		4.1	1.57
20%		0.0	0.00
30%		0.8	0.79
40% or more		0.0	0.00
C5f. Approximately what percentage of families speak Zapotec? (Mark one only.)	148		
None		83.6	3.04
10%		12.2	2.71
20%		0.7	0.74
30%		2.0	1.16
40%		1.5	1.07
50% or more		0.0	0.00
C5g. Approximately what percentage of families speak [other language #1]? (Mark one only.)	103		
None		86.3	3.13
10%		11.5	3.11
20%		2.1	0.25
30% or more		0.0	0.00

Table D.12. MSHS Center Directors: Background Characteristics of Children and Families Served (Survey, Section C) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
C5h. Approximately what percentage of families speak [other language #2]? (Mark one only.)	62		
None		93.3	3.34
10%		6.7	3.34
20% or more		0.0	0.00
C6a. About what percentage of children in the center are American Indian or Alaska Native? (Mark one only.)	138		
None		95.9	1.55
10%		3.2	1.28
20%		0.0	0.00
30%		0.9	0.86
40% or more		0.0	0.00
C6b. About what percentage of children in the center are Asian? (Mark one only.)	136		
None		99.2	0.75
10%		0.8	0.75
20% or more		0.0	0.00
C6c. About what percentage of children in the center are Black or African American? (Mark one only.)	139		
None		84.8	3.35
10%		12.8	3.30
20%		0.8	0.82
30%, 40%, or 50%		0.0	0.00
60%		0.8	0.82
70% or 80%		0.0	0.00
90%		0.7	0.74
All		0.0	0.00

Table D.12. MSHS Center Directors: Background Characteristics of Children and Families Served (Survey, Section C) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
C6d. About what percentage of children in the center are Hispanic or Latino? (Mark one only.)	190		
None		2.8	1.23
10%		0.5	0.54
20%, 30% or 40%		0.0	0.00
50%		0.6	0.62
60%		0.9	0.69
70%		0.9	0.68
80%		3.9	1.44
90%		22.5	3.12
All		67.7	3.14
C6e. About what percentage of children in the center are Native Hawaiian or Other Pacific Islander? (Mark one only.)	133		
None		98.3	1.18
10%		1.7	1.18
20% or more		0.0	0.00
C6f. About what percentage of children in the center are White? (Mark one only.)	141		
None		70.6	3.87
10%		19.0	3.56
20%		2.9	1.52
30%		2.6	1.34
40%		0.8	0.85
50% or 60%		0.0	0.00
70%		0.8	0.85
80%		0.5	0.49
90%		0.0	0.00
All		2.8	1.43

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.13. MSHS Center Directors: Family Attendance and Eligibility (Survey, Section C)

Item	*n*	Percentage (%) of Center Directors	Mean	*SE*	*Min*	*Max*
C7. What percentage of families is likely to come back from year to year?	195	-	69.76	1.75	0.00	100.00
C8. During the past program year, what percentage of children left your center before it closed?	191	-	17.61	1.39	0.00	95.00
C9. Are there children in this service area that you know about who are eligible for MSHS and are not enrolled?	196					
Yes		59.7	-	3.70	-	-
No		40.3	-	3.70	-	-
C10. (IF C9 is 'YES') Why are these children not served? (Mark all that apply.)	118					
Lack of enrollment slots in the program		35.4	-	4.65	-	-
Parents decline to participate		40.1	-	4.49	-	-
Parents are not aware of program		10.8	-	3.11	-	-
Parents live in a very remote area		21.0	-	3.97	-	-
Transportation is a problem		43.7	-	4.96	-	-
Hours of operation		18.2	-	3.73	-	-
Do not know		0.9	-	0.87	-	-
Other		32.6	-	4.34	-	-
C11. (IF C9 is 'YES') How have the families in your center changed as a result of the recent broadening of the federal eligibility requirement for MSHS? (Mark one only.)	108					
We are now serving a broader range of agricultural workers.		57.9	-	4.53	-	-
In the coming year, we plan to serve a broader range of agricultural workers.		11.3	-	3.23	-	-
Within 2— 5 years, we plan to serve a broader range of agricultural workers.		6.6	-	2.35	-	-
We plan to continue serving the same type of agricultural workers as in the past.		24.2	-	4.45	-	-

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.14. MSHS Center Directors: Center Staffing and Recruitment (Survey, Section D)

Item	*n*	Percentage (%) of Center Directors	Mean	*SE*	*Min*	*Max*
D1. How many teachers are currently employed in this center?						
Lead teachers	198	-	7.27	0.29	1.00	30.00
Assistant teachers	190	-	4.57	0.27	0.00	27.00
D2. How many of these teachers were new to the center this year? (Mark one only.)	199					
None		35.3	-	3.73	-	-
One		23.8	-	3.35	-	-
Two		20.5	-	3.08	-	-
Three		11.0	-	2.31	-	-
Four		3.3	-	1.29	-	-
Five		1.9	-	0.97	-	-
Six or more		4.2	-	1.46	-	-
D3. During the past program year, how many teachers left their position and had to be replaced? (Mark one only.)	198					
None		22.8	-	3.02	-	-
One		30.7	-	3.16	-	-
Two		22.9	-	3.14	-	-
Three		11.5	-	2.49	-	-
Four		4.2	-	1.42	-	-
Five		2.7	-	1.22	-	-
Six or more		5.3	-	1.45	-	-
D4. (IF D3 IS 'ONE' OR MORE) Please mark the primary *three* reasons that teachers left.	148					
Transitioned to another position in your center or program		29.3	-	3.31	-	-
Pursue their education		9.1	-	2.48	-	-
Higher pay in an equivalent early childhood job at another center		27.1	-	3.66	-	-
Higher level early childhood position at another center		4.9	-	1.76	-	-
Year-round employment in other position		47.6	-	3.64	-	-
Better work hours in another job		5.1	-	1.53	-	-
Transportation needs		2.0	-	1.16	-	-
Left early childhood field		6.1	-	1.91	-	-
Personal reasons		41.0	-	4.04	-	-
Other		17.2	-	3.13	-	-

Table D.14. MSHS Center Directors: Center Staffing and Recruitment (Survey, Section D) (continued)

Item	*n*	Percentage (%) of Center Directors	Mean	*SE*	*Min*	*Max*
D5. How many family service workers are currently employed in this center?	197	-	1.67	0.06	0.00	7.00
D6. (IF D5 IS GREATER THAN 0) How many of these family service workers were new to the center this year? (Mark one only.)	194					
None		65.1	-	3.24	-	-
One		31.7	-	3.25	-	-
Two		2.3	-	0.93	-	-
Three		0.9	-	0.69	-	-
Four or more		0.0	-	0.00	-	-
D7. During the past program year, how many family service workers left their position and had to be replaced? (Mark one only.)	199					
None		58.9	-	3.73	-	-
One		33.4	-	3.28	-	-
Two		5.8	-	1.47	-	-
Three		1.3	-	0.75	-	-
Four		0.0	-	0.00	-	-
Five		0.6	-	0.59	-	-
Six or more		0.0	-	0.00	-	-
D8. (IF D7 IS 'ONE' OR MORE) Please mark the primary *three* reasons that family service workers left.	84					
Transitioned to another position in your center or program		29.3	-	4.98	-	-
Pursue their education		5.6	-	2.84	-	-
Higher pay in an equivalent early childhood job at another center		17.1	-	4.50	-	-
Higher level early childhood position at another center		6.1	-	3.05	-	-
Year-round employment in other position		30.3	-	5.09	-	-
Better work hours in another job		6.6	-	2.67	-	-
Transportation needs		1.4	-	1.33	-	-
Left early childhood field		4.6	-	2.15	-	-
Personal reasons		34.7	-	5.66	-	-
Other		26.3	-	5.09	-	-

Table D.14. MSHS Center Directors: Center Staffing and Recruitment (Survey, Section D) (continued)

Item	*n*	Percentage (%) of Center Directors	Mean	*SE*	*Min*	*Max*
D9. How easy or difficult is the job of finding replacements for the following positions?						
D9a. Teachers	199					
Very easy		3.2	-	1.34	-	-
Fairly easy		9.1	-	2.34	-	-
Fairly difficult		32.9	-	3.45	-	-
Very difficult		54.8	-	3.33	-	-
D9b. Assistant teachers	195					
Very easy		6.7	-	1.79	-	-
Fairly easy		23.4	-	3.11	-	-
Fairly difficult		40.8	-	3.68	-	-
Very difficult		29.1	-	3.66	-	-
D9c. Family service workers	189					
Very easy		3.8	-	1.43	-	-
Fairly easy		18.4	-	2.92	-	-
Fairly difficult		46.0	-	3.84	-	-
Very difficult		31.9	-	3.44	-	-
D9d. Bus drivers	173					
Very easy		3.6	-	1.45	-	-
Fairly easy		9.8	-	2.47	-	-
Fairly difficult		22.4	-	3.18	-	-
Very difficult		64.2	-	3.60	-	-
D9e. Education specialist	172					
Very easy		4.2	-	1.59	-	-
Fairly easy		22.7	-	3.46	-	-
Fairly difficult		36.5	-	4.06	-	-
Very difficult		36.6	-	4.01	-	-
D9f. Other	26					
Very easy		4.4	-	4.50	-	-
Fairly easy		19.0	-	7.75	-	-
Fairly difficult		23.1	-	8.63	-	-
Very difficult		53.5	-	9.35	-	-

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.15. MSHS Center Directors: Compensation and Benefits (Survey, Section D)

Item	*n*	Percentage (%) of Center Directors	Mean	*SE*	*Min*	*Max*
D10. How many *hours* per week are you paid to work for MSHS?	192	-	38.94	0.57	8.00	86.00
D11. How many *weeks* per year are you paid to work for MSHS?	192	-	37.73	0.63	4.00	52.00
D12. What is your total annual salary (before taxes) as a Center Director for the current program year?	183	-	39,541	699	3,880	84,480
Less than $20,000		4.7	-	1.45	-	-
$20,000 — $29,999		25.4	-	2.66	-	-
$30,000 — $39,999		17.2	-	2.45	-	-
$40,000 — $49,999		31.2	-	2.71	-	-
$50,000 — $59,999		14.3	-	2.20	-	-
$60,000 — $69,999		4.2	-	1.07	-	-
$70,000 or more		3.0	-	1.02	-	-
D13. Which of the following benefits are available to you through MSHS? (Mark all that apply.)	197					
Paid vacation time		83.2	-	2.64	-	-
Paid sick leave		85.2	-	2.63	-	-
Paid (maternity/paternity) leave		33.9	-	3.29	-	-
Unpaid (maternity/paternity) leave		33.9	-	3.26	-	-
Paid family leave		34.6	-	3.10	-	-
Fully or partially paid health insurance		89.3	-	2.26	-	-
Fully or partially paid dental insurance		83.4	-	2.45	-	-
Tuition reimbursement		51.7	-	3.35	-	-
Retirement plan		82.0	-	3.16	-	-

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.16. MSHS Center Directors: Community Partnerships (Survey, Section E)

Item	*n*	Percentage (%) of Center Directors	*SE*
E1. To what extent does your center have collaborative relationships with the following community service agencies?			
E1a. Health care providers	200		
A great deal		78.4	2.87
Somewhat		21.0	2.80
Not at all		0.6	0.59
E1b. Migrant health centers	196		
A great deal		52.7	3.38
Somewhat		30.4	3.35
Not at all		17.0	2.88
E1c. Dental care providers	199		
A great deal		72.5	3.08
Somewhat		25.2	2.92
Not at all		2.3	1.15
E1d. Mental health providers	201		
A great deal		61.6	3.40
Somewhat		35.8	3.43
Not at all		2.6	1.17
E1e. Nutritional service providers	200		
A great deal		58.9	3.51
Somewhat		34.5	3.39
Not at all		6.6	1.88
E1f. Individuals and agencies that provide services to children with disabilities and their families	200		
A great deal		74.6	3.24
Somewhat		24.3	3.06
Not at all		1.1	0.78
E1g. Family preservation and support services	199		
A great deal		39.2	3.39
Somewhat		52.7	3.61
Not at all		8.2	2.10
E1h. Child protective services	201		
A great deal		49.5	3.66
Somewhat		44.9	3.77
Not at all		5.7	2.01

Table D.16. MSHS Center Directors: Community Partnerships (Survey, Section E) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
E1i. Local elementary schools	199		
A great deal		58.4	3.88
Somewhat		38.6	3.95
Not at all		3.1	1.23
E1j. Migrant education	198		
A great deal		58.6	3.16
Somewhat		37.8	3.39
Not at all		3.6	1.38
E1k. Educational and cultural institutions	198		
A great deal		40.8	3.58
Somewhat		49.6	3.18
Not at all		9.6	2.28
E1l. Providers of child care services	196		
A great deal		46.1	3.54
Somewhat		45.8	3.60
Not at all		8.1	2.18
E1m. Other	16		
A great deal		51.9	11.73
Somewhat		29.0	12.22
Not at all		19.1	8.63
E2. To what extent is *additional collaboration needed* with each of the following community service agencies?			
E2a. Health care providers	195		
Needed greatly		26.9	3.56
Needed somewhat		41.2	3.82
Not needed		31.9	3.33
E2b. Migrant health centers	195		
Needed greatly		19.8	2.70
Needed somewhat		48.4	3.98
Not needed		31.8	3.58
E2c. Dental care providers	195		
Needed greatly		29.1	3.53
Needed somewhat		37.7	3.98
Not needed		33.3	3.63

Table D.16. MSHS Center Directors: Community Partnerships (Survey, Section E) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
E2d. Mental health providers	196		
Needed greatly		26.4	3.42
Needed somewhat		47.0	3.65
Not needed		26.7	3.19
E2e. Nutritional service providers	193		
Needed greatly		23.9	3.28
Needed somewhat		46.3	3.82
Not needed		29.7	3.53
E2f. Individuals and agencies that provide services to children with disabilities and their families	196		
Needed greatly		24.8	3.48
Needed somewhat		42.7	3.63
Not needed		32.4	3.23
E2g. Family preservation and support services	195		
Needed greatly		21.6	2.93
Needed somewhat		54.6	3.37
Not needed		23.7	2.98
E2h. Child protective services	194		
Needed greatly		17.8	3.00
Needed somewhat		41.7	3.71
Not needed		40.5	3.78
E2i. Local elementary schools	196		
Needed greatly		17.6	2.89
Needed somewhat		46.5	3.90
Not needed		35.9	3.67
E2j. Migrant education	195		
Needed greatly		22.9	3.06
Needed somewhat		46.8	3.79
Not needed		30.3	3.16
E2k. Educational and cultural institutions	195		
Needed greatly		20.3	3.03
Needed somewhat		50.9	3.91
Not needed		28.9	3.58

Table D.16. MSHS Center Directors: Community Partnerships (Survey, Section E) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
E2l. Providers of child care services	195		
Needed greatly		17.3	3.04
Needed somewhat		50.8	3.31
Not needed		31.9	3.55
E2m. Other	27		
Needed greatly		23.3	8.03
Needed somewhat		21.8	7.82
Not needed		54.9	9.19
E3. What prevents your center from collaborating with community service agencies when additional collaboration is needed? (Mark all that apply.)	194		
Distance		31.6	3.27
Insurance coverage		18.3	3.10
Limited availability of services in area		49.2	3.72
Need for formal communication network		18.0	2.49
Need for more informal connections		15.7	2.56
Lack of interest within community service agency to work with MSHS center		16.3	2.66
Lack of interest within community service agency to work with migrant and seasonal children and families		15.4	2.73
Limited time		44.2	3.51
Other		4.4	1.49
None of the above		16.1	2.61

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.17. MSHS Center Directors: Use of Data and Information (Survey, Section F)

Item	*n*	Percentage (%) of Center Directors	*SE*
F1. Does your MSHS center have internet access? (Mark one only.)	200		
Yes		100.0	0.00
No		0.0	0.00
F2. Do supervisors, mentors or coaches, or other specialists share and review individual children's data in one-on-one meetings with teachers or in team meetings? (Mark one only.)	199		
Yes		96.4	1.28
No		3.6	1.28
F3. To what extent do teachers experience the following barriers when using child-level data to guide instruction and to individualize? (NOTE: By child-level data we mean formal assessments, informal assessments, and data on child or family characteristics.)			
F3a. Difficulty understanding what the child-level data mean?	197		
Not a barrier		46.5	3.46
Somewhat of a barrier		46.8	3.73
A definite barrier		6.8	1.80
F3b. Not enough time to use the child-level data to guide instruction?	198		
Not a barrier		32.5	3.15
Somewhat of a barrier		49.2	3.47
A definite barrier		18.3	2.76
F3c. Inadequate technology resources to track and analyze child data?	197		
Not a barrier		61.1	3.68
Somewhat of a barrier		29.5	3.45
A definite barrier		9.4	2.05
F3d. Lack of staff interest in the data	199		
Not a barrier		55.3	3.61
Somewhat of a barrier		40.4	3.57
A definite barrier		4.3	1.31

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.18. MSHS Center Directors: Family Engagement (Survey, Section G)

Item	*n*	Percentage (%) of Center Directors	*SE*
G1. What are the *top three* methods you use to communicate with parents about their child(ren)? (Mark up to three.)[1]	199	-	27.85
Bus monitor		29.3	3.41
Parent workshops		12.3	2.23
Parent meetings		67.1	3.02
Notes/newsletters		49.6	3.14
Parent/teacher conferences		69.5	2.82
Group meetings		7.7	1.84
Phone calls		60.7	3.36
Home visits		66.4	3.86
Poster/bulletin boards		16.3	2.77
Other		3.8	1.40
G2. What are the *top three* approaches your center uses to encourage parents to participate in MSHS activities? (Mark up to three.)	186	-	16.21
Offer incentives such as door prizes or samples of products		40.5	3.57
Provide transportation		25.2	2.78
Provide child care		87.6	2.48
Provide interpreters		40.8	3.72
Serve food such as snacks or supper		87.4	2.58
Other		2.3	1.08
G3. In the last month, what activities did your center offer for families? (Mark all that apply.)	199	-	26.14
Parent orientation		43.2	2.89
Parent meetings		92.1	1.87
Multi-family socializations		15.5	2.50
Events for the entire family		41.4	3.51
Workshops on parenting		31.7	3.36
Training or workshops for families of dual language learners (DLLs)		8.3	2.13
Parent training or workshops on subjects other than DLLs		17.2	2.67
Information on child development		56.1	3.50
Some other services (Specify)		26.2	3.37
None of the above		0.3	0.34

Table D.18. MSHS Center Directors: Family Engagement (Survey, Section G) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
G4. How successful would you say your center has been in involving fathers in MSHS? (Mark one only.)	198	-	9.01
Very successful		16.3	2.36
Somewhat successful		68.0	3.16
Mostly unsuccessful		13.0	2.53
Very unsuccessful		2.8	0.97
G5. Does your center use a particular parent education or parent support curriculum? (Mark one only.)	190	-	6.18
Yes		58.1	3.09
No		41.9	3.09
G6. Which of the following strategies do you use to engage culturally and linguistically diverse families? (Mark all that apply.)	194	-	21.72
The center has a mission statement and/or policies that promote culturally and linguistically appropriate practices.		81.6	3.17
Professional development opportunities are available to staff to learn about culturally and linguistically appropriate practices.		61.7	3.16
Bilingual or trained interpreters are available to families who may require this assistance.		81.6	2.73
Our center hires staff that share similar cultural and linguistic backgrounds as children and families in the center.		84.7	2.34
Printed materials are written in families' native or primary language.		94.4	1.51
Pictures, posters and other materials reflect the cultures and ethnic backgrounds of children and families.		94.5	1.31
Books and other literacy materials represent the different cultures of children and families served.		94.1	1.35
Toys and other play items represent the different cultures of children and families served.		86.4	2.04
Music, videos, or other media represent the different cultures of children and families served.		86.3	2.23
Meals include options that represent the different cultures of children and families served.		86.5	1.88
None of the above.		0.0	0.00

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

[1]Respondents were instructed to select their top three methods for communicating with parents. Because a large proportion of respondents selected more than three options, all responses are reported. For respondents who selected three options, it is not known if they would have selected additional options had they been instructed to mark all that apply.

Table D.19. MSHS Center Directors: Barriers to Family Participation and Enrollment (Survey, Section G)

Item	*n*	Percentage (%) of Center Directors	*SE*
G7. Some parents have a hard time *participating* in their child's MSHS center activities. What do you see as the major barriers to engaging parents? In other words, for parents who aren't engaged, what keeps them from participating? (Mark all that apply.)	198	-	26.59
They have a need for child care.		13.5	2.45
Their work schedules interfere.		94.9	1.74
Their school or training schedules interfere.		8.8	1.88
They need transportation.		36.0	2.96
They don't know other parents or staff at MSHS.		6.8	1.80
They feel uncomfortable at MSHS.		4.9	1.37
They have health problems that interfere.		3.0	1.25
Some of the teachers are uncomfortable with parents in the classroom.		0.0	0.00
MSHS doesn't provide enough opportunities for them to participate.		0.3	0.35
They have had bad experiences with MSHS in the past.		1.3	0.77
They are uncomfortable because of language or cultural differences.		6.7	1.82
They are concerned for their safety while getting to MSHS.		8.8	1.97
They need more support from their spouse or partner.		23.8	3.07
The opportunities MSHS provides are not of interest to them.		7.3	1.76
They do not trust programs funded by the government.		4.6	1.27
Other		10.3	2.13
G8. Some parents experience barriers to *enrolling* their child in MSHS. What do you see as the *top three* major barriers for families trying to enroll their children in MSHS? (Mark up to three.)	188	-	21.69
The paperwork burden is too high.		60.9	3.51
Other child care arrangements in the area better meet their needs.		26.1	3.13
Their work schedules interfere.		58.9	3.39
They need transportation.		37.0	3.34
They don't know about MSHS.		27.1	3.17
They feel uncomfortable at MSHS.		0.9	0.66
They are concerned for their safety while getting to MSHS.		6.4	1.67
The opportunities MSHS provides are not of interest to them.		1.5	0.90
They do not trust programs funded by the government.		9.2	1.94

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.20. MSHS Center Directors: Center Hours of Operation (Survey, Section G)

Item	*n*	Percentage (%) of Center Directors	*SE*
G9. What days of the week is your center typically open to parents and children?	199		
Monday		100.0	0.00
Tuesday		100.0	0.00
Wednesday		100.0	0.00
Thursday		100.0	0.00
Friday		100.0	0.00
Saturday		3.7	1.09
Sunday		0.0	0.00
G10. What time of day does your center typically *open?*	193		
12:00 AM — 3:30 AM		0.0	0.00
4:00 AM — 4:30 AM		2.6	1.03
5:00 AM — 5:30 AM		20.6	2.46
6:00 AM — 6:30 AM		26.1	2.79
7:00 AM — 7:30 AM		40.1	2.71
8:00 AM — 8:30 AM		10.6	2.00
9:00 AM — 11:30 PM		0.0	0.00
G11. What time of day does your center typically *close?*	192		
2:30 AM — 5:30 AM		1.9	0.93
6:00 AM — 1:00 PM		0.0	0.00
1:30 PM — 3:00 PM		8.6	1.79
3:30 PM — 5:00 PM		71.6	2.97
5:30 PM — 7:00 PM		17.9	2.53
7:30 PM — 2:00 AM		0.0	0.00

Table D.20. MSHS Center Directors: Center Hours of Operation (Survey, Section G) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
G12. What months of the year is your center typically open to parents and children?	199		
January		36.7	2.84
February		37.5	2.84
March		41.0	3.05
April		56.5	3.13
May		70.3	3.12
June		72.2	2.79
July		68.8	2.74
August		72.6	2.79
September		70.1	2.62
October		73.7	2.96
November		58.5	3.13
December		36.9	2.91
G13. What months of the year is your center typically open for administrative purposes *only* (i.e., staff are working, but services are not provided to parents and children)?	192		
January		21.3	2.61
February		23.9	3.01
March		30.4	3.35
April		28.1	2.82
May		23.8	3.01
June		18.8	2.66
July		19.9	2.65
August		15.8	2.60
September		14.8	2.77
October		16.8	2.76
November		15.1	2.63
December		18.5	2.72
N/A. The center is never open solely for administrative purposes.		28.5	3.04

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.21. MSHS Center Directors: Parent Conferences, Home Visits and Use of Buses (Survey, Section G)

Item	*n*	Percentage (%) of Center Directors	Mean	*SE*	*Min*	*Max*
G14. How many home visits and parent-teacher conferences do *teachers or assistant teachers* typically have for each child?						
Home visits	198	-	2.09	0.05	0.00	10.00
Parent-teacher conferences	194	-	2.19	0.04	0.00	4.00
G15. How many home visits do *family service workers/assistants/advocates* typically make for each child?	191	-	2.62	0.29	0.00	45.00
G16. What percentage of children use a *bus* to arrive to the center?	199					
None		30.2	-	2.63	-	-
About 25%		6.8	-	1.98	-	-
About 50%		9.4	-	2.02	-	-
About 75%		14.4	-	2.43	-	-
Nearly all		39.2	-	2.63	-	-

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.22. MSHS Center Directors: Instructional Practice(s) and Training (Survey, Section H)

Item	*n*	Percentage (%) of Center Directors	Mean	*SE*	*Min*	*Max*
H1. Please indicate the extent to which you agree or disagree with each statement. (Mark one only.)						
H1a. Teachers in my center generally follow the steps or activities suggested in the curriculum lesson plans.	200					
Strongly disagree		2.7	-	1.14	-	-
Disagree		1.0	-	0.71	-	-
Neither agree nor disagree		2.2	-	0.73	-	-
Agree		49.7	-	3.42	-	-
Strongly agree		44.3	-	3.18	-	-
H1b. Teachers in my center use the materials recommended in the curriculum.	200					
Strongly disagree		3.3	-	1.27	-	-
Disagree		0.0	-	0.00	-	-
Neither agree nor disagree		4.3	-	1.25	-	-
Agree		43.4	-	3.33	-	-
Strongly agree		49.0	-	3.46	-	-
H1c. Overall, teachers in my center use the recommended teaching approaches in the curriculum.	200					
Strongly disagree		2.1	-	0.98	-	-
Disagree		0.6	-	0.59	-	-
Neither agree nor disagree		2.6	-	1.18	-	-
Agree		45.4	-	3.32	-	-
Strongly agree		49.3	-	3.20	-	-
H1d. Teachers in my center would like more training on how to use the curriculum.	198					
Strongly disagree		2.9	-	1.02	-	-
Disagree		3.0	-	1.40	-	-
Neither agree nor disagree		20.7	-	2.97	-	-
Agree		49.7	-	3.25	-	-
Strongly agree		23.8	-	2.55	-	-

Table D.22. MSHS Center Directors: Instructional Practice(s) and Training (Survey, Section H) (continued)

Item	*n*	Percentage (%) of Center Directors	Mean	*SE*	*Min*	*Max*
H2. How many hours of training or support related to curriculum are offered to the following staff in a typical year?						
Teachers who are new to the center	189	-	26.87	1.65	0	148
Assistant teachers who are new to the center	187	-	26.18	1.65	0	148
Teachers who are NOT new	189	-	22.71	1.46	0	136
Assistant teachers who are NOT new	187	-	22.20	1.44	0	136
Mentors/coaches	135	-	21.08	2.16	0	120

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.23. MSHS Center Directors: Language(s) of Instruction and Language Policies (Survey, Section I)

Item	*n*	Percentage (%) of Center Directors	*SE*
I1. For the following please indicate which languages are typically used for each activity. (Mark all that apply.)			
I1.1. Instruction	196		
English		94.6	1.35
Spanish		98.6	0.85
Mixtec		0.6	0.60
Haitian Creole, Kanjobal or Zapotec		0.0	0.00
Other language		1.1	0.77
I1.2. Print materials	197		
English		95.9	1.57
Spanish		98.5	0.90
Haitian Creole		0.6	0.56
Mixtec		0.3	0.35
Kanjobal or Zapotec		0.0	0.00
Other language		1.1	0.81
I1.3. Reading to children	199		
English		98.5	0.90
Spanish		97.9	1.06
Haitian Creole, Kanjobal or Zapotec		0.0	0.00
Other language		1.1	0.75
I1.4. Learning letters	198		
English		96.7	1.08
Spanish		93.6	1.85
Haitian Creole, Mixtec, Kanjobal, or Zapotec		0.0	0.00
Other language		1.1	0.76

Table D.23. MSHS Center Directors: Language(s) of Instruction and Language Policies (Survey, Section I) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
I1.5. Outdoor play	198		
English		97.0	1.27
Spanish		97.1	1.27
Haitian Creole, Mixtec, Kanjobal, or Zapotec		0.0	0.00
Other language		0.6	0.56
I2. How does your center staff communicate with families who speak Spanish? (Mark all that apply.)	190		
Through our staff members		97.6	1.20
Through hired interpreters		56.2	6.00
Through telephone interpretation service		60.8	10.06
Through family members or other informal translators		63.4	4.34
Through other parents		62.6	5.97
Other		49.0	23.52
I2. How does your center staff communicate with families who speak neither English nor Spanish? (Mark all that apply.)	190		
Through our staff members		22.3	2.96
Through hired interpreters		64.7	6.42
Through telephone interpretation service		57.6	10.05
Through family members or other informal translators		62.2	4.67
Through other parents		60.5	6.43
Other		51.0	23.52
I3.1. What is the instructional language approach of your MSHS program?			
I3a1. Infants (birth to 11 months)	167		
English used exclusively		0.0	0.00
English for instruction with some use of home language(s)		1.3	0.92
Use of both English and home language(s) for instruction		43.3	3.28
Use home language(s) for instruction with some use of English		21.1	3.28
Home language used exclusively		34.3	3.11

Table D.23. MSHS Center Directors: Language(s) of Instruction and Language Policies (Survey, Section I) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
I3b1. Toddlers (12 to 35 months)	179		
English used exclusively		0.0	0.00
English for instruction with some use of home language(s)		1.2	0.85
Use of both English and home language(s) for instruction		49.2	3.27
Use home language(s) for instruction with some use of English		33.0	3.34
Home language used exclusively		16.6	2.66
I3c1. Preschoolers (36+ months)	182		
English used exclusively		2.3	1.16
English for instruction with some use of home language(s)		8.4	1.85
Use of both English and home language(s) for instruction		65.6	3.34
Use home language(s) for instruction with some use of English		22.4	2.98
Home language used exclusively		1.3	0.92
I3.2. Is there a formal (written) language policy for this age group?			
I3a2. Infants (birth to 11 months)	127		
Yes		67.8	4.03
No		32.2	4.03
I3b2. Toddlers (12 to 35 months)	133		
Yes		72.2	3.57
No		27.8	3.57
I3c2. Preschoolers (36+ months)	143		
Yes		81.0	3.38
No		19.0	3.38
I4. Has your center used ACF's Dual Language Learner Toolkit?	151		
Yes, we have used it		26.8	3.56
No, not yet		73.2	3.56
I5. Please indicate the extent to which you agree or disagree with the following statements. (Mark one only.)			
I5a. Parents who do not speak English play a critical role in their children's learning and development.	191		
Strongly disagree		1.2	0.85
Disagree		3.3	1.39
Neither agree nor disagree		5.1	1.70
Agree		17.2	2.40
Strongly agree		73.2	3.10

Table D.23. MSHS Center Directors: Language(s) of Instruction and Language Policies (Survey, Section I) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
I5b. Teacher knowledge of a second language is beneficial in the classroom.	197		
Strongly disagree		0.9	0.69
Disagree		0.9	0.69
Neither agree nor disagree		0.6	0.56
Agree		20.4	2.74
Strongly agree		77.2	2.86
I5c. When a child can begin to participate in school activities in English, there is no need to continue instruction in the home language.	197		
Strongly disagree		51.3	3.20
Disagree		38.9	3.00
Neither agree nor disagree		6.9	1.84
Agree		2.3	1.20
Strongly agree		0.6	0.55
I5d. Young children learn a second language more quickly, thoroughly, and easily than adults.	197		
Strongly disagree		2.6	1.20
Disagree		1.2	0.84
Neither agree nor disagree		4.3	1.49
Agree		30.5	2.85
Strongly agree		61.4	2.98
I5e. Games and songs in Spanish are useful for language development in classrooms with bilingual Spanish-speaking children.	196		
Strongly disagree		2.6	1.21
Disagree		0.0	0.00
Neither agree nor disagree		2.1	1.10
Agree		34.4	3.02
Strongly agree		60.9	2.83
I5f. Language drills are appropriate for young children learning a second language.	195		
Strongly disagree		13.5	2.69
Disagree		17.8	2.73
Neither agree nor disagree		19.8	2.89
Agree		23.3	3.27
Strongly agree		25.6	3.06

Table D.23. MSHS Center Directors: Language(s) of Instruction and Language Policies (Survey, Section I) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
I5g. It is of primary importance that children learn English in order to support their school readiness.	195		
Strongly disagree		3.9	1.38
Disagree		5.5	1.72
Neither agree nor disagree		15.3	2.44
Agree		38.2	3.17
Strongly agree		37.2	3.09
I5h. Book reading in the classroom should be done mostly in English.	197		
Strongly disagree		24.6	3.06
Disagree		43.8	3.83
Neither agree nor disagree		22.3	3.05
Agree		7.7	1.84
Strongly agree		1.6	0.88
I5i. Parents who speak a language other than English should be encouraged to read to and/or talk about books with their children in the home language.	197		
Strongly disagree		2.6	1.19
Disagree		1.1	0.79
Neither agree nor disagree		2.3	1.04
Agree		33.3	3.34
Strongly agree		60.7	3.37
I5j. Parents who speak a language other than English should be encouraged to speak only English to their children to facilitate the transition to English.	196		
Strongly disagree		43.8	3.05
Disagree		39.8	3.00
Neither agree nor disagree		8.1	2.05
Agree		6.0	1.74
Strongly agree		2.4	1.10
I5k. Primarily English should be used for school topics in the classroom.	197		
Strongly disagree		23.0	2.94
Disagree		36.3	3.51
Neither agree nor disagree		18.8	2.41
Agree		16.2	2.24
Strongly agree		5.7	1.75

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table D.24. MSHS Center Directors: Transitions (Survey, Section J)

Item	*n*	Percentage (%) of Center Directors	*SE*
J1. In what ways does your center facilitate MSHS families' transitions if they migrate or move? (Mark all that apply.)	198		
Provide list of other MSHS centers to families		79.7	2.91
Provide list of early childhood programs and/or schools to families		56.5	3.31
Create a folder of important paperwork that families can give to next center/school		70.2	2.28
Create a folder of important paperwork to keep for their own records		53.0	3.29
Talk with staff at next center/school		53.9	3.39
Electronically transfer records to next center/school		30.4	3.04
Other		5.3	1.50
None of the above		3.0	1.12
J2. To what degree do you communicate with other centers to discuss the *migration of specific families*?	197		
A great deal		29.8	3.28
Somewhat		55.0	3.72
Not at all		15.1	2.53
J3. Do you experience any of the following *barriers* to communicating with other centers? (Mark all that apply.)	194		
Time		29.9	3.39
Personnel		12.4	2.21
Limited relationship with other centers		27.8	2.54
None of the above		51.8	3.38
Other		3.4	1.28
J4. Does your center do any of the following regarding transition to kindergarten? (Mark all that apply.)	195		
Send letters home with children or mail letters to parents providing information on transition		77.7	2.97
Invite parents to attend informational meetings or discussions with MSHS or school staff about kindergarten transition		87.7	2.38
Provide parents with information on the school their child will attend		85.2	2.76
Schedule parent and/or child visit(s) to the school the child will attend		69.1	2.73
Accompany parents and/or children to visit the school		53.2	3.31
Accompany children to school and co-teach lessons with kindergarten teacher		23.3	2.87
Teach parents skills to advocate effectively for their school-age children		66.9	3.46
Other		14.7	2.11
None of the above		2.8	1.24

Table D.24. MSHS Center Directors: Transitions (Survey, Section J) (continued)

Item	*n*	Percentage (%) of Center Directors	*SE*
J5. Does your MSHS center work in any of the following ways with the elementary schools your children will attend? (Mark one only.)			
J5a. Conduct joint teacher training of MSHS and school staff	164		
Yes		24.2	3.16
No		75.8	3.16
J5b. Share curriculum information	174		
Yes		51.5	3.58
No		48.5	3.58
J5c. Share information about rules and program policies	169		
Yes		47.4	3.56
No		52.6	3.56
J5d. Share information about expectations of students and families	170		
Yes		64.5	3.80
No		35.5	3.80
J5e. Provide children's MSHS records to the school	176		
Yes		63.9	3.64
No		36.1	3.64
J5f. Participate in state-funded kindergarten transition program	166		
Yes		42.7	3.70
No		57.3	3.70
J5g. Other	33		
Yes		34.0	9.03
No		66.0	9.03

Source: MSHS Center Director Survey

Note: For notes and limitations applying to the MSHS Center Director survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

SECTION E. DATA TABLES FOR MSHS TEACHERS

This section presents data tables for information obtained from the MSHS Teacher Survey. Readers are encouraged to pay careful attention to the following information when reviewing information in this section:

- Notes and limitations applying to the survey, which can be found in the section on **Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview**.
- Information about the survey can be found in the **MSHS Staff Surveys and Parent Interview** section of the **Measures** chapter.
- Footnotes provided below each table.

The constructs covered in this section include:

- Teacher Background, Experience, Education, Knowledge, and Beliefs **(Table E.1 – E.6)**
- Teacher Linguistic Abilities **(Table E.6)**
- Teacher Well-Being **(Table E.7 – E.10)**
- Teacher Training and Support **(Table E.10)**
- Class Composition **(Table E.11)**
- Staffing and Compensation **(Table E.12)**
- Instructional and Assessment Practices **(Table E.13 – E.16)**
- Language(s) of Instruction and Language Policies **(Table E.16– E.19)**
- Disability Services **(Table E.18)**
- Family Engagement **(Table E.19)**

Table E.1. MSHS Teachers: General Teaching Experience (Survey, Section A)

Item	*n*	Percentage (%) of Teachers	Mean	*SE*	*Min*	*Max*
A1. In total, how many years (including this year) have you been teaching (as either lead or assistant teacher)? *Please round to the nearest year.*	118	-	15.20	1.05	1	42
0 — 5 years		18.8	-	6.26	-	-
6 — 10 years		11.2	-	3.14	-	-
11 — 15 years		21.1	-	4.15	-	-
16 — 20 years		22.0	-	5.15	-	-
21 — 25 years		14.5	-	3.43	-	-
26 or more years		12.5	-	3.26	-	-
A2. In total, how many years (including this year) have you taught children *birth to two years* (as either lead or assistant teacher)? *Please round to the nearest year.*	118	-	9.15	0.96	0	29
0 — 3 years		29.6	-	4.68	-	-
4 — 6 years		14.4	-	3.82	-	-
7 — 10 years		14.2	-	4.43	-	-
11 — 13 years		11.5	-	4.29	-	-
14 — 17 years		13.5	-	3.90	-	-
18 or more years		16.8	-	4.58	-	-
A3. In total, how many years (including this year) have you taught children *three to five years* (as either lead or assistant teacher)? *Please round to the nearest year.*	113	-	6.62	0.97	0	35
0 — 3 years		48.9	-	6.96	-	-
4 — 6 years		11.9	-	3.37	-	-
7 — 10 years		14.7	-	3.45	-	-
11 — 13 years		11.5	-	4.02	-	-
14 — 17 years		5.2	-	2.38	-	-
18 or more years		7.8	-	2.96	-	-

Table E.1. MSHS Teachers: General Teaching Experience (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Teachers	Mean	*SE*	*Min*	*Max*
A4. In total, how many years (including this year) have you been teaching in a Migrant and Seasonal Head Start (MSHS) program (as either lead or assistant teacher)? *Please round to the nearest year.*	118	-	12.11	0.93	1	35
0 — 3 years		16.0	-	4.77	-	-
4 — 6 years		15.4	-	4.30	-	-
7 — 10 years		17.0	-	4.45	-	-
11 — 13 years		9.7	-	4.04	-	-
14 — 17 years		12.8	-	3.01	-	-
18 or more years		29.2	-	4.88	-	-

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.2. MSHS Teachers: MSHS Teaching Experience (Survey, Section A)

Item	*n*	Percentage (%) of Teachers	*SE*
A5. What experiences have you had with migrant and seasonal families and/or with the MSHS program before becoming an MSHS teacher? (Mark all that apply.)	118		
Family members are/were migrant and seasonal farmworkers		52.8	6.25
You are/were a migrant or seasonal farmworker		36.6	4.43
Assistant Teacher		56.5	5.68
Administrator (Assistant Center Director, Assistant Program Director, Center Director, Area Coordinator, Regional Director, Program Director)		2.4	1.42
Administrative Support (Secretary, Financial Officer, and Information Technology Director)		1.2	1.22
Education, Health, and Social Services (Educational Specialist, Education Manager, Component Coordinator, Outreach Staff/Recruiter, Family Service Worker, Counselor/Mental Health Professional, Social Worker, Health Care Worker, Community Organizer)		9.2	3.02
Support Staff (Kitchen Staff, Custodial Staff, Bus Driver, Bus Monitor, Transportation Supervisor)		30.6	6.92
Other		17.0	3.65
None of the above		10.8	4.48
A6. At times staff work in various positions at a center. Currently, which of the following positions do you *regularly* work *in MSHS* in addition to being a teacher? (Mark all that apply.)	116		
Assistant Teacher		32.2	4.72
Administrator (Assistant Center Director, Assistant Program Director, Center Director, Area Coordinator, Regional Director, Program Director)		4.0	3.19
Administrative Support (Secretary, Financial Officer, and Information Technology Director)		1.3	1.26
Education, Health, and Social Services (Educational Specialist, Education Manager, Component Coordinator, Outreach Staff/Recruiter, Family Service Worker, Counselor/Mental Health Professional, Social Worker, Health Care Worker, Community Organizer)		4.6	3.22
Support Staff (Kitchen Staff, Custodial Staff, Bus Driver, Bus Monitor, Transportation Supervisor)		22.7	5.66
Other		15.2	4.41
None of the above		36.6	6.75
A7. How often was your teaching assignment changed in the last week?	117		
Not changed		90.1	4.17
Changed once		5.1	2.23
Changed more than once		4.9	2.86

Table E.2. MSHS Teachers: MSHS Teaching Experience (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
A8. What do you do when the center is closed for the season? (Mark all that apply.)	114		
Work at another Migrant and Seasonal Head Start center		6.1	3.06
Work at a Head Start center		9.5	3.70
Work at another early childhood program		10.3	3.91
Work at another job part-time		7.8	2.94
Work at another job full-time		7.9	3.56
Look for another job		20.0	5.46
Receive unemployment benefits		62.7	5.68
Go to school		17.5	5.01
Other (including Receive public assistance and Self-employed)		22.6	4.22

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.3. MSHS Teachers: Education and Training (Survey, Section A)

Item	*n*	Percentage (%) of Teachers	*SE*
A9. What is the *highest* grade or year of school that you *completed?* (Mark one only.)	117		
Less than high school diploma/equivalent		5.0	2.03
High school diploma/equivalent		23.9	3.89
Vocational/technical program with some college (including vocational/technical diploma after HS with or without diploma and some college without degree)		16.4	4.37
Associate's degree		32.0	5.48
Bachelor's degree		19.9	4.85
Higher than bachelor's degree (including some professional/graduate school without degree or master's, doctoral or professional degree)		2.8	1.70
A10. (IF A9 IS 'ASSOCIATE'S DEGREE' OR HIGHER) In what field did you obtain your *highest* degree? (Mark one only.)	55		
Child development, human development, or developmental psychology		16.6	7.38
Early childhood education		48.1	9.02
Elementary education		12.3	4.28
Curriculum development or Bilingual education or literacy		0.0	0.00
Other field (including special education; administration; psychology, counseling, or social work; and public health)		22.9	7.32
A11. (IF A9 IS 'SOME COLLEGE WITHOUT A DEGREE' OR HIGHER) Have you completed any college/university courses on bilingual/Dual Language Learner (DLL) children? (Mark one only.)	76		
Yes, a whole course was dedicated to bilingual/DLL children		9.9	3.97
Yes, a large part of a course was dedicated to bilingual/DLL children		6.6	3.39
Yes, one or two classes of a course was dedicated to bilingual/DLL children		16.8	6.60
No		66.7	7.70
A12. Do you have, or are you in the process of acquiring, any of the following certifications?			
A12a. A Childhood Development Associate (CDA) credential	99		
Already have		71.6	8.45
In the process of obtaining		8.2	3.98
Do not have/Not in the process of obtaining		20.2	6.22
A12b. Another certification in early childhood development	83		
Already have		40.0	6.44
In the process of obtaining		8.0	2.84
Do not have/Not in the process of obtaining		51.9	6.42

Table E.3. MSHS Teachers: Education and Training (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
A12c-A12e. Other certification (including a license or certificate in social work or nursing and a bilingual certification)	63		
Already have		10.8	4.16
In the process of obtaining		9.1	5.59
Do not have/Not in the process of obtaining		80.1	5.91

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.4. MSHS Teachers: Teacher Beliefs: Preschoolers (Survey, Section A)

Item	*n*	Percentage (%) of Teachers	*SE*
A13. Please only answer this question if you have ever taught preschoolers. ... The following are statements that some teachers have made about how young children should be taught. Please indicate the extent to which you agree or disagree with the following statements. (Mark one only.)			
A13_na. N/A – I have never taught preschoolers.	118	35.6	5.71
A13a. (IF A13 IS NOT 'N/A') MSHS classroom activities should be responsive to the needs and abilities of individual children.	78		
Strongly disagree		0.0	0.00
Disagree		1.0	1.00
Neither agree nor disagree		1.0	1.02
Agree		35.3	7.69
Strongly agree		62.7	8.03
A13b. (IF A13 IS NOT 'N/A') Each curriculum area should be taught as a separate subject at separate times.	79		
Strongly disagree		14.5	4.82
Disagree		18.7	4.31
Neither agree nor disagree		34.8	6.35
Agree		23.2	5.58
Strongly agree		8.7	4.00
A13c. (IF A13 IS NOT 'N/A') Children should be allowed to select many of their own activities from a variety of learning areas that the teacher has prepared (writing, science center, etc.).	78		
Strongly disagree		0.4	0.36
Disagree		0.2	0.22
Neither agree nor disagree		3.4	1.78
Agree		44.5	9.32
Strongly agree		51.5	9.67
A13d. (IF A13 IS NOT 'N/A') Children should sit silently and do work on their own.	79		
Strongly disagree		39.4	7.29
Disagree		36.8	5.43
Neither agree nor disagree		15.3	4.34
Agree		8.5	5.15
Strongly agree		0.0	0.00

Table E.4. MSHS Teachers: Teacher Beliefs: Preschoolers (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
A13e. (IF A13 IS NOT 'N/A') Children in MSHS classrooms should learn through active explorations.	78		
Strongly disagree		0.2	0.22
Disagree		0.0	0.00
Neither agree nor disagree		1.4	1.14
Agree		36.7	8.20
Strongly agree		61.6	8.44
A13f. (IF A13 IS NOT 'N/A') MSHS teachers should use treats, stickers, or stars to encourage appropriate behavior.	79		
Strongly disagree		35.7	6.89
Disagree		36.3	5.51
Neither agree nor disagree		17.4	4.72
Agree		9.1	4.30
Strongly agree		1.5	1.17
A13g. (IF A13 IS NOT 'N/A') MSHS teachers should use punishments or reprimands to encourage appropriate behavior.	79		
Strongly disagree		74.9	6.08
Disagree		22.2	6.02
Neither agree nor disagree		1.9	1.35
Agree		0.9	0.94
Strongly agree		0.0	0.00
A13h. (IF A13 IS NOT 'N/A') Children should be instructed in recognizing the single letters of the alphabet, isolated from words.	79		
Strongly disagree		14.9	4.82
Disagree		21.1	5.70
Neither agree nor disagree		21.2	6.09
Agree		30.8	6.15
Strongly agree		11.9	3.85
A13i. (IF A13 IS NOT 'N/A') Children should learn to color within predefined lines.	79		
Strongly disagree		19.4	5.20
Disagree		42.8	5.46
Neither agree nor disagree		16.0	4.95
Agree		19.3	5.00
Strongly agree		2.5	2.52

Table E.4. MSHS Teachers: Teacher Beliefs: Preschoolers (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
A13j. (IF A13 IS NOT 'N/A') Children in MSHS classrooms should learn to form letters correctly on a printed page.	79		
Strongly disagree		25.7	5.47
Disagree		32.3	6.05
Neither agree nor disagree		23.3	6.46
Agree		15.5	5.15
Strongly agree		3.3	2.01

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.5. MSHS Teachers: Teacher Beliefs: Infants and Toddlers (Survey, Section A)

Item	*n*	Percentage (%) of Teachers	*SE*
A14. Please only answer this question if you have ever taught infants or toddlers. ... The following are statements that some teachers have made about how young children should be taught. Please indicate the extent to which you agree or disagree with the following statements. (Mark one only.)			
A14_na. N/A – I have never taught infants or toddlers.	116	16.2	4.58
A14a. (IF A14 IS NOT 'N/A') It is likely that caregivers will spoil a baby if they respond every time the baby cries.	93		
Strongly disagree		34.8	5.07
Disagree		24.0	3.88
Neither agree nor disagree		22.0	6.04
Agree		13.6	4.42
Strongly agree		5.7	3.21
A14b. (IF A14 IS NOT 'N/A') One of the best ways to prepare a young child to be a good student is to teach him/her to be obedient.	95		
Strongly disagree		23.1	4.38
Disagree		21.1	5.21
Neither agree nor disagree		27.2	5.60
Agree		21.8	5.32
Strongly agree		6.9	3.48
A14c. (IF A14 IS NOT 'N/A') I believe that it is important to spend a lot of time talking to infants and toddlers even before they can understand whatever it is I am saying.	97		
Strongly disagree		2.1	1.32
Disagree		0.0	0.00
Neither agree nor disagree		3.1	2.86
Agree		16.3	4.98
Strongly agree		78.6	5.33
A14d. (IF A14 IS NOT 'N/A') Toddlers can be expected to sit still during group activities like singing and story time.	96		
Strongly disagree		28.3	4.90
Disagree		45.7	4.91
Neither agree nor disagree		11.2	3.55
Agree		12.7	5.00
Strongly agree		2.0	2.00

Table E.5. MSHS Teachers: Teacher Beliefs: Infants and Toddlers (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
A14e. (IF A14 IS NOT 'N/A') I believe that the way I treat my teaching partners in the classroom will influence how the toddlers behave towards others.	96		
Strongly disagree		0.0	0.00
Disagree		0.3	0.35
Neither agree nor disagree		1.2	0.96
Agree		36.4	7.30
Strongly agree		62.0	7.55
A14f. (IF A14 IS NOT 'N/A') In order to be fair, child care teachers must treat all children alike.	96		
Strongly disagree		2.2	1.41
Disagree		5.3	2.04
Neither agree nor disagree		5.6	3.56
Agree		28.3	4.98
Strongly agree		58.7	6.21
A14g. (IF A14 IS NOT 'N/A') I believe that teachers have to carefully supervise children's development to make sure that it is progressing normally.	97		
Strongly disagree		0.6	0.65
Disagree or Neither agree nor disagree		0.0	0.00
Agree		36.3	8.38
Strongly agree		63.0	8.46
A14h. (IF A14 IS NOT 'N/A') Parents have valuable information to share about how teachers can work effectively with their children.	97		
Strongly disagree		0.9	0.70
Disagree		0.0	0.00
Neither agree nor disagree		1.5	1.44
Agree		37.6	4.30
Strongly agree		60.1	4.04
A14i. (IF A14 IS NOT 'N/A') Even though infants or toddlers enjoy their time in child care, parents are still the most important people in their children's lives.	97		
Strongly disagree		2.3	2.07
Disagree		0.0	0.00
Neither agree nor disagree		1.5	1.44
Agree		16.3	4.72
Strongly agree		79.9	4.97

Table E.5. MSHS Teachers: Teacher Beliefs: Infants and Toddlers (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
A14j. (IF A14 IS NOT 'N/A') It is good for infants and toddlers to experience many different child care providers so they can learn to modify their behavior to meet the demands of others.	95		
Strongly disagree		27.7	4.23
Disagree		40.8	5.41
Neither agree nor disagree		13.6	4.46
Agree		11.8	3.63
Strongly agree		6.0	3.72

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.6. MSHS Teachers: Background Information (Survey, Section A)

Item	*n*	Percentage (%) of Teachers	Mean	*SE*	*Min*	*Max*
A15. What is your sex?	119					
Male		0.9	-	0.90	-	-
Female		99.1	-	0.90	-	-
Other		0.0	-	0.00	-	-
A16.* Age at time of survey (years)	119	-	45.04	1.44	20	68
20 — 29 years		12.3	-	4.41	-	-
30 — 39 years		20.7	-	3.65	-	-
40 — 49 years		27.4	-	4.74	-	-
50 — 59 years		33.6	-	5.75	-	-
60 — 69 years		6.1	-	2.31	-	-
A17. What is your race/ethnicity? (Mark one or more.)	118					
Black or African American		4.9	-	2.82	-	-
Hispanic or Latino		76.5	-	4.21	-	-
White		24.2	-	7.10	-	-
American Indian or Alaska Native, Asian, or Native Hawaiian or Other Pacific Islander		0.4	-	0.45	-	-
A18. (IF RESPONDENT SELECTS 'HISPANIC OR LATINO' IN A17) Which Hispanic or Latino origin best describes you? (Mark one or more.)	86					
Mexican, Mexican-American, Chicano/a		87.8	-	5.18	-	-
Another Hispanic and/or Latino origin (including Puerto Rican and Cuban)		12.2	-	5.18	-	-

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

* An asterisk indicates a constructed variable. Data used to construct the variable are from the specified survey question(s). See the Guidance on Interpreting Data Tables section of this document for more information on constructed variables.

Table E.7. MSHS Teachers: Language Abilities (Survey, Section B)

Item	*n*	Percentage (%) of Teachers	*SE*
B1a1. How well do you understand English?[1]	114		
Not at all		0.0	0.00
Not Well		14.7	3.64
Well		35.4	5.35
Very well		50.0	6.78
B1a2. How well do you speak English?	115		
Not at all or Not Well		22.8	4.62
Well		33.6	4.74
Very well		43.6	6.24
B1a3. How well do you read English?	115		
Not at all or Not Well		18.5	4.24
Well		32.7	5.46
Very well		48.8	7.05
B1a4. How well do you write English?	115		
Not at all or Not Well		27.5	6.50
Well		29.6	4.15
Very well		42.9	6.38
B1a5. Did you speak English at home with your family when you were a child?	112		
Yes		40.1	6.41
No		59.9	6.41
B1b1. How well do you understand Spanish?	114		
Not at all		2.7	1.92
Not Well		14.4	4.99
Well		26.9	5.98
Very well		56.0	7.25
B1b2. How well do you speak Spanish?	114		
Not at all		2.5	1.44
Not Well		16.3	4.05
Well		29.3	5.35
Very well		51.8	6.74
B1b3. How well do you read Spanish?	114		
Not at all		8.2	2.35
Not Well		10.6	3.00
Well		28.5	6.56
Very well		52.6	7.72

Table E.7. MSHS Teachers: Language Abilities (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
B1b4. How well do you write Spanish?	114		
Not at all		12.1	4.13
Not Well		11.1	3.15
Well		32.2	4.65
Very well		44.5	6.46
B1b5. Did you speak Spanish at home with your family when you were a child?	111		
Yes		77.9	3.91
No		22.1	3.91
B1c1. How well do you understand Haitian Creole?	85		
Not at all		98.9	1.08
Not Well or Well		0.0	0.00
Very well		1.1	1.08
B1c2. How well do you speak Haitian Creole?	84		
Not at all		98.9	1.11
Not Well or Well		0.0	0.00
Very well		1.1	1.11
B1c3. How well do you read Haitian Creole?	84		
Not at all		98.9	1.11
Not Well or Well		0.0	0.00
Very well		1.1	1.11
B1c4. How well do you write Haitian Creole?	84		
Not at all		98.9	1.11
Not Well or Well		0.0	0.00
Very well		1.1	1.11
B1c5. Did you speak Haitian Creole at home with your family when you were a child?	83		
Yes		1.7	1.29
No		98.3	1.29

Table E.7. MSHS Teachers: Language Abilities (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
B1d1. How well do you understand Mixtec?	86		
Not at all		98.7	1.32
Not Well		0.0	0.00
Well		1.3	1.32
Very well		0.0	0.00
B1d2. How well do you speak Mixtec?	83		
Not at all		100.0	0.00
Not Well, Well, or Very well		0.0	0.00
B1d3. How well do you read Mixtec?	83		
Not at all		100.0	0.00
Not Well, Well, or Very well		0.0	0.00
B1d4. How well do you write Mixtec?	83		
Not at all		100.0	0.00
Not Well, Well, or Very well		0.0	0.00
B1d5. Did you speak this language at home with your family when you were a child?	82		
Yes		0.0	0.00
No		100.0	0.00
B1g1. How well do you understand [other language]?	57		
Not at all		91.1	4.61
Not Well		1.6	1.55
Well		2.8	2.10
Very well		4.5	3.27
B1g2. How well do you speak [other language]?	54		
Not at all		88.6	5.41
Not Well		3.8	2.66
Well		3.0	2.19
Very well		4.7	3.44

Table E.7. MSHS Teachers: Language Abilities (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
B1g3. How well do you read [other language]?	54		
Not at all		94.2	3.59
Not Well		0.0	0.00
Well		3.1	2.31
Very well		2.7	2.70
B1g4. How well do you write [other language]?	54		
Not at all		94.2	3.59
Not Well		0.0	0.00
Well		3.1	2.31
Very well		2.7	2.70
B1g5. Did you speak [other language] at home with your family when you were a child?	51		
Yes		6.8	4.17
No		93.2	4.17

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

[1]The survey also asked respondents about Kanjobal and Zapotec. For these languages, no respondents indicated that they understand, speak, read, or write these languages at any level or spoke them as children. The number of respondents to the questions on Kanjobal ranged from 76 to 84. The number of respondents to the questions on Zapotec ranged from 76 to 82.

Table E.8. MSHS Teachers: Satisfaction with Teaching (Survey, Section C)

Item	*n*	Percentage (%) of Teachers	*SE*
C1. How much do you agree or disagree with each of the following statements about teaching? (Mark one only.)			
C1a. I really enjoy my present teaching job.	119		
Strongly disagree, Disagree, or Neither agree nor disagree		1.7	1.04
Agree		29.3	5.58
Strongly agree		68.9	5.65
C1b. I am certain I am making a difference in the lives of the children I teach.	119		
Strongly disagree, Disagree, or Neither agree nor disagree		0.0	0.00
Agree		30.5	6.26
Strongly agree		69.5	6.26
C1c. If I could start over, I would choose teaching again as my career.	119		
Strongly disagree, Disagree, or Neither agree nor disagree		9.4	2.53
Agree		29.3	5.06
Strongly agree		61.3	6.35
C1d. In five years I think I will still be teaching young children.	119		
Strongly disagree, Disagree, or Neither agree nor disagree		13.6	4.51
Agree		29.3	4.43
Strongly agree		57.1	6.42
C1e. I feel that I am treated with respect in my present teaching job.	118		
Strongly disagree, Disagree, or Neither agree nor disagree		14.0	3.87
Agree		47.8	5.67
Strongly agree		38.2	5.12

Sources: MSHS Teacher Survey; Center for Epidemiologic Studies Depression Scale, National Institute of Mental Health

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.9. MSHS Teachers: Level of Support for Interactions Between MSHS Staff and Parents (Survey, Section C)

Item	*n*	Percentage (%) of Teachers	*SE*
C2. How much do you agree or disagree with each of the following statements about teaching? (Mark one only.)			
C2a. The staff at this center promote cooperation between MSHS staff and parents.	119		
Strongly disagree, Disagree, or Neither agree nor disagree		1.8	1.35
Agree		42.0	5.04
Strongly agree		56.2	5.37
C2b. The staff at this center support each other.	119		
Strongly disagree, Disagree, or Neither agree nor disagree		7.7	2.82
Agree		44.5	5.58
Strongly agree		47.7	5.77
C2c. The staff at this center help teachers to work effectively with families from different cultural groups.	119		
Strongly disagree, Disagree, or Neither agree nor disagree		6.3	2.47
Agree		44.6	4.80
Strongly agree		49.1	5.29

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.10. MSHS Teachers: Center for Epidemiologic Studies Depression (CES-D) Scale, Reliability and Summary Scores, (Survey, Section C)

Scale	*n*	Number of Items	Cronbach's Alpha	Percentage (%) of Respondents	Mean	*SE*	*Min*	*Max*
C3. CES-D 12-item scale	115	12	0.91	-	3.60	1.05	0	36
Not depressed		-	-	77.2	-	5.21	-	-
Mildly depressed		-	-	13.3	-	3.97	-	-
Moderately depressed		-	-	3.8	-	3.05	-	-
Severely depressed		-	-	5.7	-	3.34	-	-

Source: CES-D Scale, National Institute of Mental Health

Notes: This table presents both the reliability of scores and summary statistics for this instrument. Reliability information is presented in the first two columns of the first shaded row and includes the sample size (*n*), the number of items included in the reliability estimate, and the Cronbach's alpha, which is a measure of reliability, or internal consistency. Summary statistics are presented in the rest of the table.

Readers should use caution when interpreting results from the CES-D. This measure was developed for research purposes and does not provide a formal diagnosis of depression. A formal diagnosis can only be determined by a trained mental health professional.

The 12-item CES-D summary score was computed by summing the participant's responses to 12 individual items from the CES-D scales in the Teacher Survey, Assistant Teacher Survey, and Parent Interview. Respondents indicated how frequently during the past week they experienced 12 symptoms – feeling bothered, poor appetite, unable to "shake off the blues," difficulty focusing, depressed, everything was an effort, fearful, restless sleep, less talkative than usual, lonely, sad, and unable to "get going." Higher scores indicate more frequent symptoms. The categories that appear in the table above were based on the participant's summary score across those 12 items, with not depressed=0 — 4, mildly depressed=5 — 9, moderately depressed=10 — 14, and severely depressed=15 — 36. The same 12-item version of the CES-D Scale has also been used in the FACES and Baby FACES studies.

For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.11. MSHS Teachers: Training and Support (Survey, Section D)

Item	*n*	Percentage (%) of Teachers	*SE*
D1. What types of training and support have you received to help you use curriculum? (Mark all that apply.)	119		
Coaching in support		70.8	5.86
Peer support		34.1	6.22
Refresher trainings		70.6	4.59
Learning communities in support of curriculum		17.0	6.10
Workshops		61.6	5.70
No support		0.0	0.00
Other		8.7	3.01
D2. Is there someone who mentors or coaches you in your classroom, that is, someone who observes your teaching on a regular basis and provides feedback, guidance, and training? (Mark one only.)	116		
Yes		66.6	5.83
No		33.4	5.83
D3. (IF D2 IS NOT 'NO') How often does your mentor or coach come to your classroom? (Mark one only.)	82		
Once a week or more		36.9	7.01
Once every two weeks		15.4	3.71
Once a month		38.9	8.42
Less than once a month		8.8	3.00

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.12. MSHS Teachers: Class Composition (Survey, Section E)

Item	*n*	Percentage (%) of Teachers	Mean	*SE*	*Min*	*Max*
E1. How many children are currently enrolled in your classroom? (Please count only the children who are funded by ACF's Migrant and Seasonal Head Start.)	118	-	9.34	0.39	1	20
E2. How many children (currently enrolled) in your classroom are...						
Infants (birth to 11 months)	71	-	1.77	0.45	0	16
Toddlers (12 to 35 months)	95	-	4.74	0.40	0	20
Preschoolers (36 months or older)	71	-	8.24	0.78	0	37
E3. How many children in your classroom are Dual Language Learners? (Please count only the children who are funded by ACF's Migrant and Seasonal Head Start.)	114	-	8.38	0.49	0	20
E4. How many children understand or speak the following languages? You can count one child as speaking multiple languages. (Please count only ACF-funded MSHS slots.)						
English	103	-	6.05	0.36	0	18
Spanish	112	-	8.78	0.42	0	20
Haitian Creole	33	-	0.00	0.00	0	0
Mixtec, Kanjobal, or Zapotec	37	-	0.44	0.36	0	5
Other language	28	-	0.26	0.09	0	2
Don't know	14	-	0.00	0.00	0	0
E5. What percentage of children in your class is meeting developmental expectations for each of the following areas? (Mark one only.)						
E5a. Language skills in English	114					
Less than 25% of children		26.4	-	3.81	-	-
About 25% of children		17.9	-	4.62	-	-
About 50% (half) of children		30.9	-	6.00	-	-
About 75% of children		13.0	-	4.71	-	-
More than 75% of children		11.8	-	3.79	-	-
E5b. Language skills in child's home language	116					
Less than 25% of children		1.1	-	0.69	-	-
About 25% of children		8.4	-	3.66	-	-
About 50% (half) of children		15.5	-	3.95	-	-
About 75% of children		23.4	-	4.35	-	-
More than 75% of children		51.6	-	6.63	-	-

Table E.12. MSHS Teachers: Class Composition (Survey, Section E) (continued)

Item	*n*	Percentage (%) of Teachers	Mean	*SE*	*Min*	*Max*
E5c. Motor skills	116					
Less than 25% of children		1.3	-	0.81	-	-
About 25% of children		3.8	-	2.51	-	-
About 50% (half) of children		4.0	-	1.99	-	-
About 75% of children		22.4	-	4.65	-	-
More than 75% of children		68.4	-	4.33	-	-
E5d. Socioemotional skills	116					
Less than 25% of children		1.3	-	0.81	-	-
About 25% of children		3.8	-	2.51	-	-
About 50% (half) of children		10.9	-	2.76	-	-
About 75% of children		39.4	-	5.50	-	-
More than 75% of children		44.5	-	6.87	-	-
E5e. [For teachers of preschoolers] Early literacy skills	49					
Less than 25% of children		9.8	-	4.62	-	-
About 25% of children		14.0	-	5.96	-	-
About 50% (half) of children		30.3	-	8.54	-	-
About 75% of children		32.4	-	9.54	-	-
More than 75% of children		13.5	-	5.95	-	-
E5f. [For teachers of preschoolers] Science and social studies	50					
Less than 25% of children		6.0	-	3.92	-	-
About 25% of children		28.5	-	9.57	-	-
About 50% (half) of children		20.7	-	6.17	-	-
About 75% of children		33.8	-	8.53	-	-
More than 75% of children		10.9	-	6.33	-	-
E5g. [For teachers of preschoolers] Mathematical skills	50					
Less than 25% of children		4.4	-	3.59	-	-
About 25% of children		26.3	-	9.14	-	-
About 50% (half) of children		35.0	-	9.28	-	-
About 75% of children		25.9	-	7.31	-	-
More than 75% of children		8.4	-	3.78	-	-

Table E.12. MSHS Teachers: Class Composition (Survey, Section E) (continued)

Item	*n*	Percentage (%) of Teachers	Mean	*SE*	*Min*	*Max*
E6. How many of each of the following staff are usually with this class each day?						
Lead Teachers	113	-	1.69	0.08	1	6
Assistant Teachers	90	-	1.18	0.07	0	4
Paid Aides	55	-	0.77	0.14	0	2
Volunteers	39	-	0.41	0.15	0	3

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.13. MSHS Teachers: Work Schedule and Compensation (Survey, Section F)

Item	*n*	Percentage (%) of Teachers	Mean	*SE*	*Min*	*Max*
F1. How many *hours* per week are you *paid to work* for MSHS?	119	-	38.89	0.81	8.00	80.00
F2. How many *months* per year are you paid to work for MSHS?	119	-	7.06	0.29	2.00	12.00
F3. Does this work schedule present any problems for you?	118					
Yes, very much so		0.6	-	0.64	-	-
Yes, somewhat		16.5	-	3.33	-	-
No, not a problem		82.8	-	3.22	-	-
F4. (IF F3 IS NOT 'NO, NOT A PROBLEM') Why does this work schedule present problems for you?	18					
Hours are too long		2.3	-	2.68	-	-
Start time each day too early		0.0	-	0.00	-	-
End time each day too late		6.6	-	4.29	-	-
Daily schedule not consistent over the year		6.4	-	6.19	-	-
Start and end date to the center not consistent each year		41.7	-	15.08	-	-
Other		78.3	-	9.31	-	-
F5. What is your total yearly salary (before taxes) as a teacher? (dollars)	102	-	18,576	928	5,000	40,206
Less than $5,000		0.0	-	0.00	-	-
$5,000 to $9,999		6.4	-	2.74	-	-
$10,000 to $14,999		25.5	-	7.55	-	-
$15,000 to $19,999		23.9	-	5.28	-	-
$20,000 to $24,999		28.4	-	7.07	-	-
$25,000 to $29,999		4.9	-	2.65	-	-
$30,000 or more		10.9	-	3.77	-	-
F6. Which of the following benefits are available to you through MSHS?	114					
Paid vacation time		51.1	-	8.01	-	-
Paid sick leave		63.2	-	6.47	-	-
Paid maternity/paternity leave		32.8	-	5.34	-	-
Unpaid maternity/paternity leave		9.5	-	3.08	-	-
Paid family leave		17.1	-	3.00	-	-
Fully or partially paid health insurance		66.2	-	3.66	-	-
Fully or partially paid dental insurance		65.8	-	4.23	-	-
Tuition reimbursement		35.0	-	6.54	-	-
Retirement plan		73.9	-	5.48	-	-
Life insurance		70.3	-	4.60	-	-

Table E.13. MSHS Teachers: Work Schedule and Compensation (Survey, Section F) (continued)

Item	*n*	Percentage (%) of Teachers	Mean	*SE*	*Min*	*Max*
Vision care		65.4	-	7.03	-	-
Personal or bonus days		35.2	-	7.24	-	-
Mileage		60.7	-	6.56	-	-
Anything else?		2.4	-	1.81	-	-

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.14. MSHS Teachers: Instructional Practices for Toddlers and Preschoolers (Survey, Section G)

Item	*n*	Percentage (%) of Teachers	*SE*
G1. Please only answer this question if you currently teach toddlers or preschoolers. ... How often do children in your class work on activities in the following areas, either as a whole class, in small groups, or one-on-one? (Mark one only.)			
G1_na. N/A – I currently do not teach toddlers or preschoolers.	119	11.5	3.57
G1a. (IF G1 IS NOT 'N/A') Language Arts and Literacy	100		
Never		0.0	0.00
Less than once a week		0.2	0.16
1 — 2 times a week		2.5	1.44
3 — 4 times a week		3.9	3.09
Daily		93.4	3.31
G1b. (IF G1 IS NOT 'N/A') Mathematics	101		
Never		0.0	0.00
Less than once a week		0.2	0.16
1 — 2 times a week		3.8	1.48
3 — 4 times a week		14.2	3.69
Daily		81.9	3.82
G1c. (IF G1 IS NOT 'N/A') Social Studies	98		
Never		1.9	1.32
Less than once a week		5.5	2.39
1 — 2 times a week		11.1	2.85
3 — 4 times a week		19.4	5.10
Daily		62.1	6.68
G1d. (IF G1 IS NOT 'N/A') Science	101		
Never		0.5	0.33
Less than once a week		6.7	2.85
1 — 2 times a week		9.9	2.49
3 — 4 times a week		23.5	5.23
Daily		59.5	6.06
G1e. (IF G1 IS NOT 'N/A') Arts	101		
Never		0.0	0.00
Less than once a week		0.3	0.23
1 — 2 times a week		6.6	2.67
3 — 4 times a week		13.8	3.79
Daily		79.3	4.25

Table E.14. MSHS Teachers: Instructional Practices for Toddlers and Preschoolers (Survey, Section G) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
G1f. (IF G1 IS NOT 'N/A') Motor Development (e.g., running, jumping, climbing, balance, strength)	103		
Never		0.0	0.00
Less than once a week		0.2	0.16
1 — 2 times a week		1.6	1.17
3 — 4 times a week		0.0	0.00
Daily		98.2	1.18
G1g. (IF G1 IS NOT 'N/A') Social – emotional skills	102		
Never		0.0	0.00
Less than once a week		0.2	0.16
1 — 2 times a week		1.6	1.19
3 — 4 times a week		7.5	3.52
Daily		90.7	3.60
G2. Please only answer this question if you currently teach toddlers or preschoolers. ... How often do children in your class do each of the following literacy and language activities? (Mark one only.)			
G2_na. N/A — I currently do not teach toddlers or preschoolers.	119	14.3	3.65
G2a. (IF G2 IS NOT 'N/A') Work on learning the names of letters	96		
Never		21.7	4.19
About once a month or less		4.8	2.17
2 or 3 times a month		1.3	0.92
Once or twice a week		8.5	3.93
3 — 4 times a week		15.2	4.23
Every day		48.5	7.88
G2b. (IF G2 IS NOT 'N/A') Practice writing the letters of the alphabet	96		
Never		37.2	5.66
About once a month or less		1.8	1.35
2 or 3 times a month		2.8	1.65
Once or twice a week		18.5	5.84
3 — 4 times a week		13.1	4.45
Every day		26.6	5.30

Table E.14. MSHS Teachers: Instructional Practices for Toddlers and Preschoolers (Survey, Section G) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
G2c. (IF G2 IS NOT 'N/A') Discuss new words	97		
Never		6.7	2.28
About once a month or less		1.4	1.43
2 or 3 times a month		2.9	1.52
Once or twice a week		16.0	4.49
3 — 4 times a week		10.5	3.54
Every day		62.5	5.55
G2d. (IF G2 IS NOT 'N/A') Work on phonics (such as rhyming, sounds of letters, focus on syllables, etc.)	99		
Never		15.5	4.47
About once a month or less		4.7	1.50
2 or 3 times a month		1.4	1.38
Once or twice a week		11.3	3.70
3 — 4 times a week		15.0	3.84
Every day		52.0	5.28
G2e. (IF G2 IS NOT 'N/A') Listen to you read stories	98		
Never, About once a month or less, or 2 or 3 times a month		0.0	0.00
Once or twice a week		5.4	3.31
3 — 4 times a week		6.8	2.38
Every day		87.8	3.74
G2f. (IF G2 IS NOT 'N/A') Retell stories	98		
Never		7.0	2.79
About once a month or less		2.2	1.41
2 or 3 times a month		3.7	2.59
Once or twice a week		6.3	3.45
3 — 4 times a week		22.1	5.65
Every day		58.7	5.81

Table E.14. MSHS Teachers: Instructional Practices for Toddlers and Preschoolers (Survey, Section G) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
G2g. (IF G2 IS NOT 'N/A') Learn about conventions of print (such as left to right orientation, book holding)	94		
Never		7.4	2.82
About once a month or less		4.2	2.13
2 or 3 times a month		0.0	0.00
Once or twice a week		10.5	3.94
3 — 4 times a week		12.0	3.93
Every day		65.9	6.61
G2h. (IF G2 IS NOT 'N/A') Write their own name	98		
Never		32.9	5.06
About once a month or less		3.6	1.52
2 or 3 times a month		1.2	1.09
Once or twice a week		11.8	3.26
3 — 4 times a week		17.3	4.67
Every day		33.3	6.25
G3. Please only answer this question if you currently teach toddlers or preschoolers. ...How often do children do each of the following math activities? (Mark one only.)			
G3_na. N/A – I currently do not teach toddlers or preschoolers.	118	14.1	3.78
G3a. (IF G3 IS NOT 'N/A') Count out loud	99		
Never		3.1	1.77
About once a month or less		0.0	0.00
2 or 3 times a month		0.8	0.77
Once or twice a week		0.5	0.46
3 — 4 times a week		3.6	1.92
Every day		92.1	2.81
G3b. (IF G3 IS NOT 'N/A') Work with counting manipulatives (things for children to count) to learn basic operations (for example, adding or subtracting)	98		
Never		9.7	3.76
About once a month or less		1.5	1.08
2 or 3 times a month		1.3	0.92
Once or twice a week		4.4	1.72
3 — 4 times a week		18.1	4.72
Every day		64.9	7.15

Table E.14. MSHS Teachers: Instructional Practices for Toddlers and Preschoolers (Survey, Section G) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
G3c. (IF G3 IS NOT 'N/A') Work with rulers, measuring cups, spoons, or other measuring instruments	98		
Never		8.9	2.41
About once a month or less		4.5	1.23
2 or 3 times a month		11.8	3.93
Once or twice a week		19.2	3.99
3 — 4 times a week		20.0	4.40
Every day		35.6	6.46
G3d. (IF G3 IS NOT 'N/A') Engage in calendar – related activities	98		
Never		38.3	4.45
About once a month or less		7.0	3.41
2 or 3 times a month		7.7	2.91
Once or twice a week		6.3	2.13
3 — 4 times a week		6.9	3.69
Every day		33.9	5.13
G3e. (IF G3 IS NOT 'N/A') Engage in activities related to understanding time	97		
Never		23.5	4.30
About once a month or less		5.2	2.00
2 or 3 times a month		6.2	3.31
Once or twice a week		14.5	3.78
3 — 4 times a week		14.2	4.34
Every day		36.4	5.67
G3f. (IF G3 IS NOT 'N/A') Engage in activities that involves shapes or patterns	96		
Never		2.5	1.30
About once a month or less		0.0	0.00
2 or 3 times a month		0.8	0.79
Once or twice a week		12.3	4.89
3 — 4 times a week		20.7	4.30
Every day		63.7	5.81

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.15. MSHS Teachers: Nap Time (Survey, Section G)

Item	*n*	Percentage (%) of Teachers	*SE*
G4. To what extent do you agree or disagree with the following statements about nap time? (Mark one only.)			
G4a. The children in my classroom would nap longer or more frequently if the schedule allowed for it.	115		
Strongly disagree		20.9	5.64
Disagree		20.9	7.12
Neither agree nor disagree		13.6	3.15
Agree		29.5	6.45
Strongly agree		15.1	3.74
G4b. The children in my classroom are put down to nap even if they are not tired.	115		
Strongly disagree		22.2	4.26
Disagree		29.8	5.03
Neither agree nor disagree		20.0	5.30
Agree		24.5	5.67
Strongly agree		3.6	3.00
G4c. The children in my classroom often get tired at times other than routing nap times.	115		
Strongly disagree		29.8	6.44
Disagree		25.8	4.40
Neither agree nor disagree		11.0	3.58
Agree		24.8	4.80
Strongly agree		8.6	3.17

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.16. MSHS Teachers: Additional Supports at Work (Survey, Section G)

Item	*n*	Percentage (%) of Teachers	*SE*
G5. Do you have access to a computer at work? (Mark one only.)	119		
Yes		92.4	2.97
No		7.6	2.97
G6. What types of support have you received to help you use child assessment tools? (Mark all that apply.)	119		
Help understanding the assessment		74.4	5.16
Opportunity to observe someone implementing the assessment		45.9	5.81
Help using the assessment to identify children's developmental level		81.6	3.92
Help using the assessment to determine child's strengths and weaknesses		76.2	4.01
Help using the assessment to inform instruction		57.3	6.39
Help conducting the assessment with children with special needs		57.5	5.15
Help using the assessment to determine if a child needs referral for special services		61.9	5.72
Help using the assessment to inform instruction for children with special needs		48.8	5.11
Refresher training on the assessment		80.2	4.09
Feedback on administering the assessment		45.8	6.36
No support		0.6	0.60
Other		2.1	0.78
G7. What can help you in your teaching? (Mark all that apply.)	118		
Additional training in...curriculum		51.1	6.20
Additional training in...assessment		39.3	5.33
Additional training in...behavioral class management		48.3	6.06
Additional training in...infant development		31.1	4.57
Additional training in...toddler development		34.0	4.89
Additional training in...preschooler development		22.2	5.52
Additional training in...Dual Language Learners and bilingual development		58.2	5.92
Additional training in...special needs		56.2	5.89
Additional training in...the culture of MSHS families		32.5	5.01
Additional training in...the agricultural work of MSHS families		21.6	5.53
Learning more English		27.8	6.58
Learning more Spanish		20.6	3.97

Table E.16. MSHS Teachers: Additional Supports at Work (Survey, Section G) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
Learning other languages		7.4	3.26
Additional coaching/mentoring		20.5	7.07
Additional planning time		53.0	6.69
More time/support to pursue degree		17.4	6.14

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.17. MSHS Teachers: Language(s) of Instruction: Toddlers and Preschoolers (Survey, Section H)

Item	*n*	Percentage (%) of Teachers	*SE*
H1. Please only answer this question if you currently teach toddlers or preschoolers. ... Which languages do you use in your classroom for each of the following activities?			
H1_na. N/A – I currently do not teach toddlers or preschoolers.	119	13.6	3.57
H1.1.* (IF H1 IS NOT 'N/A') Teaching children	98		
English completely		15.5	4.75
Mostly English, some Spanish		18.4	4.28
English and Spanish equally		20.5	5.49
Mostly Spanish, some English		26.2	5.43
Spanish completely		15.4	4.13
Mostly English, some of another language		1.0	1.03
English and another language equally		0.0	0.00
Mostly another language, some English		1.4	1.41
English and multiple other languages		1.6	1.04
Other combination of languages		0.0	0.00
H1.2.* (IF H1 IS NOT 'N/A') Reading to children	98		
English completely		17.7	4.84
Mostly English, some Spanish		15.2	3.36
English and Spanish equally		22.8	5.73
Mostly Spanish, some English		22.4	4.54
Spanish completely		15.2	4.38
Mostly English, some of another language		1.4	1.39
English and another language equally or Mostly another language, some English		0.0	0.00
English and multiple other languages		5.3	3.06
Other combination of languages		0.0	0.00
H1.3.* (IF H1 IS NOT 'N/A') Presenting information to children	98		
English completely		15.6	4.52
Mostly English, some Spanish		14.9	3.91
English and Spanish equally		24.4	5.99
Mostly Spanish, some English		20.4	3.74
Spanish completely		21.3	6.60
Mostly English, some of another language		0.2	0.23
English and another language equally		1.4	1.38
Mostly another language, some English		0.0	0.00
English and multiple other languages		1.8	1.34
Other combination of languages		0.0	0.00

Table E.17. MSHS Teachers: Language(s) of Instruction: Toddlers and Preschoolers (Survey, Section H) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
H1.4.* (IF H1 IS NOT 'N/A') Providing directions to children	97		
English completely		6.5	2.91
Mostly English, some Spanish		22.2	8.52
English and Spanish equally		28.4	4.89
Mostly Spanish, some English		17.1	4.04
Spanish completely		20.9	4.65
Mostly English, some of another language		0.2	0.24
English and another language equally or Mostly another language, some English		0.0	0.00
English and multiple other languages		4.7	2.08
Other combination of languages		0.0	0.00
H1.5.* (IF H1 IS NOT 'N/A') Playing with children	98		
English completely		13.6	4.64
Mostly English, some Spanish		18.1	4.20
English and Spanish equally		25.2	5.46
Mostly Spanish, some English		24.4	3.94
Spanish completely		15.9	4.67
Mostly English, some of another language or English and another language equally		0.0	0.00
Mostly another language, some English		1.4	1.40
English and multiple other languages		1.3	1.00
Other combination of languages		0.0	0.00
H1.6.* (IF H1 IS NOT 'N/A') Soothing children	95		
English completely		6.4	2.89
Mostly English, some Spanish		21.6	6.02
English and Spanish equally		24.9	4.68
Mostly Spanish, some English		21.0	4.22
Spanish completely		24.7	5.31
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		1.4	1.46
Other combination of languages		0.0	0.00

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

* An asterisk indicates a constructed variable. Data used to construct the variable are from the specified survey question(s). See the Guidance on Interpreting Data Tables section of this document for more information on constructed variables.

Table E.18. MSHS Teachers: Language(s) of Instruction: Infants (Survey, Section H)

Item	*n*	Percentage (%) of Teachers	*SE*
H2. Please only answer this question if you currently teach infants. ... Which languages do you use in your classroom for each of the following activities?			
H2_na. N/A – I currently do not teach infants.	114	51.6	4.50
H2.1.* (IF H2 IS NOT 'N/A') Talking to children	55		
English completely		0.9	0.89
Mostly English, some Spanish		24.4	10.10
English and Spanish equally		37.1	8.07
Mostly Spanish, some English		22.7	6.05
Spanish completely		10.4	3.52
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		4.5	3.30
Other combination of languages		0.0	0.00
H2.2.* (IF H2 IS NOT 'N/A') Reading to children	54		
English completely		17.4	10.74
Mostly English, some Spanish		13.7	5.47
English and Spanish equally		30.9	7.62
Mostly Spanish, some English		29.6	6.61
Spanish completely		3.9	2.58
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		4.5	3.31
Other combination of languages		0.0	0.00
H2.3.* (IF H2 IS NOT 'N/A') Singing to children	54		
English completely		11.9	6.25
Mostly English, some Spanish		9.1	3.46
English and Spanish equally		43.0	5.66
Mostly Spanish, some English		30.1	7.11
Spanish completely		4.0	2.59
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		1.9	1.97
Other combination of languages		0.0	0.00

Table E.18. MSHS Teachers: Language(s) of Instruction: Infants (Survey, Section H) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
H2.4.* (IF H2 IS NOT 'N/A') Playing with children	54		
English completely		10.5	5.82
Mostly English, some Spanish		8.3	3.91
English and Spanish equally		36.6	7.93
Mostly Spanish, some English		32.2	6.54
Spanish completely		7.9	2.98
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		4.5	3.31
Other combination of languages		0.0	0.00
H2.5.* (IF H2 IS NOT 'N/A') Soothing children	54		
English completely		5.0	2.39
Mostly English, some Spanish		13.8	6.15
English and Spanish equally		34.5	7.71
Mostly Spanish, some English		26.7	6.19
Spanish completely		15.4	5.36
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		4.5	3.31
Other combination of languages		0.0	0.00

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

* An asterisk indicates a constructed variable. Data used to construct the variable are from the specified survey question(s). See the Guidance on Interpreting Data Tables section of this document for more information on constructed variables.

Table E.19. MSHS Teachers: Language(s) Used in Printed Materials and with Parents (Survey, Section H)

Item	*n*	Percentage (%) of Teachers	*SE*
H3.* In what languages are printed materials (like children's books and other learning resources) available in your classroom? (Mark one or more.)	118		
English completely		1.3	0.92
Mostly English, some Spanish		23.3	4.49
English and Spanish equally		58.6	4.64
Mostly Spanish, some English		16.2	4.21
Spanish completely		0.5	0.55
Mostly English, some of another language; English and another language equally; Mostly another language, some English; English and multiple other languages; or, Other combination of languages		0.0	0.00
H4. How do you communicate with families who speak a language that you do not speak? Do you…? (Mark one or more.)	116		
Communicate only in English		7.2	2.29
Use a formal interpreter		16.0	3.18
Use an informal interpreter, like a staff member or parent		32.9	5.70
Use the child or sibling as an informal interpreter		4.0	1.50
Use physical cues or hand gestures		8.0	2.89
Use translated materials		17.3	4.89
Use any other ways?		3.0	1.46
Not applicable, since you speak all the languages of the families		45.1	5.88

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

* An asterisk indicates a constructed variable. Data used to construct the variable are from the specified survey question(s). See the Guidance on Interpreting Data Tables section of this document for more information on constructed variables.

Table E.20. MSHS Teachers: Disability Services (Survey, Section I)

Item	*n*	Percentage (%) of Teachers	*SE*
I1. What do you do when you first think a child might have a special need? (Mark one or more.)	116		
N/A – I have not had children with special needs in class.		18.3	2.95
Document concern on a special report form		67.8	4.64
Notify your program director/disabilities coordinator/education coordinator		86.1	4.68
Arrange for a local specialist to observe and evaluate		38.6	5.35
Arrange for a conference with parents to share the information and concerns		50.8	5.80
Help to arrange an appointment for services in the community		19.1	4.13
Monitor and record the child's progress and activities		66.0	4.73
Other		12.1	2.14
I2. (IF I1 IS NOT 'N/A') When a special education or other specialist sees a child, what kind of feedback does the specialist provide you? (Mark one only.)	71		
Written report describing child's specific needs		22.9	5.33
Oral advice only		11.8	3.54
Both written reports and oral advice		60.8	6.40
Never received feedback		0.0	0.00
Other		4.4	3.45
I3. (IF I1 IS NOT 'N/A') How often do you or other MSHS staff meet with the parents to discuss the progress or status of a child with special needs? (Mark one only.)	90		
Never		1.1	0.86
Once every 6 months or less often		6.3	3.46
Once every 2 to 6 months		21.8	4.41
Once a month		42.8	5.55
More than once a month		27.9	5.03

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table E.21. MSHS Teachers: Family Engagement (Survey, Section J)

Item	*n*	Percentage (%) of Teachers	*SE*
J1. About how often do you do the following with the parents of *most or all* of the children in your classroom? (Mark one only.)			
J1a. Send written information home about child through backpack or bus monitor (or other center staff)	108		
Every day		42.7	4.30
2 or 3 times a week		3.9	2.25
Once a week		28.3	4.58
Once or twice a month		13.9	3.08
Less than once a month		11.1	3.26
J1b. Send verbal information home about child via bus monitor or other center staff	96		
Every day		14.3	5.15
2 or 3 times a week		23.7	5.56
Once a week		19.6	4.04
Once or twice a month		16.7	4.12
Less than once a month		25.7	6.45
J1c. Speak with family via phone	100		
Every day		1.0	0.90
2 or 3 times a week		12.5	3.95
Once a week		13.0	4.32
Once or twice a month		45.5	7.21
Less than once a month		28.0	6.30
J1d. Speak with family face-to-face	112		
Every day		44.9	7.11
2 or 3 times a week		14.6	4.97
Once a week		10.4	2.69
Once or twice a month		16.5	3.59
Less than once a month		13.6	4.77
J1e. Have a parent-teacher conference	111		
Every day		0.2	0.15
2 or 3 times a week		0.0	0.00
Once a week		0.7	0.69
Once or twice a month		52.1	6.75
Less than once a month		47.1	6.87

Table E.21. MSHS Teachers: Family Engagement (Survey, Section J) (continued)

Item	*n*	Percentage (%) of Teachers	*SE*
J1f. Conduct home visits	109		
Every day		0.2	0.16
2 or 3 times a week or Once a week		0.0	0.00
Once or twice a month		29.2	5.75
Less than once a month		70.6	5.74
J2. What are some activities you encourage parents to do in order to support their child's learning, health, and development? (Mark all that apply.)	115		
Count with child		94.4	1.97
Direct parent to child health services		40.4	4.37
Discuss discipline practices across home and school		61.5	5.95
Discuss strategies for fostering self-regulation and social skills		64.3	5.37
Establish routines		83.7	3.45
Follow recommended health and safety guidelines		61.2	5.21
Play card or number games with child		49.3	4.56
Read to child		97.9	1.46
Spend time playing with child		97.5	1.78
Spend time with child doing chores		58.8	5.01
Spend time with child working on projects		55.9	4.15
Talk to child about his/her experiences in MSHS		67.8	4.64
Talk to child about his/her heritage or family background		53.7	4.71
Talk to child about more and less, or longer and shorter		52.2	5.70
Talk to child in general		90.4	4.21
Talk to child in the home language(s)		81.2	4.40
Tell child stories		91.9	2.93
None of the above		0.0	0.00
J3. What are some activities you encourage parents to do in order to be involved in MSHS? (Mark all that apply.)	115		
Attend a general parent meeting at the center		99.0	0.76
Attend regularly scheduled parent-teacher conferences		99.8	0.21
Attend center event		91.7	2.56
Act as a center volunteer or serve on a center or parent committee		85.2	4.74
Attend parent workshops		74.0	4.58
Other		14.8	4.89

Source: MSHS Teacher Survey

Note: For notes and limitations applying to the MSHS Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

SECTION F. DATA TABLES FOR MSHS ASSISTANT TEACHERS

This section presents data tables for information obtained from the MSHS Assistant Teacher Survey. Readers are encouraged to pay careful attention to the following information when reviewing information in this section:

- Notes and limitations applying to the survey, which can be found in the section on **Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview**.
- Information about the survey can be found in the **MSHS Staff Surveys and Parent Interview** section of the **Measures** chapter.
- Footnotes provided below each table.

The constructs covered in this section include:

- Assistant Teacher Background, Experience, Education, Knowledge, and Beliefs **(Table F.1 – F.6)**
- Assistant Teacher Linguistic Abilities **(Table F.7 – F.10)**
- Assistant Teacher Well-Being **(Table F.11 – F.13)**
- Instructional and Assessment Practices **(Table F.14)**
- Staffing and Compensation **(Table F.15)**

Table F.1. MSHS Assistant Teachers: General Teaching Experience (Survey, Section A)

Item	*n*	Percentage (%) of Assistant Teachers	Mean	*SE*	*Min*	*Max*
A1. In total, how many years (including this year) have you been teaching (as either lead or assistant teacher)? *Please round to the nearest year.*	99	-	9.73	1.31	1	42
0 — 5 years		41.6	-	6.90	-	-
6 — 10 years		24.8	-	5.52	-	-
11 — 15 years		8.3	-	2.39	-	-
16 — 20 years		17.6	-	6.08	-	-
21 or more years		7.7	-	3.47	-	-
A2. In total, how many years (including this year) have you taught children *birth to two years* (as either lead or assistant teacher)? *Please round to the nearest year.*	97	-	6.50	1.11	0	42
0 — 2 years		41.3	-	5.43	-	-
3 — 5 years		22.8	-	5.62	-	-
6 — 9 years		11.0	-	3.68	-	-
10 — 14 years		8.9	-	3.04	-	-
15 or more years		15.9	-	4.81	-	-
A3. In total, how many years (including this year) have you taught children *three to five years* (as either lead or assistant teacher)? *Please round to the nearest year.*	97	-	5.03	0.85	0	28
0 — 2 years		49.7	-	5.79	-	-
3 — 5 years		18.4	-	3.57	-	-
6 — 9 years		13.1	-	4.26	-	-
10 — 14 years		5.9	-	2.27	-	-
15 or more years		13.0	-	5.67	-	-
A4. In total, how many years (including this year) have you been teaching in a Migrant and Seasonal Head Start (MSHS) program (as either lead or assistant teacher)? *Please round to the nearest year.*	98	-	8.41	1.36	0	42
0 — 2 years		32.8	-	7.00	-	-
3 — 5 years		14.1	-	3.79	-	-
6 — 9 years		18.0	-	4.92	-	-
10 — 14 years		14.4	-	4.05	-	-
15 — 19 years		11.1	-	4.18	-	-
20 or more years		9.5	-	5.43	-	-

Source: MSHS Assistant Teacher Survey

Note: For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table F.2. MSHS Assistant Teachers: MSHS Teaching Experience (Survey, Section A)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
A5. What experiences have you had with migrant and seasonal families and/or with the MSHS program before becoming an MSHS teacher? (Mark all that apply.)	99		
Family members are/were migrant and seasonal farmworkers		61.2	5.60
You are/were a migrant or seasonal farmworker		31.4	5.60
Teacher		50.6	6.35
Administrator (Assistant Center Director, Assistant Program Director, Center Director, Area Coordinator, Regional Director, Program Director)		0.8	0.82
Administrative Support (Secretary, Financial Officer, and Information Technology Director)		0.0	0.00
Education, Health, and Social Services (Educational Specialist, Education Manager, Component Coordinator, Outreach Staff/Recruiter, Family Service Worker, Counselor/Mental Health Professional, Social Worker, Health Care Worker, Community Organizer)		2.3	1.40
Support Staff (Kitchen Staff, Custodial Staff, Bus Driver, Bus Monitor, Transportation Supervisor)		17.2	4.20
Other		11.5	3.41
None of the above		20.5	3.90
A6. At times staff work in various positions at a center. Currently, which of the following positions do you *regularly* work *in MSHS* in addition to being an assistant teacher? (Mark all that apply.)	100		
Teacher		63.0	6.02
Administrator (Assistant Center Director, Assistant Program Director, Center Director, Area Coordinator, Regional Director, Program Director)		0.0	0.00
Administrative Support (Secretary, Financial Officer, and Information Technology Director)		1.2	0.88
Education, Health, and Social Services (Educational Specialist, Education Manager, Component Coordinator, Outreach Staff/Recruiter, Family Service Worker, Counselor/Mental Health Professional, Social Worker, Health Care Worker, Community Organizer)		6.3	2.93
Support Staff (Kitchen Staff, Custodial Staff, Bus Driver, Bus Monitor, Transportation Supervisor)		23.1	5.45
Other		5.8	2.41
None of the above		26.0	5.52
A7. How often was your teaching assignment changed in the last week?	100		
Not changed		88.4	3.42
Changed once		7.4	2.69
Changed more than once		4.2	2.25

Table F.2. MSHS Assistant Teachers: MSHS Teaching Experience (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
A8. What do you do when the center is closed for the season? (Mark all that apply.)	92		
Work at a Head Start center		10.5	3.99
Work at another early childhood program		9.2	3.40
Work at another job part-time		9.2	3.20
Look for another job		28.5	5.51
Receive unemployment benefits		53.5	7.79
Go to school		24.1	5.52
Other (including Work at another Migrant and Seasonal Head Start center, Work at another job full-time, Receive public assistance, and Self-employed)		25.9	6.99

Source: MSHS Assistant Teacher Survey

Note: For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table F.3. MSHS Assistant Teachers: Education and Training (Survey, Section A)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
A9. What is the *highest* grade or year of school that you *completed?* (Mark one only.)	99		
Less than high school diploma/equivalent		10.0	3.35
High school diploma/equivalent		32.3	5.02
Vocational/technical program with some college (including vocational/technical diploma after high school with or without a diploma and some college without a degree)		30.9	5.31
Associate's degree		14.3	4.09
Bachelor's degree		10.9	3.57
Higher than bachelor's degree (including some professional or graduate school without a degree, master's degree, doctoral degree, and professional degree after bachelor's degree)		1.6	1.31
A10. (IF A9 IS 'ASSOCIATE'S DEGREE' OR HIGHER) In what field did you obtain your *highest* degree? (Mark one only.)	29		
Child development, human development, or developmental psychology		24.6	9.92
Early childhood education		38.9	10.51
Curriculum development or Bilingual education or literacy		0.0	0.00
Other field (including elementary education, special education, administration, psychology, and public health)		36.5	9.04
A11. (IF A9 IS 'SOME COLLEGE WITHOUT A DEGREE' OR HIGHER) Have you completed any college/university courses on bilingual/Dual Language Learner (DLL) children? (Mark one only.)	55		
Yes, a whole course was dedicated to bilingual/DLL children		4.0	2.41
Yes, a large part of a course was dedicated to bilingual/DLL children		7.2	4.27
Yes, one or two classes of a course was dedicated to bilingual/DLL children		24.9	7.21
No		63.9	7.36
A12. Do you have, or are you in the process of acquiring, any of the following certifications? (Mark all that apply.)			
A12a. A Childhood Development Associate (CDA) credential	87		
Already have		60.2	7.87
In the process of obtaining		17.5	3.70
Do not have/Not in the process of obtaining		22.3	6.37
A12b. Another certification in early childhood development	63		
Already have		44.3	8.33
In the process of obtaining		2.4	2.48
Do not have/Not in the process of obtaining		53.2	8.60

Table F.3. MSHS Assistant Teachers: Education and Training (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
A12c-A12e. Other certification (including a license or certificate in social work or nursing and a bilingual certification)	50		
Already have		6.0	2.92
In the process of obtaining		17.3	6.81
Do not have/Not in the process of obtaining		76.7	7.73

Source: MSHS Assistant Teacher Survey

Note: For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table F.4. MSHS Assistant Teachers: Assistant Teacher Beliefs: Preschoolers (Survey, Section A)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
A13. Please only answer this question if you have ever taught preschoolers. ... The following are statements that some teachers have made about how young children should be taught. Please indicate the extent to which you agree or disagree with the following statements. (Mark one only.)			
A13_na. N/A – I have never taught preschoolers.	99	30.0	4.98
A13a. (IF A13 IS NOT 'N/A') MSHS classroom activities should be responsive to the needs and abilities of individual children.	71		
Strongly disagree or Disagree		0.0	0.00
Neither agree nor disagree		2.9	1.76
Agree		31.4	6.91
Strongly agree		65.7	7.49
A13b. (IF A13 IS NOT 'N/A') Each curriculum area should be taught as a separate subject at separate times.	70		
Strongly disagree		2.8	1.77
Disagree		18.7	5.30
Neither agree nor disagree		43.7	7.65
Agree		28.8	4.72
Strongly agree		6.0	3.10
A13c. (IF A13 IS NOT 'N/A') Children should be allowed to select many of their own activities from a variety of learning areas that the teacher has prepared (writing, science center, etc.).	71		
Strongly disagree		1.8	1.32
Disagree		1.1	1.13
Neither agree nor disagree		15.7	4.91
Agree		32.5	6.10
Strongly agree		48.9	6.99
A13d. (IF A13 IS NOT 'N/A') Children should sit silently and do work on their own.	71		
Strongly disagree		34.3	6.14
Disagree		49.3	7.22
Neither agree nor disagree		13.6	3.55
Agree		2.9	2.10
Strongly agree		0.0	0.00

Table F.4. MSHS Assistant Teachers: Assistant Teacher Beliefs: Preschoolers (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
A13e. (IF A13 IS NOT 'N/A') Children in MSHS classrooms should learn through active explorations.	69		
Strongly disagree		0.0	0.00
Disagree		1.2	1.16
Neither agree nor disagree		5.6	3.10
Agree		33.1	5.79
Strongly agree		60.1	6.07
A13f. (IF A13 IS NOT 'N/A') MSHS teachers should use treats, stickers, or stars to encourage appropriate behavior.	71		
Strongly disagree		23.5	7.65
Disagree		24.7	5.98
Neither agree nor disagree		32.6	4.36
Agree		19.2	4.37
Strongly agree		0.0	0.00
A13g. (IF A13 IS NOT 'N/A') MSHS teachers should use punishments or reprimands to encourage appropriate behavior.	71		
Strongly disagree		70.3	6.10
Disagree		14.5	5.16
Neither agree nor disagree		13.5	5.35
Agree		1.7	1.67
Strongly agree		0.0	0.00
A13h. (IF A13 IS NOT 'N/A') Children should be instructed in recognizing the single letters of the alphabet, isolated from words.	72		
Strongly disagree		7.9	3.32
Disagree		16.1	5.39
Neither agree nor disagree		13.4	4.29
Agree		38.9	5.78
Strongly agree		23.7	7.14
A13i. (IF A13 IS NOT 'N/A') Children should learn to color within predefined lines.	72		
Strongly disagree		20.4	8.01
Disagree		25.6	7.26
Neither agree nor disagree		25.9	5.25
Agree		26.2	7.06
Strongly agree		2.0	1.58

Table F.4. MSHS Assistant Teachers: Assistant Teacher Beliefs: Preschoolers (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
A13j. (IF A13 IS NOT 'N/A') Children in MSHS classrooms should learn to form letters correctly on a printed page.	72		
Strongly disagree		24.2	8.59
Disagree		15.4	5.53
Neither agree nor disagree		27.8	6.77
Agree		31.5	6.52
Strongly agree		1.1	0.82

Source: MSHS Assistant Teacher Survey

Note: For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table F.5. MSHS Assistant Teachers: Assistant Teacher Beliefs: Infants and Toddlers (Survey, Section A)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
A14. Please only answer this question if you have ever taught infants or toddlers. ... The following are statements that some teachers have made about how young children should be taught. Please indicate the extent to which you agree or disagree with the following statements. (Mark one only.)			
A14_na. N/A – I have never taught infants or toddlers.	97	23.5	4.78
A14a. (IF A14 IS NOT 'N/A') It is likely that caregivers will spoil a baby if they respond every time the baby cries.	76		
Strongly disagree		23.6	5.26
Disagree		33.0	10.59
Neither agree nor disagree		23.2	6.93
Agree		9.2	3.71
Strongly agree		11.0	5.22
A14b. (IF A14 IS NOT 'N/A') One of the best ways to prepare a young child to be a good student is to teach him/her to be obedient.	76		
Strongly disagree		7.2	2.75
Disagree		12.4	3.16
Neither agree nor disagree		23.8	5.26
Agree		40.8	7.93
Strongly agree		15.8	6.87
A14c. (IF A14 IS NOT 'N/A') I believe that it is important to spend a lot of time talking to infants and toddlers even before they can understand whatever it is I am saying.	77		
Strongly disagree		3.8	2.12
Disagree		0.0	0.00
Neither agree nor disagree		2.5	1.77
Agree		17.2	4.82
Strongly agree		76.6	5.66
A14d. (IF A14 IS NOT 'N/A') Toddlers can be expected to sit still during group activities like singing and story time.	76		
Strongly disagree		28.4	7.73
Disagree		46.7	8.55
Neither agree nor disagree		17.6	5.53
Agree		6.6	2.94
Strongly agree		0.9	0.83

Table F.5. MSHS Assistant Teachers: Assistant Teacher Beliefs: Infants and Toddlers (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
A14e. (IF A14 IS NOT 'N/A') I believe that the way I treat my teaching partners in the classroom will influence how the toddlers behave towards others.	77		
Strongly disagree		1.1	1.00
Disagree		2.2	1.60
Neither agree nor disagree		4.9	3.37
Agree		36.0	7.79
Strongly agree		55.8	7.91
A14f. (IF A14 IS NOT 'N/A') In order to be fair, child care teachers must treat all children alike.	77		
Strongly disagree		1.3	1.04
Disagree		2.8	1.42
Neither agree nor disagree		5.3	1.92
Agree		23.8	5.42
Strongly agree		66.8	6.09
A14g. (IF A14 IS NOT 'N/A') I believe that teachers have to carefully supervise children's development to make sure that it is progressing normally..	77		
Strongly disagree		2.9	2.15
Disagree		1.2	1.05
Neither agree nor disagree		0.5	0.55
Agree		37.2	5.85
Strongly agree		58.0	5.71
A14h. (IF A14 IS NOT 'N/A') Parents have valuable information to share about how teachers can work effectively with their children.	77		
Strongly disagree		1.3	1.04
Disagree		1.0	1.02
Neither agree nor disagree		6.7	3.70
Agree		40.6	6.38
Strongly agree		50.4	6.87
A14i. (IF A14 IS NOT 'N/A') Even though infants or toddlers enjoy their time in child care, parents are still the most important people in their children's lives.	77		
Strongly disagree		2.3	1.96
Disagree		2.0	1.42
Neither agree nor disagree		0.0	0.00
Agree		12.7	4.19
Strongly agree		83.0	5.12

Table F.5. MSHS Assistant Teachers: Assistant Teacher Beliefs: Infants and Toddlers (Survey, Section A) (continued)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
A14j. (IF A14 IS NOT 'N/A') It is good for infants and toddlers to experience many different child care providers so they can learn to modify their behavior to meet the demands of others.	75		
Strongly disagree		18.3	5.03
Disagree		43.3	9.72
Neither agree nor disagree		23.7	7.00
Agree		9.9	4.98
Strongly agree		4.8	3.64

Source: MSHS Assistant Teacher Survey

Note: For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table F.6. MSHS Assistant Teachers: Background Information (Survey, Section A)

Item	*n*	Percentage (%) of Assistant Teachers	Mean	*SE*	*Min*	*Max*
A15. What is your sex?	100					
Male		1.2	-	1.24	-	-
Female		98.8	-	1.24	-	-
Other		0.0	-	0.00	-	-
A16.* Age at time of survey (years)	100	-	41.03	1.91	19	76
29 years or younger		30.0	-	7.47	-	-
30 — 39 years		21.9	-	5.04	-	-
40 — 49 years		20.8	-	5.31	-	-
50 — 59 years		14.2	-	3.92	-	-
60 years or older		13.2	-	3.69	-	-
A17. What is your race/ethnicity? (Mark one or more.)	99					
Black or African American		4.9	-	3.43	-	-
Hispanic or Latino		78.8	-	5.76	-	-
White		17.7	-	4.97	-	-
American Indian or Alaska Native, Asian, or Native Hawaiian or Other Pacific Islander		0.8	-	0.77	-	-
A18. (IF RESPONDENT SELECTS 'HISPANIC OR LATINO' IN A17) Which Hispanic or Latino origin best describes you? (Mark one or more.)	79					
Mexican, Mexican-American, Chicano/a		88.9	-	4.19	-	-
Another Hispanic and/or Latin origin (including Puerto Rican and Cuban)		12.3	-	4.36	-	-

Source: MSHS Assistant Teacher Survey

Note: For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

* An asterisk indicates a constructed variable. Data used to construct the variable are from the specified survey question(s). See the Guidance on Interpreting Data Tables section of this document for more information on constructed variables.

Table F.7. MSHS Assistant Teachers: Language Abilities (Survey, Section B)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
B1a1. How well do you understand English?[1]	97		
Not at all		0.0	0.00
Not Well		12.5	3.66
Well		38.5	6.20
Very well		49.0	6.81
B1a2. How well do you speak English?	99		
Not at all		0.0	0.00
Not Well		33.7	6.27
Well		20.1	4.35
Very well		46.2	7.39
B1a3. How well do you read English?	99		
Not at all		0.0	0.00
Not Well		21.1	6.19
Well		31.7	5.50
Very well		47.2	7.27
B1a4. How well do you write English?	99		
Not at all or Not Well		31.3	6.08
Well		24.3	4.47
Very well		44.4	8.07
B1a5. Did you speak English at home with your family when you were a child?	95		
Yes		48.4	7.88
No		51.6	7.88
B1b1. How well do you understand Spanish?	99		
Not at all or Not Well		18.8	5.77
Well		13.9	3.21
Very well		67.3	5.35
B1b2. How well do you speak Spanish?	99		
Not at all or Not Well		19.7	5.78
Well		17.3	3.63
Very well		63.0	5.90
B1b3. How well do you read Spanish?	99		
Not at all		6.2	3.82
Not Well		14.7	4.80
Well		17.2	3.44
Very well		61.9	5.65

Table F.7. MSHS Assistant Teachers: Language Abilities (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
B1b4. How well do you write Spanish?	99		
Not at all		7.9	4.16
Not Well		16.2	4.72
Well		20.2	3.83
Very well		55.6	5.01
B1b5. Did you speak Spanish at home with your family when you were a child?	96		
Yes		80.2	5.81
No		19.8	5.81
B1g1. How well do you understand [other language]?	41		
Not at all		92.3	5.33
Not Well		0.0	0.00
Well		4.6	4.62
Very well		3.1	2.89
B1g2. How well do you speak [other language]?	38		
Not at all		90.6	5.84
Not Well		6.1	5.09
Well		3.3	3.13
Very well		0.0	0.00
B1g3. How well do you read [other language]?	37		
Not at all		91.5	5.86
Not Well		5.1	5.05
Well		3.4	3.19
Very well		0.0	0.00
B1g4. How well do you write [other language]?	38		
Not at all		91.7	5.74
Not Well		5.0	4.94
Well		3.3	3.13
Very well		0.0	0.00

Table F.7. MSHS Assistant Teachers: Language Abilities (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
B1g5. Did you speak [other language] at home with your family when you were a child?	47		
Yes		2.7	2.55
No		97.3	2.55

Source: MSHS Assistant Teacher Survey

Note: For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

[1]The survey also asked respondents about Haitian Creole, Mixtec, Kanjobal and Zapotec. One respondent indicated that he or she understands Kanjobal but "not well," and one respondent indicated that he or she speaks Kanjobal but "not well. For Haitian Creole, Mixtec, and Zapotec, no respondents indicated that they understand, speak, read, or write these languages at any level. For Mixtec, Kanjobal, and Zapotec, only one respondent indicated that he or she spoke that language as a child. No respondents indicated that they spoke Haitian Creole as children. The number of respondents to the questions on Haitian Creole ranged from 77 to 79. The number of respondents to the questions on Mixtec ranged from 77 to 78. The number of respondents to the questions on Kanjobal ranged from 76 to 79. The number of respondents to the questions on Zapotec ranged from 77 to 79.

Table F.8. MSHS Assistant Teachers: Language(s) of Instruction: Toddlers and Preschoolers (Survey, Section B)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
B2. Please only answer this question if you currently teach toddlers or preschoolers. ... Which languages do you use in your classroom for each of the following activities?			
B2_na. N/A – I currently do not teach toddlers or preschoolers.	98	9.5	4.50
B2.1.* Teaching children	86		
English completely		8.7	4.40
Mostly English, some Spanish		16.2	4.62
English and Spanish equally		24.1	6.65
Mostly Spanish, some English		34.2	8.71
Spanish completely		5.9	2.85
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		10.9	3.66
Other combination of languages		0.0	0.00
B2.2.* Reading to children	86		
English completely		13.5	4.59
Mostly English, some Spanish		19.3	4.61
English and Spanish equally		22.1	4.12
Mostly Spanish, some English		25.3	5.43
Spanish completely		10.4	3.55
Mostly English, some of another language		1.2	0.92
English and another language equally or Mostly another language, some English		0.0	0.00
English and multiple other languages		8.3	3.42
Other combination of languages		0.0	0.00
B2.3.* Presenting information to children	84		
English completely		11.0	4.71
Mostly English, some Spanish		17.6	5.01
English and Spanish equally		23.9	5.49
Mostly Spanish, some English		24.0	4.98
Spanish completely		13.7	5.19
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		9.8	3.60
Other combination of languages		0.0	0.00

Table F.8. MSHS Assistant Teachers: Language(s) of Instruction: Toddlers and Preschoolers (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
B2.4.* Providing directions to children	87		
English completely		6.9	3.92
Mostly English, some Spanish		21.4	5.00
English and Spanish equally		26.0	6.63
Mostly Spanish, some English		30.7	6.78
Spanish completely		6.9	3.16
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		8.0	3.32
Other combination of languages		0.0	0.00
B2.5.* Playing with children	86		
English completely		9.4	4.01
Mostly English, some Spanish		19.4	5.61
English and Spanish equally		28.4	4.88
Mostly Spanish, some English		22.4	4.77
Spanish completely		9.5	4.62
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		11.0	3.73
Other combination of languages		0.0	0.00
B2.6.* Soothing children	86		
English completely		8.6	3.93
Mostly English, some Spanish		18.9	5.62
English and Spanish equally		27.1	5.20
Mostly Spanish, some English		20.6	4.51
Spanish completely		15.6	4.23
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		9.2	3.54
Other combination of languages		0.0	0.00

Source: MSHS Assistant Teacher Survey

Note: For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

* An asterisk indicates a constructed variable. Data used to construct the variable are from the specified survey question(s). See the Guidance on Interpreting Data Tables section of this document for more information on constructed variables.

Table F.9. MSHS Assistant Teachers: Language(s) of Instruction: Infants (Survey, Section B)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
B3. Please only answer this question if you currently teach infants. ... Which languages do you use in your classroom for each of the following activities?			
B3_na. N/A – I currently do not teach infants.	94	70.9	5.64
B3.1.* Talking to children	30		
English completely		15.9	9.45
Mostly English, some Spanish		20.5	9.05
English and Spanish equally		30.6	11.74
Mostly Spanish, some English		16.4	7.67
Spanish completely		9.9	5.56
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		6.7	4.93
Other combination of languages		0.0	0.00
B3.2.* Reading to children	30		
English completely		27.6	11.39
Mostly English, some Spanish		7.5	4.48
English and Spanish equally		33.5	11.26
Mostly Spanish, some English		14.2	7.28
Spanish completely		9.2	5.50
Mostly English, some of another language		1.3	1.25
English and another language equally or Mostly another language, some English		0.0	0.00
English and multiple other languages		6.7	4.93
Other combination of languages		0.0	0.00
B3.3.* Singing to children	30		
English completely		25.6	12.97
Mostly English, some Spanish		9.8	4.57
English and Spanish equally		32.4	11.94
Mostly Spanish, some English		17.6	7.51
Spanish completely		8.0	5.41
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		6.7	4.93
Other combination of languages		0.0	0.00

Table F.9. MSHS Assistant Teachers: Language(s) of Instruction: Infants (Survey, Section B) (continued)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
B3.4.* Playing with children	30		
English completely		17.2	10.53
Mostly English, some Spanish		20.5	9.05
English and Spanish equally		29.3	12.32
Mostly Spanish, some English		16.4	7.67
Spanish completely		9.9	5.56
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		6.7	4.93
Other combination of languages		0.0	0.00
B3.5.* Soothing children	30		
English completely		14.9	10.38
Mostly English, some Spanish		22.8	9.26
English and Spanish equally		30.1	11.66
Mostly Spanish, some English		15.7	7.33
Spanish completely		9.9	5.56
Mostly English, some of another language; English and another language equally; or, Mostly another language, some English		0.0	0.00
English and multiple other languages		6.7	4.93
Other combination of languages		0.0	0.00

Source: MSHS Assistant Teacher Survey

Note: For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

* An asterisk indicates a constructed variable. Data used to construct the variable are from the specified survey question(s). See the Guidance on Interpreting Data Tables section of this document for more information on constructed variables.

Table F.10. MSHS Assistant Teachers: Facilitating Language Use in the Classroom (Survey, Section B)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
B4. How do you help facilitate language use in the classroom? (Mark all that apply.)	99		
I lead classroom activities that use children's home language		69.0	4.78
I motivate students to use their home language in the classroom		76.3	5.53
I motivate students to use English in the classroom		52.8	5.66
I help communicate with children and families when the lead teacher does not speak their home language		50.1	6.56
I help parents feel comfortable in the classroom by speaking their home language		79.0	5.92
I help translate written materials into families' home language(s)		43.7	4.50
Other		2.7	1.90
None of the above		7.9	5.25

Source: MSHS Assistant Teacher Survey

Note: For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table F.11. MSHS Assistant Teachers: Satisfaction with Teaching (Survey, Section C)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
C1. How much do you agree or disagree with each of the following statements? (Mark one only.)			
C1a. I really enjoy my present teaching job.	99		
Strongly Disagree, Disagree, or Neither agree nor disagree		1.2	0.88
Agree		32.4	4.87
Strongly agree		66.4	4.85
C1b. I am certain I am making a difference in the lives of the children I teach.	99		
Strongly Disagree, Disagree, or Neither agree nor disagree		2.1	1.30
Agree		34.8	7.15
Strongly agree		63.1	7.04
C1c. If I could start over, I would choose teaching again as my career.	99		
Strongly Disagree, Disagree, or Neither agree nor disagree		7.2	3.14
Agree		35.4	4.72
Strongly agree		57.3	5.77
C1d. In five years I think I will still be teaching young children.	99		
Strongly Disagree, Disagree, or Neither agree nor disagree		18.3	4.56
Agree		39.0	4.30
Strongly agree		42.7	4.36
C1e. I feel that I am treated with respect in my present teaching job.	96		
Strongly Disagree, Disagree, or Neither agree nor disagree		17.5	4.53
Agree		36.2	5.67
Strongly agree		46.3	6.55

Source: MSHS Assistant Teacher Survey

Note: For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table F.12. MSHS Assistant Teachers: Level of Support for Interactions Between MSHS Staff and Parents Survey, Section C)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
C2. To what extent do you agree or disagree with each of the following statements? (Mark one only.)			
C2a. The staff at this center promote cooperation between MSHS staff and parents.	98		
Strongly Disagree, Disagree, or Neither agree nor disagree		2.7	1.75
Agree		43.4	5.17
Strongly agree		53.9	5.20
C2b. The staff at this center support each other.	97		
Strongly Disagree, Disagree, or Neither agree nor disagree		9.8	2.93
Agree		44.3	5.64
Strongly agree		45.8	4.62
C2c. The staff at this center help teachers to work effectively with families from different cultural groups.	98		
Strongly Disagree, Disagree, or Neither agree nor disagree		5.9	2.62
Agree		43.5	5.13
Strongly agree		50.6	5.40

Source: MSHS Assistant Teacher Survey

Note: For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table F.13. MSHS Assistant Teachers: Center for Epidemiologic Studies Depression (CES-D) Scale, Reliability and Summary Scores (Survey, Section C)

Scale	*n*	Number of Items	Cronbach's Alpha	Percentage (%) of Assistant Teachers	Mean	*SE*	*Min*	*Max*
C3. CES-D 12-item scale	96	12	0.84	-	2.41	0.35	0	18
Not depressed		-	-	85.9	-	3.67	-	-
Mildly depressed		-	-	6.4	-	2.37	-	-
Moderately depressed		-	-	5.9	-	2.33	-	-
Severely depressed		-	-	1.8	-	1.32	-	-

Source: CES-D Scale, National Institute of Mental Health

Notes: This table presents both the reliability of scores and summary statistics for this instrument. Reliability information is presented in the first two columns of the first shaded row and includes the sample size (*n*), the number of items included in the reliability estimate, and the Cronbach's alpha, which is a measure of reliability, or internal consistency. Summary statistics are presented in the rest of the table.

Readers should use caution when interpreting results from the CES-D. This measure was developed for research purposes and does not provide a formal diagnosis of depression. A formal diagnosis can only be determined by a trained mental health professional.

The 12-item CES-D summary score was computed by summing the participant's responses to 12 individual items from the CES-D scales in the Teacher Survey, Assistant Teacher Survey, and Parent Interview. Respondents indicated how frequently during the past week they experienced 12 symptoms – feeling bothered, poor appetite, unable to "shake off the blues," difficulty focusing, depressed, everything was an effort, fearful, restless sleep, less talkative than usual, lonely, sad, and unable to "get going." Higher scores indicate more frequent symptoms. The categories that appear in the table above were based on the participant's summary score across those 12 items, with not depressed=0 — 4, mildly depressed=5 — 9, moderately depressed=10 — 14, and severely depressed=15 — 36. The same 12-item version of the CES-D Scale has also been used in the FACES and Baby FACES studies.

For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table F.14. MSHS Assistant Teachers: Additional Supports at Work (Survey, Section D)

Item	*n*	Percentage (%) of Assistant Teachers	*SE*
D1. What can help you in your teaching? (Mark all that apply.)	98		
Additional training in...curriculum		48.7	5.09
Additional training in...assessment		27.9	5.42
Additional training in...behavioral class management		54.5	5.66
Additional training in...infant development		26.1	6.32
Additional training in...toddler development		28.1	6.06
Additional training in...preschooler development		32.8	4.83
Additional training in...Dual Language Learners and bilingual development		51.8	5.20
Additional training in...special needs/disabilities		57.5	6.74
Additional training in...the culture of MSHS families		27.3	5.98
Additional training in...the agricultural work of MSHS families		17.1	5.17
Learning more English		33.9	6.37
Learning more Spanish		24.4	6.41
Learning other languages		4.5	1.75
Additional coaching/mentoring		14.8	3.53
Additional planning time		36.9	5.01
More time/support to pursue degree		20.3	4.03

Source: MSHS Assistant Teacher Survey

Note: For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table F.15. MSHS Assistant Teachers: Work Schedule and Compensation (Survey, Section E)

Item	*n*	Percentage (%) of Assistant Teachers	Mean	*SE*	*Min*	*Max*
E1. How many *hours* per week are you *paid to work* for MSHS?	99	-	40.01	0.17	32.00	80.00
E2. How many *months* per year are you *paid to work* for MSHS?	98	-	7.28	0.39	2.00	12.00
E3. Does this work schedule present any problems for you? (Mark one only.)	98					
Very much so		2.2	-	0.84	-	-
Somewhat		13.8	-	4.31	-	-
Not a problem		84.0	-	4.36	-	-
E4. (IF E3 IS NOT 'NOT A PROBLEM') Why does this work schedule present problems for you? (Mark all that apply.)	17					
Hours are too long		5.1	-	5.08	-	-
Start time too early		12.7	-	7.69	-	-
End time too late		0.0	-	0.00	-	-
Schedule not consistent over the year		45.1	-	15.83	-	-
Other		42.2	-	16.85	-	-
E5. What is your total yearly salary (before taxes) as an assistant teacher? (dollars)	84	-	15,850	1,005	3,700	37,636
Less than $10,000		13.2	-	2.28	-	-
$10,000 to $14,999		36.6	-	8.15	-	-
$15,000 to $19,999		24.2	-	6.62	-	-
$20,000 to $24,999		14.6	-	4.48	-	-
$25,000 or more		11.5	-	4.80	-	-
E6. Which of the following benefits are available to you through MSHS? (Mark all that apply.)	91					
Paid vacation time		50.2	-	7.93	-	-
Paid sick leave		60.0	-	8.61	-	-
Paid maternity/paternity leave		26.8	-	7.09	-	-
Unpaid maternity/paternity leave		16.8	-	3.53	-	-
Paid family leave		22.4	-	6.60	-	-
Fully or partially paid health insurance		64.5	-	4.09	-	-
Fully or partially paid dental insurance		65.2	-	5.33	-	-
Tuition reimbursement		36.1	-	6.75	-	-
Retirement plan		64.5	-	5.79	-	-
Life insurance		74.8	-	3.67	-	-
Vision care		54.5	-	7.55	-	-

Table F.15. MSHS Assistant Teachers: Work Schedule and Compensation (Survey, Section E) (continued)

Item	*n*	Percentage (%) of Assistant Teachers	Mean	*SE*	*Min*	*Max*
Personal or bonus days		35.6	-	6.31	-	-
Mileage		45.6	-	6.90	-	-
Anything else		1.2	-	0.75	-	-

Source: MSHS Assistant Teacher Survey

Note: For notes and limitations applying to the MSHS Assistant Teacher survey data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

SECTION G. DATA TABLES FOR MSHS FAMILY CHARACTERISTICS

This section presents data tables for information obtained from the Parent Interview. Readers are encouraged to pay careful attention to the following information when reviewing information in this section:

- Notes and limitations applying to the parent interview, which can be found in the section on **Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview**.
- Information about the parent interview can be found in the **MSHS Staff Surveys and Parent Interview** section of the **Measures** chapter.
- Footnotes provided below each table.

The constructs covered in this section include:

- Child Characteristics **(Table G.1)**
- Household Member Characteristics **(Table G.2)**
- Household Linguistic Abilities/Practices **(Table G.3)**
- Child Health **(Table G.4 – G.5)**
- Work and Resources **(Table G.6 – G.7)**
- Household Members' Health **(Table G.8 – G.12)**
- Raising a Child **(Table G.13 – G.15)**
- Housing **(Table G.16)**
- Child Care Arrangements and MSHS Involvement **(Table G.17 – G.20)**

Table G.1. MSHS Families: Child Characteristics (Parent Interview, Section A)

Item	*n*	Percentage (%) of Parents	*SE*
A1. Is [MSHS CHILD] a boy or a girl? (Mark one only.)	640		
Boy		47.9	2.32
Girl		52.1	2.32
A2. What is [MSHS CHILD]'s race/ethnicity? (Mark one or more.)	638		
Asian		0.0	0.00
Black or African American		1.0	0.53
Hispanic or Latino		98.4	0.61
White		2.3	0.84
American Indian or Alaska Native or Native Hawaiian or Other Pacific Islander		1.0	0.44
A3. (IF A2 IS "HISPANIC OR LATINO") Which Hispanic or Latino origin best describes your child? (Mark one or more.)	627		
Mexican, Mexican-American, Chicano/a		94.7	1.78
Cuban		0.0	0.00
Another Hispanic and/or Latino origin (includes Puerto Rican)		6.7	2.01
A4. In what country was [MSHS CHILD] born? (Mark one only.)	640		
U.S.A.		95.2	0.84
Mexico		3.7	0.64
Central America		0.9	0.66
Puerto Rico, South America, Caribbean, Southeast Asia, Pacific Islands, Asia, or Africa		0.0	0.00
Other		0.1	0.11
A5. (IF A4 IS NOT "U.S.A.") In what year did [MSHS CHILD] first move to the United States? (Mark one only.)	33		
2013 — 2015		46.4	9.75
2016 — 2017		53.6	9.75

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table G.2. MSHS Families: Household Member Characteristics (Parent Interview, Section B)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
B1. What is your race/ethnicity? (Mark one or more.)	640					
Hispanic or Latino		97.7	-	0.70	-	-
White		1.8	-	0.70	-	-
American Indian or Alaska Native or Black or African American or Native Hawaiian or Other Pacific Islander		1.1	-	0.53	-	-
B2. (IF B1 IS "HISPANIC OR LATINO") Which Hispanic or Latino origin best describes you? (Mark one or more.)	625					
Mexican, Mexican-American, Chicano/a		94.8	-	1.88	-	-
Cuban		0.0	-	0.00	-	-
Another Hispanic and/or Latino origin (includes Puerto Rican)		5.3	-	1.88	-	-
B3. In what country were you born? (Mark one only.)	640					
U.S.A.		19.4	-	3.31	-	-
Mexico		75.9	-	3.57	-	-
Central America		4.6	-	1.78	-	-
South America, Caribbean, Southeast Asia, Pacific Islands, Asia, or Africa		0.0	-	0.00	-	-
Other (includes Puerto Rico)		0.1	-	0.12	-	-
B4. (IF B3 IS NOT "U.S.A.") In what year did you first enter the U.S. to either work or live?	502					
Before 1990		5.2	-	1.61	-	-
1990 — 1994		9.2	-	1.74	-	-
1995 — 1999		13.6	-	1.42	-	-
2000 — 2004		25.1	-	2.32	-	-
2005 — 2009		31.7	-	3.04	-	-
2010 — 2014		9.6	-	1.65	-	-
2015 or later		5.7	-	1.84	-	-

Table G.2. MSHS Families: Household Member Characteristics (Parent Interview, Section B) (continued)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
B5. How many years or months have you spent in your home country since moving to the U.S.? (in months)	492	-	7.82	1.41	0	240
0 months		60.8	-	2.53	-	-
1 — 5 months		17.4	-	2.26	-	-
6 — 11 months		5.8	-	1.38	-	-
12 — 23 months		5.5	-	1.10	-	-
24 — 35 months		5.5	-	1.22	-	-
36 or more months		4.9	-	1.20	-	-
B6. What is the highest grade or year of school you completed? (Mark one only.)	639					
No school		1.9	-	0.49	-	-
Preschool to 5th grade		9.4	-	1.61	-	-
6th to 8th grade		22.1	-	2.03	-	-
9th grade		13.8	-	1.94	-	-
10th grade		4.2	-	0.86	-	-
11th grade		3.0	-	0.74	-	-
12th grade without a diploma		8.7	-	1.54	-	-
High school diploma/equivalent		21.3	-	1.74	-	-
Vocational/technical program		1.4	-	0.56	-	-
Vocational/technical diploma		1.8	-	0.72	-	-
Some college, no degree		8.2	-	1.14	-	-
Associate's degree		1.1	-	0.48	-	-
Bachelor's degree or Some graduate school without a degree		3.0	-	1.46	-	-
Master's degree, Doctoral degree, or Professional degree		0.0	-	0.00	-	-
B7. In what country did you complete the highest grade? (Mark one only.)	636					
U.S.A.		36.6	-	3.02	-	-
Mexico		58.0	-	3.27	-	-
Central America		4.3	-	1.78	-	-
South America, Caribbean, Southeast Asia, Pacific Islands, Asia, or Africa		0.0	-	0.00	-	-
Other (includes Puerto Rico)		1.1	-	0.58	-	-

Table G.2. MSHS Families: Household Member Characteristics (Parent Interview, Section B) (continued)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
B8. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER) What is the race/ethnicity of [OTHER CAREGIVER]? (Mark one or more.)	549					
Hispanic or Latino		98.3	-	0.60	-	-
Asian, Native Hawaiian or Other Pacific Islander		0.0	-	0.00	-	-
White		1.4	-	0.52	-	-
American Indian or Alaska Native or Black or African American		0.6	-	0.37	-	-
B9. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER AND B8 IS "HISPANIC OR LATINO") Which Hispanic or Latino origin best describes [OTHER CAREGIVER] (Mark one or more.)?	537					
Mexican, Mexican-American, Chicano/a		93.8	-	1.71	-	-
Cuban		0.0	-	0.00	-	-
Another Hispanic and/or Latino origin (includes Puerto Rican)		6.2	-	1.71	-	-
B10. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER) In what country was [OTHER CAREGIVER] born?	547					
U.S.A.		11.8	-	2.11	-	-
Mexico		82.9	-	3.15	-	-
Central America		4.4	-	1.57	-	-
Puerto Rico, Southeast Asia, Pacific Islands, Asia, or Africa		0.0	-	0.00	-	-
Other (includes South America and Caribbean)		1.0	-	0.77	-	-
B11. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER AND B10 IS NOT "U.S.A.") In what year did [OTHER CAREGIVER] first enter the U.S. to either work or live?	384					
Before 1995		9.8	-	2.36	-	-
1995 — 1999		15.9	-	2.07	-	-
2000 — 2004		30.3	-	4.28	-	-
2005 — 2009		28.6	-	2.75	-	-
2010 — 2014		10.1	-	2.19	-	-
2015 or later		5.3	-	1.18	-	-

Table G.2. MSHS Families: Household Member Characteristics (Parent Interview, Section B) (continued)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
B12. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER AND B10 IS NOT "U.S.A.") How many years or months has [OTHER CAREGIVER] spent in his/her home country since moving to the U.S.? (in months)	417	-	8.49	2.96	0	312
0 — 5 months		81.1	-	2.71	-	-
6 — 11 months		3.9	-	1.31	-	-
12 — 23 months		7.8	-	1.29	-	-
24 — 35 months		2.1	-	0.70	-	-
36 — 71 months		2.4	-	1.08	-	-
72 or more months		2.7	-	1.43	-	-
B13. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER) What is the highest grade or year of school [OTHER CAREGIVER] completed? (Mark one only.)	513					
No school		2.6	-	0.98	-	-
Preschool to 5th grade		8.5	-	1.67	-	-
6th to 8th grade		31.9	-	2.78	-	-
9th grade		12.1	-	2.09	-	-
10th grade		4.4	-	1.10	-	-
11th grade		3.5	-	1.15	-	-
12th grade without a diploma		11.0	-	2.72	-	-
High school diploma/equivalent		17.8	-	1.88	-	-
Vocational/technical program or Vocational/technical diploma		2.2	-	0.79	-	-
Some college, no degree		2.2	-	0.81	-	-
Associate's degree		1.5	-	0.81	-	-
Bachelor's degree, Some graduate school without a degree, or Master's degree		2.3	-	0.92	-	-
Doctoral degree or Professional degree		0.0	-	0.00	-	-
B14. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER) In what country did [OTHER CAREGIVER] complete the highest grade? (Mark one only.)	533					
U.S.A.		22.6	-	3.13	-	-
Mexico		71.6	-	3.61	-	-
Central America		4.6	-	1.58	-	-
Southeast Asia, Pacific Islands, Asia, or Africa		0.0	-	0.00	-	-
Other (includes Puerto Rico, South America, and Caribbean)		1.2	-	0.57	-	-

Table G.2. MSHS Families: Household Member Characteristics (Parent Interview, Section B) (continued)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
B15. What is your current marital status? (Mark one only.)	629					
Married		48.0	-	3.83	-	-
Cohabiting/Living with a partner		32.1	-	2.77	-	-
Separated		7.1	-	1.25	-	-
Single		10.1	-	1.57	-	-
Other (includes Divorced, Widowed)		2.7	-	1.29	-	-
B16. Who lives with [MSHS CHILD] and what is their relationship to [MSHS CHILD]?	640					
Biological mother		97.4	-	0.58	-	-
Biological father		76.6	-	2.73	-	-
At least one grandparent		13.1	-	1.64	-	-
Stepparent		2.8	-	0.65	-	-
B16.* Number of adults in the household	639					
Total number of adults		-	2.41	0.05	1	7
Number of adults related to MSHS Child		-	2.38	0.05	1	7
Number of adults unrelated to MSHS Child		-	0.03	0.01	0	2
B16.* Number of children in the household (excluding MSHS focal child)	640					
Total number of children		-	1.89	0.06	0	7
Number of children ages 0 — 5 years		-	0.65	0.04	0	3
Number of children ages 6 — 13 years		-	0.97	0.04	0	4
Number of children ages 14 — 18 years		-	0.27	0.02	0	3
Number of children related to MSHS Child		-	1.84	0.06	0	6
Number of children unrelated to MSHS Child		-	0.05	0.01	0	3
Number of children who went to MSHS		-	1.38	0.06	0	7

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

* An asterisk indicates a constructed variable. Data used to construct the variable are from the specified survey question(s). See the Guidance on Interpreting Data Tables section of this document for more information on constructed variables.

Table G.3. MSHS Families: Household Language Abilities/Practices (Parent Interview, Section C)

Item	*n*	Percentage (%) of Parents	*SE*
C1. What are all the languages that you understand or speak, including indigenous languages? (Mark all that apply.)	640		
English		62.7	4.05
Spanish		98.7	0.60
Mixtec		7.4	2.43
Zapotec		0.9	0.48
Other language (includes Kanjobal and Haitian Creole)		4.8	1.45
C2a. How well do you understand English?	633		
Not at all		16.2	3.00
Not well		40.8	2.92
Well		16.7	2.13
Very well		26.3	3.04
C2b. How well do you speak English?	630		
Not at all		25.8	3.71
Not well		36.0	2.47
Well		15.1	1.89
Very well		23.1	2.80
C2c. How well do you read English?	631		
Not at all		31.4	4.25
Not well		29.8	2.24
Well		13.9	1.91
Very well		25.0	2.86
C2d. How well do you write English?	631		
Not at all		37.4	4.36
Not well		27.2	2.52
Well		12.2	1.57
Very well		23.2	2.52
C3. Is your child talking yet? (Mark one only.)	625		
Yes		84.5	1.62
No		15.5	1.62

Table G.3. MSHS Families: Household Language Abilities/Practices (Parent Interview, Section C) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
C4. (IF C3 IS "YES") What language(s) does [MSHS CHILD] speak at home now (Mark all that apply.)?	557		
English		68.9	3.39
Spanish		96.3	0.97
Mixtec		1.9	0.86
Haitian Creole, Kanjobal or Zapotec		0.0	0.00
Other language		0.9	0.47
C5. What languages do you use to speak to [MSHS CHILD]? (Select all that apply)	616		
English		45.3	3.28
Spanish		97.9	0.75
Haitian Creole		0.0	0.00
Mixtec		3.7	1.77
Other language (includes Kanjobal and Zapotec)		1.3	0.51
C5a.* How frequently do you speak English with [MSHS CHILD] compared to other languages that you speak?	298		
Most frequently		26.1	3.46
Second most frequently		73.1	3.56
Third most frequently		0.8	0.70
C5b.* How frequently do you speak Spanish with [MSHS CHILD] compared to other languages that you speak?	589		
Most frequently		88.1	1.75
Second most frequently		11.3	1.71
Third most frequently		0.6	0.55
C5d.* How frequently do you speak Mixtec with [MSHS CHILD] compared to other languages that you speak?	20		
Most frequently		23.0	12.99
Second most frequently		74.4	13.73
Third most frequently		2.6	2.57
C5e.* How frequently do you speak another language with [MSHS CHILD] compared to other languages that you speak? (includes Kanjobal and Zapotec)	7		
Most frequently		7.7	8.32
Second most frequently		59.9	23.21
Third most frequently		32.5	21.97

Table G.3. MSHS Families: Household Language Abilities/Practices (Parent Interview, Section C) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
C5, C6.* How much Spanish do you use when speaking to [MSHS CHILD]? (Mark one only.)	584		
All Spanish		49.4	3.16
More Spanish than another language		35.7	2.03
Same amount of Spanish and another language		3.9	1.35
More of another language than Spanish		10.5	1.71
All another language		0.5	0.29
C7. How much English do you speak to [MSHS CHILD]? (Mark one only.)	634		
None or a few words		60.1	3.61
A little		19.4	1.84
Some		8.4	1.67
A lot		12.1	2.22
C8. What languages do other adults in your household 18 and older use when SPEAKING to [MSHS CHILD] at home? (Mark all that apply.)	571		
English		35.6	2.82
Spanish		95.7	0.72
Haitian Creole		0.0	0.00
Other language (includes Mixtec, Kanjobal, and Zapotec)		3.7	1.10
C9. What languages do other children in your household use when SPEAKING to [MSHS CHILD] at home? (Mark all that apply.)	553		
English		79.2	2.02
Spanish		81.3	2.48
Mixtec		0.2	0.14
Haitian Creole, Kanjobal, or Zapotec		0.0	0.00
Other language		1.1	0.69

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

* C5a – C5e: The study team constructed these variables using the rankings that parents provided in C5. The smaller sample sizes for C5a – C5e are due to the fact that only those parents who ranked the language of the question (e.g., C5a – English; C5b – Spanish) are included.

* C5, C6: The study team constructed this item from questions C5 and C6. If Spanish was ranked first or second or was the only language selected for question C5, then the responses to question C6 were used to determine how frequently Spanish was spoken relative to another language.

Table G.4. MSHS Families: Child Health (Parent Interview, Section D)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
D1. Overall, would you say [MSHS CHILD]'s health is... (Mark one only.)	639					
Excellent		45.8	-	2.98	-	-
Very good		30.6	-	2.55	-	-
Good		17.3	-	2.49	-	-
Fair or Poor		6.2	-	1.29	-	-
D2. When [YOU WERE/MSHS CHILD'S MOTHER WAS] pregnant with [MSHS CHILD], did you/[MSHS CHILD'S MOTHER] see a doctor or go to a clinic for prenatal care? (Mark one only.)	637					
Yes		97.2	-	0.84	-	-
No		2.8	-	0.84	-	-
D3. Was [MSHS CHILD] born prematurely, that is more than two weeks before [he/she] was due? (Mark one only.)	638					
Yes		11.0	-	1.39	-	-
No		89.0	-	1.39	-	-
D4. How much did [MSHS CHILD] weigh when (he/she) was born? (In pounds)	599	-	7.33	0.06	2	13
D5. Did [YOU/CHILD'S MOTHER] ever breast-feed [MSHS CHILD]? (Mark one only.)	639					
Yes		83.4	-	1.70	-	-
No		16.6	-	1.70	-	-
D6. Does [MSHS CHILD] have teeth yet?	640					
Yes		97.7	-	0.80	-	-
No		2.3	-	0.80	-	-
D7. (IF D6 IS "YES") How many times a day are [MSHS CHILD]'s teeth brushed at home?	618	-	1.73	0.04	0	9
D8. (IF D6 IS "YES") Has [MSHS CHILD] gone to the dentist in the past year? (Mark one only.)	623					
Yes		80.5	-	2.07	-	-
No		19.5	-	2.07	-	-
D9. (IF D6 IS "YES") How many of your child's teeth have cavities or fillings, or need them?	582	-	0.78	0.08	0	12
D10. When was the last time [MSHS CHILD] saw a medical doctor for a regular checkup? (Mark one only.)	634					
Less than 3 months ago		64.5	-	2.03	-	-
3 — 6 months ago		25.5	-	2.15	-	-
7 months — 11 months		7.2	-	1.07	-	-
1 — 2 years ago		2.6	-	0.90	-	-
More than 2 years ago or Never		0.2	-	0.23	-	-

Table G.4. MSHS Families: Child Health (Parent Interview, Section D) (continued)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
D11. Has [MSHS CHILD] received all, most, some, or none of their vaccinations for his/her age? (Mark one only.)	640					
All		96.2	-	0.83	-	-
Most		3.8	-	0.83	-	-
Some or (He/she) never received immunizations		0.0	-	0.00	-	-
D12. When you take [MSHS CHILD] in a car or truck, how is (he/she) usually seated? (Mark one only.)	636					
Car seat with its own straps		88.5	-	1.87	-	-
Booster seat used with seatbelt		10.4	-	1.65	-	-
Seatbelt by itself		0.9	-	0.58	-	-
Parent's lap		0.0	-	0.00	-	-
No restraint		0.2	-	0.17	-	-
D13a. Does [MSHS CHILD] have difficulty seeing objects in the distance or letters on paper?	624					
Yes		4.6	-	0.86	-	-
No		95.4	-	0.86	-	-
D13b. Does [MSHS CHILD] have any physical development issues such as problems with the way (he/she) uses (his/her) arms or legs?	640					
Yes		2.8	-	1.16	-	-
No		97.2	-	1.16	-	-
D13c. Does [MSHS CHILD] have difficulty with speech or communicating?	630					
Yes		15.7	-	1.29	-	-
No		84.3	-	1.29	-	-
D13d. Does [MSHS CHILD] have a developmental disability or delay?	636					
Yes		2.6	-	0.70	-	-
No		97.4	-	0.70	-	-
D13e. Does [MSHS CHILD] have behavioral trouble or difficulty paying attention to learn?	630					
Yes		9.9	-	1.62	-	-
No		90.1	-	1.62	-	-

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table G.5. MSHS Families: Child Medical Conditions (Parent Interview, Section D)

Item	*n*	Percentage (%) of Parents	*SE*
D14a1. In the past year, has a doctor, nurse, or other medical professional told you that [MSHS CHILD] has a serious medical condition such as a heart defect, epilepsy or seizures?	635		
Yes		2.6	0.72
No		97.4	0.72
D14a2. (IF D14a1 IS "YES") Does it prevent him/her from doing any normal activities like going to school or playing with other children?	16		
Yes		2.0	2.10
No		98.0	2.10
D14b1. In the past year, has a doctor, nurse, or other medical professional told you that [MSHS CHILD] is allergic to things such as dust, animals, or medicines or to certain foods such as peanuts or milk?	632		
Yes		11.2	1.74
No		88.8	1.74
D14b2. (IF D14b1 IS "YES") Does it prevent him/her from doing any normal activities like going to school or playing with other children?	65		
Yes		16.9	7.07
No		83.1	7.07
D14c1. In the past year, has a doctor, nurse, or other medical professional told you that [MSHS CHILD] has asthma?	637		
Yes		3.5	0.69
No		96.5	0.69
D14c2. (IF D14c1 IS "YES") Does it prevent him/her from doing any normal activities like going to school or playing with other children?	24		
Yes		25.4	10.31
No		74.6	10.31
D14d1. In the past year, has a doctor, nurse, or other medical professional told you that [MSHS CHILD] has diabetes?	637		
Yes		0.0	0.00
No		100.0	0.00
D14d2. (IF D14d1 IS "YES") Does it prevent him/her from doing any normal activities like going to school or playing with other children?	0		
Yes		0.0	0.00
No		0.0	0.00

Table G.5. MSHS Families: Child Medical Conditions (Parent Interview, Section D) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
D14e1. In the past year, has a doctor, nurse, or other medical professional told you that [MSHS CHILD] has an ear infection?	637		
Yes		14.6	1.81
No		85.4	1.81
D14e2. (IF D14e1 IS "YES") Does it prevent him/her from doing any normal activities like going to school or playing with other children?	87		
Yes		31.5	5.28
No		68.5	5.28
D14f1. In the past year, has a doctor, nurse, or other medical professional told you that [MSHS CHILD]'s weight is too low?	639		
Yes		3.5	0.87
No		96.5	0.87
D14f2. (IF D14f1 IS "YES") Does it prevent him/her from doing any normal activities like going to school or playing with other children?	22		
Yes		0.0	0.00
No		100.0	0.00
D14g1. In the past year, has a doctor, nurse, or other medical professional told you that [MSHS CHILD]'s weight is too high?	638		
Yes		6.3	1.31
No		93.7	1.31
D14g2. (IF D14g1 IS "YES") Does it prevent him/her from doing any normal activities like going to school or playing with other children?	33		
Yes		0.0	0.00
No		100.0	0.00
D14h1. In the past year, has a doctor, nurse, or other medical professional told you that [MSHS CHILD] has another medical condition?	626		
Yes		13.9	2.46
No		86.1	2.46
D14h2. (IF D14h1 IS "YES") Does it prevent him/her from doing any normal activities like going to school or playing with other children?	35		
Yes		19.7	6.45
No		80.3	6.45

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table G.6. MSHS Families: Primary and Other Caregiver Work History (Parent Interview, Section E)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
E1. Approximately how many total years have you done agricultural work in the U.S.?	631	-	7.42	0.44	0	21
E2. Are you currently working? (Mark one only.)	640					
Yes		72.8	-	3.52	-	-
No		27.2	-	3.52	-	-
E3. (IF E2 IS "YES") What type of work do you do? (Mark all that apply.)	475					
Agricultural work		84.3	-	3.20	-	-
Non-agricultural work		15.5	-	3.07	-	-
E4. (IF E2 IS "YES" AND E3 IS "AGRICULTURAL WORK") What type(s) of agricultural work do you do? (Mark all that apply.)	400					
Fruits		67.6	-	4.93	-	-
Nuts		8.0	-	3.15	-	-
Vegetables		30.9	-	4.01	-	-
Trees and shrubs		7.5	-	1.94	-	-
Flowers and grasses		9.6	-	2.19	-	-
Livestock		2.2	-	1.39	-	-
Poultry		0.9	-	0.41	-	-
Fishery		0.0	-	0.00	-	-
Other agricultural work		9.8	-	3.18	-	-
E5. (IF E2 IS "YES" AND E3 IS "AGRICULTURAL WORK") What is your agricultural job? (Mark all that apply.)	400					
Planting		31.4	-	5.05	-	-
Picking or harvesting		67.1	-	3.60	-	-
Packing		27.4	-	2.66	-	-
Pesticide and/or herbicide application		2.9	-	1.21	-	-
Fertilization and pollination		1.9	-	0.62	-	-
Animal care		1.3	-	0.65	-	-
Farm maintenance		5.1	-	1.64	-	-
Transportation		1.9	-	0.86	-	-
Supervising		2.8	-	1.01	-	-
Other (includes collection of meat, fur, skins, feathers, eggs, milk, honey, and other agricultural work)		28.4	-	3.90	-	-
E6. (IF E2 IS "YES") How long have you been working at this location? (In years)	459	-	3.87	0.31	0	20
E7. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER) Approximately how many total years has [OTHER CAREGIVER] done agricultural work in the U.S.?	515	-	9.98	0.44	0	21

Table G.6. MSHS Families: Primary and Other Caregiver Work History (Parent Interview, Section E) (continued)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
E8. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER) Is [OTHER CAREGIVER] currently working? (Mark one only.)	547					
Yes		93.9	-	0.92	-	-
No		6.1	-	0.92	-	-
E9. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER AND E8 IS "YES") What type of work does [OTHER CAREGIVER] do?	515					
Agricultural work		88.1	-	2.28	-	-
Non-agricultural work		11.3	-	2.13	-	-
E10. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER AND E8 IS "YES" AND E9 IS "AGRICULTURAL WORK") What type(s) of agricultural work does [OTHER CAREGIVER] do (Mark all that apply.)	454					
Fruits		54.5	-	6.59	-	-
Nuts		8.3	-	2.98	-	-
Vegetables		27.0	-	3.65	-	-
Trees and shrubs		7.7	-	1.94	-	-
Flowers and grasses		9.1	-	2.44	-	-
Livestock		8.5	-	2.95	-	-
Poultry		2.5	-	0.84	-	-
Fishery		0.0	-	0.00	-	-
Other agricultural work		16.4	-	4.63	-	-
E11. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER AND E8 IS "YES" AND E9 IS "AGRICULTURAL WORK") What is [OTHER CAREGIVER]'s agricultural job? (Mark all that apply.)	454					
Planting		31.5	-	3.30	-	-
Picking or harvesting		57.6	-	5.76	-	-
Packing		20.4	-	2.79	-	-
Pesticide and/or herbicide application		10.5	-	2.11	-	-
Fertilization and pollination		5.1	-	1.63	-	-
Collection of meat, fur, skins, feathers, eggs, milk, or honey (etc.)		5.6	-	2.39	-	-

Table G.6. MSHS Families: Primary and Other Caregiver Work History (Parent Interview, Section E) (continued)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
Animal care		7.2	-	2.52	-	-
Farm maintenance		14.1	-	3.48	-	-
Transportation		5.6	-	1.08	-	-
Supervising		4.3	-	1.17	-	-
Other		20.6	-	2.99	-	-
E12. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER AND E8 IS "YES") How long has [OTHER CAREGIVER] been working at this location? (In years)	468	-	4.89	0.40	0	20
E13. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER) Within the past 3 years, did you or [OTHER CAREGIVER] travel more than 75 miles or spend the night away from your home or permanent address for the purpose of agricultural work?	547					
Yes		31.4	-	4.53	-	-
No		68.6	-	4.53	-	-

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table G.7. MSHS Families: Caregiver Resources (Parent Interview, Section E)

Item	*n*	Percentage (%) of Parents	*SE*
E14. Last year (in 2016) what was your family's total income from all types of work you did, in U.S. dollars?	547		
Did not work at all in 2016		1.3	0.49
Less than $2,500		2.5	0.95
$2,500 to $4,999		2.1	0.73
$5,000 to $7,499		2.5	0.95
$7,500 to $9,999		2.5	0.66
$10,000 to $12,499		6.0	1.47
$12,500 to $14,999		5.0	1.06
$15,000 to $17,499		8.1	1.45
$17,500 to $19,999		6.2	0.82
$20,000 to $22,499		10.1	2.58
$22,500 to $24,999		8.4	1.53
$25,000 to $27,499		8.8	1.33
$27,500 to $29,999		6.1	1.81
$30,000 to $32,499		9.8	1.74
$32,500 to $34,999		6.3	1.15
$35,000 to $37,499		3.4	0.89
$37,500 to $39,999		1.9	0.95
$40,000 to $44,999		4.8	1.08
$45,000 to $54,999		3.3	0.76
$55,000 or more		0.8	0.30

Table G.7. MSHS Families: Caregiver Resources (Parent Interview, Section E) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
E15. How much of that income was from agricultural employment?	544		
Did not work at all in 2016		2.9	1.13
Less than $2,500		3.2	0.77
$2,500 to $4,999		2.5	0.75
$5,000 to $7,499		4.1	1.31
$7,500 to $9,999		3.4	0.71
$10,000 to $12,499		6.6	1.48
$12,500 to $14,999		6.4	1.33
$15,000 to $17,499		6.6	1.38
$17,500 to $19,999		6.8	1.00
$20,000 to $22,499		10.5	2.37
$22,500 to $24,999		7.1	1.55
$25,000 to $27,499		8.5	1.20
$27,500 to $29,999		6.1	1.69
$30,000 to $32,499		7.6	1.33
$32,500 to $34,999		5.6	1.41
$35,000 to $37,499		2.7	0.77
$37,500 to $39,999		1.6	0.95
$40,000 to $44,999		4.3	1.09
$45,000 or more		3.5	0.76
E16a. Do you have enough money each month to make ends meet?	636		
Yes		76.9	3.12
No		23.1	3.12
E16b. Do you have difficulty paying your bills each month?	637		
Yes		31.7	3.18
No		68.3	3.18
E16c. Do you worry about your food running out before you have money to buy more?	638		
Yes		25.0	3.24
No		75.0	3.24
E16d. In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money to buy food?	638		
Yes		14.5	2.00
No		85.5	2.00

Table G.7. MSHS Families: Caregiver Resources (Parent Interview, Section E) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
E16e. In the last 12 months, did [MSHS CHILD] ever eat less than you felt he/she should because there wasn't enough money to buy food?	639		
Yes		6.5	1.19
No		93.5	1.19
E16f. Do you have enough diapers to change [MSHS CHILD] after each soiling?	416		
Yes		84.4	2.72
No		15.6	2.72
E16g. Are you able to take showers/baths as frequently as you would like?	638		
Yes		96.8	0.87
No		3.2	0.87
E16h. Are you able to wash your clothes when you need to?	638		
Yes		94.7	1.25
No		5.3	1.25

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table G.8. MSHS Families: Household Members' Health (Parent Interview, Section F)

Item	*n*	Percentage (%) of Parents	*SE*
F1. Would you say your health in general is... (Mark one only.)	640		
Excellent		23.5	2.46
Very good		20.5	2.18
Good		36.2	2.65
Fair		17.7	2.54
Poor		2.1	0.73
F2. How much pain have you had during the past 4 weeks? (Mark one only.)	640		
None		57.6	2.65
Very mild		20.4	2.00
Moderate		16.5	1.53
Severe		3.1	0.71
Very severe		2.4	0.77
F3. How much exhaustion have you felt during the past 4 weeks? (Mark one only.)	640		
Not at all		17.0	2.35
Very mild		34.9	1.98
Moderate		37.8	2.10
Severe		5.1	0.82
Very severe		5.2	1.08
F4. In the last 12 months, have you been exposed to, loaded, mixed, or applied pesticides? (Mark all that apply.)	640		
Yes, exposed to		17.2	2.08
Yes, loaded, mixed or applied		1.6	0.97
No		81.2	2.28
F5. (IF F4 IS "YES, EXPOSED TO" OR F4 IS "YES, LOADED, MIXED, OR APPLIED") Which of the following classes of pesticides have you been exposed to, loaded, mixed, or applied in the last 12 months? (Mark all that apply.)	99		
Insecticide		41.2	6.45
Herbicide		35.0	5.01
Fungicide		19.7	4.65
Rodenticide		11.9	3.34
Other		7.8	3.42

Table G.8. MSHS Families: Household Members' Health (Parent Interview, Section F) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
F6. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER) Would you say the health of [OTHER CAREGIVER] is... (Mark one only.)	539		
Excellent		19.1	2.20
Very good		24.0	2.07
Good		34.9	3.04
Fair		19.9	1.87
Poor		2.1	0.76
F7. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER) In the last 12 months, has [OTHER CAREGIVER] been exposed to, loaded, mixed, or applied pesticides? (Mark all that apply.)	549		
Yes, exposed to		23.4	2.79
Yes, loaded, mixed or applied		10.9	2.17
No		60.0	3.63
F8. (IF RESPONDENT INDICATED IN SCREENING THAT THERE IS ANOTHER CAREGIVER AND F7 IS "YES, EXPOSED TO" OR F7 IS "YES, LOADED, MIXED, OR APPLIED") Which of the following classes of pesticides has [OTHER CAREGIVER] been exposed to, loaded, mixed, or applied in the last 12 months? (Mark all that apply.)	165		
Insecticide		39.8	4.28
Herbicide		34.4	4.85
Fungicide		24.5	4.68
Rodenticide		11.6	4.76
Other		4.9	1.44

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table G.9. MSHS Families: Caregiver Well-Being (Parent Interview, Section F)

Item	*n*	Percentage (%) of Parents	*SE*
F9. Now, I have some questions about how you have felt in the past week. How often during the past week have you…			
F9a. Been bothered by things that usually don't bother you?	639		
Rarely or never		72.4	2.12
Some or a little of the time		20.9	1.57
Occasionally or a moderate amount of time		4.5	0.77
Most or all of the time		2.2	0.77
F9b. Not felt like eating, or felt your appetite was poor?	639		
Rarely or never		72.6	2.37
Some or a little of the time		21.9	2.25
Occasionally or a moderate amount of time		4.1	0.85
Most or all of the time		1.4	0.47
F9c. Not been able to shake off the blues, even with help from your family and friends?	640		
Rarely or never		85.5	2.23
Some or a little of the time		10.1	1.77
Occasionally or a moderate amount of time		2.9	0.81
Most or all of the time		1.5	0.43
F9d. Had trouble keeping your mind on what you were doing?	640		
Rarely or never		82.7	1.97
Some or a little of the time		11.5	1.06
Occasionally or a moderate amount of time		3.2	0.93
Most or all of the time		2.6	0.47
F9e. Felt depressed?	640		
Rarely or never		76.7	2.15
Some or a little of the time		17.9	1.70
Occasionally or a moderate amount of time		2.5	0.70
Most or all of the time		2.9	0.63
F9f. Felt that everything you did was an effort?	640		
Rarely or never		70.2	2.89
Some or a little of the time		18.6	2.76
Occasionally or a moderate amount of time		5.7	0.98
Most or all of the time		5.5	1.03

Table G.9. MSHS Families: Caregiver Well-Being (Parent Interview, Section F) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
F9g. Felt fearful?	640		
Rarely or never		86.6	1.44
Some or a little of the time		10.0	1.68
Occasionally or a moderate amount of time		1.6	0.35
Most or all of the time		1.8	0.54
F9h. Slept restlessly?	639		
Rarely or never		70.2	1.91
Some or a little of the time		19.7	2.05
Occasionally or a moderate amount of time		4.7	0.94
Most or all of the time		5.3	0.94
F9i. Felt happy?	636		
Rarely or never		2.3	0.63
Some or a little of the time		9.8	1.63
Occasionally or a moderate amount of time		17.1	2.16
Most or all of the time		70.7	2.38
F9j. Talked less than usual?	637		
Rarely or never		80.6	1.36
Some or a little of the time		13.5	1.59
Occasionally or a moderate amount of time		3.5	0.97
Most or all of the time		2.5	0.60
F9k. Felt lonely?	640		
Rarely or never		80.9	2.14
Some or a little of the time		13.5	1.63
Occasionally or a moderate amount of time		2.9	0.67
Most or all of the time		2.7	0.80
F9l. Felt sad?	640		
Rarely or never		72.1	1.87
Some or a little of the time		21.4	1.62
Occasionally or a moderate amount of time		3.6	0.73
Most or all of the time		3.0	0.89
F9m. Felt unable to “get going”?	640		
Rarely or never		77.6	2.10
Some or a little of the time		16.9	2.45
Occasionally or a moderate amount of time		3.4	0.57
Most or all of the time		2.1	0.71

Table G.9. MSHS Families: Caregiver Well-Being (Parent Interview, Section F) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
F9n. Felt that people were unfriendly?	639		
Rarely or never		80.7	1.95
Some or a little of the time		14.4	1.55
Occasionally or a moderate amount of time		3.6	0.90
Most or all of the time		1.3	0.47
F9o. Enjoyed life?	635		
Rarely or never		6.0	1.04
Some or a little of the time		9.3	1.49
Occasionally or a moderate amount of time		12.6	1.73
Most or all of the time		72.0	2.54
F9p. Felt that people disliked you?	638		
Rarely or never		84.0	1.49
Some or a little of the time		12.6	1.40
Occasionally or a moderate amount of time		2.3	0.52
Most or all of the time		1.2	0.43

Source: MSHS Parent Interview; Center for Epidemiological Studies Depression Scales, National Institute of Mental Health

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table G.10. MSHS Families: Center for Epidemiological Studies Depression (CES-D) Scales, Reliability and Summary Scores (Parent Interview, Section F)

Scale	*n*	Number of Items	Cronbach's Alpha	Percentage (%) of Respondents	Mean	*SE*	*Min*	*Max*
CES-D 12-item scale	634	12	0.91	-	3.83	0.29	0	35
Not depressed		-	-	73.3	-	2.24	-	-
Mildly depressed		-	-	14.9	-	1.99	-	-
Moderately depressed		-	-	5.2	-	1.48	-	-
Severely depressed		-	-	6.6	-	1.15	-	-
CES-D 10-item scale	629	10	0.87	-	3.57	0.25	0	28
Does not have elevated depressive symptoms		-	-	90.1	-	1.29	-	-
Has elevated depressive symptoms		-	-	9.9	-	1.29	-	-

Source: MSHS Parent Interview; Center for Epidemiological Studies Depression Scales, National Institutes of Mental Health

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Notes: This table presents both the reliability of scores and summary statistics for this instrument. Reliability information is presented in the first two columns of the first shaded row and includes the sample size (*n*), the number of items included in the reliability estimate, and the Cronbach's alpha, which is a measure of reliability, or internal consistency. Summary statistics are presented in the rest of the table.

Readers should use caution when interpreting results from the CES-D. This measure was developed for research purposes and does not provide a formal diagnosis of depression. A formal diagnosis can only be determined by a trained mental health professional.

The 10-item CES-D summary score was computed by summing the participant's responses to 10 items from the CES-D scale in the Parent Interview. The 10 items asked respondents to report how frequently they experienced happiness, enjoyment of life, depression, feeling everything was an effort, restless sleep, loneliness, sadness, feeling unable to "get going," feeling people were unfriendly, and feeling that people disliked them. Scores for positive items (happiness and enjoyment of life) were reversed, so that higher scores reflected more frequent negative symptoms and/or less frequent positive symptoms, and lower scores reflected less frequent negative symptoms and/or more frequent positive symptoms. The 10-item composite score includes the same items as those used in the MSHS supplement to the National Agricultural Workers Survey (2015). The categories that appear in the table above (does not have elevated depressive symptoms, has elevated depressive symptoms) were based on the participant's summary score across those 10 items, with respondents who had a score of 10 or higher classified as having elevated depressive symptoms.

The 12-item CES-D summary score was computed by summing the participant's responses to 12 individual items from the CES-D scales in the Teacher Survey, Assistant Teacher Survey, and Parent Interview. Respondents indicated how frequently during the past week they experienced 12 symptoms – feeling bothered, poor appetite, unable to "shake off the blues," difficulty focusing, depressed, everything was an effort, fearful, restless sleep, less talkative than usual, lonely, sad, and unable to "get going". Higher scores indicate more frequent symptoms. The categories that appear in the table above were based on the participant's summary score across those 12 items, with not depressed=0 — 4, mildly-depressed=5 — 9, moderately depressed=10 — 14, and severely depressed=15 — 36. The same 12-item version of the CES-D Scale has also been used in the FACES and Baby FACES studies.

Table G.11. MSHS Families: Caregiver Stress Level (Parent Interview, Section F)

Item	*n*	Percentage (%) of Parents	*SE*
F10. Now, I will ask you questions about experiences that some families who do agricultural work have reported as stressful.			
F10a1. Is it difficult to be away from family members?	634		
Yes		81.2	2.14
No		18.8	2.14
F10a2. (IF F10a1 IS "YES") How stressful is this for you?	517		
Not at all stressful		5.1	1.27
Somewhat stressful		44.9	2.96
Moderately stressful		26.8	2.50
Extremely stressful		23.2	3.06
F10b1. Do you sometimes have difficulty finding a place to live?	636		
Yes		20.8	2.89
No		79.2	2.89
F10b2. (IF F10b1 IS "YES") How stressful is this for you?	129		
Not at all stressful		2.2	1.48
Somewhat stressful		25.5	4.22
Moderately stressful		31.0	4.61
Extremely stressful		41.2	6.06
F10c1. Have you experienced discrimination in this country?	638		
Yes		26.4	2.27
No		73.6	2.27
F10c2. (IF F10c1 IS "YES") How stressful is this for you?	162		
Not at all stressful		7.8	2.22
Somewhat stressful		37.4	6.07
Moderately stressful		14.1	4.37
Extremely stressful		40.8	4.37
F10d1. Was migrating to this country difficult?	584		
Yes		61.4	2.87
No		38.6	2.87
F10d2. (IF F10d1 IS "YES") How stressful is this for you?	352		
Not at all stressful		2.6	1.02
Somewhat stressful		23.9	3.57
Moderately stressful		21.6	2.24
Extremely stressful		51.9	4.26

Table G.11. MSHS Families: Caregiver Stress Level (Parent Interview, Section F) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
F10e1. Do you sometimes have difficulty finding a job?	634		
Yes		49.7	3.49
No		50.3	3.49
F10e2. (IF F10e1 IS "YES") How stressful is this for you?	309		
Not at all stressful		2.1	1.06
Somewhat stressful		30.7	2.03
Moderately stressful		30.2	3.69
Extremely stressful		37.0	3.50
F10f. Do you worry about your children's education?	637		
Yes		62.0	3.03
No		38.0	3.03
F10f2. (IF F10f1 IS "YES") How stressful is this for you?	401		
Not at all stressful		7.0	1.28
Somewhat stressful		33.4	3.65
Moderately stressful		28.7	2.83
Extremely stressful		30.8	4.24

Source: Migrant Farmworker Stress Inventory. Hovey, J.D. (2002)

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table G.12. MSHS Families: Family Strengths, Child Health and Dental Insurance (Parent Interview, Section F)

Item	*n*	Percentage (%) of Parents	*SE*
F11. Now, I will ask you questions about experiences that some families who do agricultural work have reported as helpful to their families for staying strong. How helpful is/are _____ to you and your family?			
F11a. Your partner/Spouse	562		
Not at all helpful		3.7	0.88
Somewhat helpful		10.4	1.87
Moderately helpful		23.9	2.87
Extremely helpful		62.0	3.11
F11b. A belief in God or your faith	635		
Not at all helpful		0.7	0.31
Somewhat helpful		7.4	1.17
Moderately helpful		19.5	1.74
Extremely helpful		72.4	2.23
F11c. Dedicating yourself to your children's future	636		
Not at all helpful		0.0	0.00
Somewhat helpful		3.0	0.76
Moderately helpful		14.9	1.61
Extremely helpful		82.1	1.63
F11d. A belief that working hard will lead to a better life for your family	635		
Not at all helpful		2.6	0.81
Somewhat helpful		6.8	1.25
Moderately helpful		21.1	1.74
Extremely helpful		69.5	2.53
F12. Is [MSHS CHILD] currently covered by health insurance? (Mark one only.)	639		
Yes		96.5	0.72
No		3.5	0.72
F13. Since ([MSHS CHILD] was born, was there any time when (he/she) did not have any health insurance coverage? (Mark one only.)	640		
Yes		25.6	2.17
No		74.4	2.17
F14. Has MSHS helped you find medical care or a doctor for [MSHS CHILD]? (Mark one only.)	637		
Yes		37.6	2.72
No, I did not need help from MSHS		60.7	2.87
No, I could use this but didn't receive it from MSHS		1.7	0.65

Table G.12. MSHS Families: Family Strengths, Child Health and Dental Insurance (Parent Interview, Section F) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
F15. Is [MSHS CHILD] currently covered by dental insurance? (Mark one only.)	630		
Yes		92.9	1.34
No		7.1	1.34
F16. Did MSHS help you find dental care for [MSHS CHILD]? (Mark one only.)	628		
Yes		41.4	3.95
No, I did not need help from MSHS		56.9	3.65
No, I could use this but didn't receive it from MSHS		1.7	0.78
F17. In the past year, has there been a time when you or a family member needed medical attention but did not receive it because you did not have insurance or the money to pay for it? (Mark one only.)	639		
Yes		17.0	2.35
No		83.0	2.35

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table G.13. MSHS Families: Child Sleep Habits and Parental Rules (Parent Interview, Section G)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
G1. Where does [MSHS CHILD] usually sleep at night? (Mark one only.)	638					
In crib		16.3	-	2.03	-	-
Own bed		38.4	-	3.55	-	-
In a bed with parent		37.2	-	3.11	-	-
In a bed with individuals other than parents		5.2	-	1.44	-	-
Alone on a mattress on the floor		0.3	-	0.20	-	-
On a mattress on the floor shared with other family members		1.6	-	0.82	-	-
On sofa or On the floor without a mattress		0.0	-	0.00	-	-
Other		1.1	-	0.51	-	-
G2. At about what time does [MSHS CHILD] fall asleep at night?	636					
5:00 pm — <6:00 pm		0.4	-	0.46	-	-
6:00 pm — <7:00 pm		0.2	-	0.19	-	-
7:00 pm — <7:30 pm		2.1	-	0.86	-	-
7:30 pm — <8:00 pm		1.3	-	0.52	-	-
8:00 pm — <8:30 pm		15.2	-	2.05	-	-
8:30 pm — <9:00 pm		15.3	-	1.68	-	-
9:00 pm — <9:30 pm		33.8	-	1.66	-	-
9:30 pm — <10:00 pm		12.7	-	1.77	-	-
10:00 pm — <10:30 pm		11.5	-	1.58	-	-
10:30 pm — <11:00 pm		1.0	-	0.37	-	-
11:00 pm — <11:30 pm		2.2	-	0.99	-	-
11:30 pm — <12:00 am		0.6	-	0.41	-	-
12:00 am — <12:30 am or 12:30 am — <1:00 am		0.0	-	0.00	-	-
Other time		3.7	-	1.14	-	-

Table G.13. MSHS Families: Child Sleep Habits and Parental Rules (Parent Interview, Section G) (continued)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
G3. At about what time does [MSHS CHILD] wake up in the morning?	634					
2:00 am — <3:00 am		0.1	-	0.10	-	-
3:00 am — <4:00 am		1.0	-	0.56	-	-
4:00 am — <4:30 am		1.6	-	0.62	-	-
4:30 am — <5:00 am		2.1	-	0.60	-	-
5:00 am — <5:30 am		7.0	-	1.55	-	-
5:30 am — <6:00 am		6.5	-	1.27	-	-
6:00 am — <6:30 am		22.2	-	2.42	-	-
6:30 am — <7:00 am		17.4	-	2.21	-	-
7:00 am — <7:30 am		27.6	-	3.28	-	-
7:30 am — <8:00 am		7.4	-	1.13	-	-
8:00 am — <8:30 am		3.8	-	0.97	-	-
8:30 am — <9:00 am		0.2	-	0.21	-	-
9:00 am — <9:30 am		1.2	-	0.70	-	-
9:30 am — <10:00 am		0.1	-	0.08	-	-
10:00 am — <11:00 am		0.3	-	0.13	-	-
Other time		1.6	-	0.64	-	-
G4. Does [MSHS CHILD] usually wake up at night?	637					
Yes		25.1	-	2.72	-	-
No		74.9	-	2.72	-	-
G5. (IF G4 IS "YES") Approximately how many minutes/hours is [MSHS CHILD] awake at night? (In minutes)	150	-	10.36	1.29	1	180
G6a. How often do you express your affection by hugging, kissing, and holding your [child/children]? (Mark one only.)	640					
Never		0.0	-	0.00	-	-
Rarely		0.3	-	0.22	-	-
Sometimes		4.1	-	0.97	-	-
Always		95.6	-	0.98	-	-
G6b. Are there times when you just don't have the energy to make your [child/children] behave as [he/she/they] should? (Mark one only.)	639					
Never		34.9	-	2.58	-	-
Rarely		19.0	-	2.00	-	-
Sometimes		42.7	-	2.43	-	-
Always		3.3	-	1.12	-	-

Table G.13. MSHS Families: Child Sleep Habits and Parental Rules (Parent Interview, Section G) (continued)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
G6c. How often do you have difficulty sticking with your rules for your [child/children]? (Mark one only.)	638					
Never		24.3	-	2.11	-	-
Rarely		27.7	-	2.19	-	-
Sometimes		43.3	-	2.52	-	-
Always		4.7	-	0.87	-	-

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table G.14. MSHS Families: Activities Parents Do with Children (Parent Interview, Section G)

Item	*n*	Percentage (%) of Parents	*SE*
G7. (IF CHILD IS AT LEAST 2 YEARS OLD) The next set of questions is about things that you may do with your child. In the past week, how many days did you or someone in your family do the following things with [MSHS CHILD]? (Mark one per row.)			
G7a. Taught (him/her) letters, words, or numbers	512		
5 — 7 days a week		29.7	3.79
3 — 4 days a week		38.8	2.66
1 — 2 days a week		28.2	2.76
0 days		3.3	0.91
G7b. Counted different things with (him/her)	512		
5 — 7 days a week		31.8	2.20
3 — 4 days a week		37.9	2.14
1 — 2 days a week		25.8	1.99
0 days		4.5	1.18
G7c. Worked on arts and crafts with (him/her)	510		
5 — 7 days a week		9.8	1.98
3 — 4 days a week		22.6	2.04
1 — 2 days a week		38.6	3.03
0 days		29.1	3.02
G7d. Played a game, sport, or exercised together	512		
5 — 7 days a week		30.7	2.48
3 — 4 days a week		30.2	2.36
1 — 2 days a week		32.1	2.64
0 days		7.0	2.10
G7e. Played with toys or games indoors	513		
5 — 7 days a week		54.3	2.79
3 — 4 days a week		28.1	2.29
1 — 2 days a week		15.9	2.12
0 days		1.8	0.49
G7f. Talked about what happened in MSHS	505		
5 — 7 days a week		79.6	1.89
3 — 4 days a week		9.0	1.39
1 — 2 days a week		7.1	1.34
0 days		4.3	1.29

Table G.14. MSHS Families: Activities Parents Do with Children (Parent Interview, Section G) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
G7g. Involved (him/her) in household chores like cooking, cleaning, setting the table	513		
5 — 7 days a week		46.9	2.26
3 — 4 days a week		23.8	2.84
1 — 2 days a week		19.4	2.06
0 days		9.9	1.56
G7h. Read or looked at books with (him/her)	519		
5 — 7 days a week		33.8	2.71
3 — 4 days a week		32.6	2.62
1 — 2 days a week		24.5	3.34
0 days		9.2	1.93
G7i. Told stories to (him/her)	520		
5 — 7 days a week		29.8	1.96
3 — 4 days a week		27.7	2.13
1 — 2 days a week		26.9	1.67
0 days		15.6	1.77
G7j. Sang songs with (him/her)	518		
5 — 7 days a week		49.4	3.53
3 — 4 days a week		22.8	2.43
1 — 2 days a week		17.2	1.84
0 days		10.7	1.97
G7k. Danced with (him/her)	516		
5 — 7 days a week		31.0	1.97
3 — 4 days a week		26.6	3.03
1 — 2 days a week		23.2	1.48
0 days		19.1	2.63
G7l. Took (him/her) along while doing errands like going to the store	519		
5 — 7 days a week		27.6	2.60
3 — 4 days a week		30.7	2.16
1 — 2 days a week		38.5	3.16
0 days		3.2	1.01

Table G.14. MSHS Families: Activities Parents Do with Children (Parent Interview, Section G) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
G7m. Took (him/her) to a religious service or event	514		
5 — 7 days a week		1.7	0.90
3 — 4 days a week		3.6	0.98
1 — 2 days a week		42.5	3.80
0 days		52.3	4.85

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table G.15. MSHS Families: Children's Books and Family Habits (Parent Interview, Section G)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
G8. About how many children's books does [MSHS CHILD] have in your home now, including library books?	636	-	13.09	1.22	0	300
G9. (IF G8 IS GREATER THAN 0) Are these books…	587					
Mostly in Spanish and some in English		19.6	-	2.48	-	-
Equal amount in Spanish and in English		30.3	-	3.27	-	-
Mostly in English and some In Spanish		42.0	-	2.77	-	-
Other language		8.1	-	1.63	-	-
G10a. How often do you fight in your family?	639					
Never		30.4	-	2.01	-	-
Rarely		44.8	-	2.63	-	-
Sometimes		22.0	-	2.63	-	-
Always		2.8	-	0.88	-	-
G10b. How often do you lose your tempers?	639					
Never		40.7	-	2.97	-	-
Rarely		36.0	-	2.44	-	-
Sometimes		21.9	-	2.14	-	-
Always		1.5	-	0.45	-	-
G10c. How often do you get so angry you throw things?	639					
Never		89.7	-	1.75	-	-
Rarely		7.7	-	1.41	-	-
Sometimes		2.7	-	0.95	-	-
Always		0.0	-	0.00	-	-
G10d. How often do you criticize each other?	638					
Never		69.4	-	1.98	-	-
Rarely		17.4	-	1.54	-	-
Sometimes		12.0	-	1.60	-	-
Always		1.2	-	0.60	-	-
G10e. How often do you hit each other?	638					
Never		88.2	-	2.20	-	-
Rarely		6.0	-	1.50	-	-
Sometimes		5.6	-	1.15	-	-
Always		0.2	-	0.23	-	-

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table G.16. MSHS Families: Residential History and Housing (Parent Interview, Section H)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
H1. In the past two years, how many times did your family move?	631	-	0.75	0.09	0	4
H3. (IF H1 IS GREATER THAN 0) Why did you leave these locations? (Mark all that apply.)[1]	303					
My job/partner's job ended, or would be ending soon		60.9	-	4.72	-	-
We heard of another opportunity		12.7	-	2.79	-	-
We no longer had a place to live		5.1	-	1.63	-	-
The MSHS center closed		1.6	-	1.04	-	-
Unable to get health care or social services		0.7	-	0.50	-	-
It was expensive to live there		7.1	-	2.09	-	-
Other		30.3	-	3.57	-	-
H4. What type of housing does [MSHS CHILD] live in now? (Mark one only.)	637					
Single-family home		37.7	-	3.64	-	-
Townhome/duplex		9.6	-	1.95	-	-
Apartment		27.8	-	2.82	-	-
Mobile home/trailer		23.6	-	2.33	-	-
Motel or hotel, Campsite or ten, Without shelter		0.0	-	0.00	-	-
Other (includes Dormitory or barracks)		1.3	-	0.55	-	-
H5. Where is [MSHS CHILD'S] housing located? (Mark one only.)	633					
Off farm, not owned/administered by employer		79.7	-	5.70	-	-
Off farm, owned/administered by employer		7.9	-	1.63	-	-
On farm		6.8	-	2.24	-	-
Other		5.7	-	2.58	-	-
H6. Why did you choose to live in this community? (Mark all that apply.)	640					
Heard there were jobs available		44.4	-	3.87	-	-
Friends/relatives live in this area		42.6	-	4.37	-	-
There was a place for our family to live		9.9	-	1.38	-	-
MSHS services would be available		9.4	-	1.50	-	-
Other child care would be available		8.0	-	2.13	-	-
Health care, social services were easy to get		3.1	-	0.85	-	-
It is cheap to live here		13.8	-	2.09	-	-
This is my home base		12.1	-	1.99	-	-
Other		29.4	-	3.85	-	-

Table G.16. MSHS Families: Residential History and Housing (Parent Interview, Section H) (continued)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
H7a. Does [MSHS CHILD]'s home have adequate plumbing/bathrooms?	639					
Yes		100.0	-	0.00	-	-
No		0.0	-	0.00	-	-
H7b. Does [MSHS CHILD]'s home have adequate water?	639					
Yes		99.5	-	0.28	-	-
No		0.5	-	0.28	-	-
H7c. Does [MSHS CHILD]'s home have adequate cooling?	639					
Yes		94.0	-	1.56	-	-
No		6.0	-	1.56	-	-
H7e. Does [MSHS CHILD]'s home have adequate cooking appliances (like stove, oven)?	639					
Yes		99.3	-	0.25	-	-
No		0.7	-	0.25	-	-
H8. How many minutes does it take for [MSHS CHILD] to get from [HIS/HER] home to the MSHS center? (Mark one only.)	634					
5 – 15 minutes		64.8	-	3.37	-	-
16 – 30 minutes		24.0	-	2.66	-	-
31 – 45 minutes		8.3	-	1.78	-	-
Over 45 minutes		2.9	-	1.16	-	-
H9. What type of transportation does [MSHS CHILD] use to get from [HIS/HER] home to the MSHS center? (Mark all that apply.)	640					
Migrant and Seasonal Head Start bus		42.3	-	5.23	-	-
Other MSHS transportation		0.0	-	0.00	-	-
Parent or relative drives		59.1	-	5.48	-	-
Walk		5.7	-	1.75	-	-
Other (includes Employer drives and Public transportation)		3.9	-	1.30	-	-

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

[1]Data from question H2 (Can you tell me all the places you lived the last two years, starting with the most recent location and working back?) were suppressed due to disclosure risk.

Table G.17. MSHS Families: Child Care Arrangements (Parent Interview, Section I)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
I1a. Current Location						
I1a.2. When [MSHS CHILD] isn't at this center, what kind of child care does (he/she) have? (Mark all that apply.)	625					
Cared for by adult in child's home		59.2	-	2.09	-	-
Cared for by adult at a home, but out of child's home		41.7	-	3.33	-	-
Cared for by other child		2.8	-	0.89	-	-
Taken to work with parent		1.1	-	0.85	-	-
Home alone		0.0	-	0.00	-	-
I1a.3. (IF E1 IS GREATER THAN 0 OR IF E1 IS MISSING AND E3 IS "AGRICULTURAL WORK") Did [MSHS CHILD] ever have to go with you to your agricultural work, even one time?	546					
Yes		5.6	-	1.30	-	-
No		94.4	-	1.30	-	-
I1b. Earlier, you told us you moved to [CITY 2]. When you lived there…						
I1b.1. Was [MSHS CHILD] with you?	279					
Yes		83.9	-	3.33	-	-
No		16.1	-	3.33	-	-
I1b.2. What kind of child care did [MSHS CHILD] receive? (Mark all that apply.)	264					
Cared for at center		25.1	-	3.67	-	-
Cared for by adult in child's home		58.1	-	3.97	-	-
Cared for by adult at a home, but out of child's home		29.2	-	5.90	-	-
Cared for by other child		1.0	-	0.57	-	-
Taken to work with parent		1.9	-	1.42	-	-
Home alone		0.0	-	0.00	-	-
I1b.3. Did [MSHS CHILD] ever have to go with you to your agricultural work, even one time?	231					
Yes		4.9	-	2.27	-	-
No		95.1	-	2.27	-	-
I1c, I1d.* Earlier, you told us you moved to [CITY 3] and/or [CITY 4]. When you lived there…						
I1c.1, I1d.1.* Was [MSHS CHILD] with you?	90					
Yes		84.1	-	4.92	-	-
No		15.9	-	4.92	-	-

Table G.17. MSHS Families: Child Care Arrangements (Parent Interview, Section I) (continued)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
I1c.2, I1d.2.* What kind of child care did [MSHS CHILD] receive? (Mark all that apply.)	82					
Cared for at center		39.2	-	7.45	-	-
Cared for by adult in child's home		56.7	-	7.38	-	-
Cared for by adult at a home, but out of child's home		33.2	-	7.40	-	-
Cared for by other child or Taken to work with parent or Home alone		0.0	-	0.00	-	-
I1c.3, I1d.3.* Did [MSHS CHILD] ever have to go with you to your agricultural work, even one time?	73					
Yes		0.9	-	0.91	-	-
No		99.1	-	0.91	-	-
I4_month. When did [MSHS CHILD] start attending [Name of current Migrant and Seasonal Head Start Center]? (Month)	618					
December/January		1.6	-	0.56	-	-
February		2.5	-	0.91	-	-
March		2.1	-	0.46	-	-
April		8.6	-	3.02	-	-
May		18.0	-	3.03	-	-
June		25.3	-	4.18	-	-
July		14.9	-	2.94	-	-
August		13.0	-	2.71	-	-
September		4.4	-	1.07	-	-
October		6.3	-	3.30	-	-
November		3.3	-	1.00	-	-
I4_year. When did [MSHS CHILD] start attending [Name of current Migrant and Seasonal Head Start Center]? (Year)	627					
2012		1.4	-	0.36	-	-
2013		3.3	-	0.72	-	-
2014		8.1	-	1.26	-	-
2015		15.2	-	2.63	-	-
2016		24.9	-	3.25	-	-
2017		47.1	-	4.43	-	-

Table G.17. MSHS Families: Child Care Arrangements (Parent Interview, Section I) (continued)

Item	*n*	Percentage (%) of Parents	Mean	*SE*	*Min*	*Max*
I5. Is this [MSHS CHILD]'s first time in Migrant and Seasonal Head Start? (Mark one only.)	636					
Yes		69.0	-	2.54	-	-
No, attended MSHS at a different location		7.6	-	2.24	-	-
No, attended this MSHS in the past year		23.5	-	3.67	-	-
I6. For how many months or years has [MSHS CHILD] attended any Migrant and Seasonal Head Start program in all of the places you have ever lived? (In years)	601	-	1.11	0.05	0	5
I7. Does your family plan your moves to other locations based on Migrant and Seasonal Head Start locations?	613					
Yes		22.8	-	2.38	-	-
No		77.2	-	2.38	-	-
I8. Would you recommend Migrant and Seasonal Head Start to other families?	638					
Yes		99.4	-	0.20	-	-
No		0.6	-	0.20	-	-
I9. Why did you want [MSHS CHILD] to attend Migrant and Seasonal Head Start? (Mark all that apply.)	640					
To prepare my child for a school education		81.0	-	2.69	-	-
To access health and dental services		7.7	-	1.63	-	-
My child would receive meals & snacks		17.0	-	2.52	-	-
My child has a disability		1.8	-	0.62	-	-
Because it is free/there is no cost		33.4	-	3.80	-	-
It is the only full-day care available		22.6	-	3.16	-	-
I needed child care services for my child		44.1	-	3.03	-	-
MSHS provides quality care, safety, good staffing		40.2	-	2.65	-	-
MSHS helps my child's development		53.0	-	4.22	-	-
To learn English		30.0	-	3.90	-	-
So my child does not need to go to the field		20.8	-	2.44	-	-
Other		19.1	-	2.67	-	-

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

* An asterisk indicates a constructed variable. Data used to construct the variable are from the specified survey question(s). See the Guidance on Interpreting Data Tables section of this document for more information on constructed variables.

Table G.18. MSHS Families: MSHS Program Communications (Parent Interview, Section I)

Item	*n*	Percentage (%) of Parents	*SE*
I10. How often do you receive information from the MSHS program about [MSHS CHILD] or the program activities? (Mark one only.)	638		
More than once a week		52.7	3.04
Once a week		27.3	3.33
2 — 3 times a month		9.0	1.47
Once a month		10.2	1.55
A few times a year		0.7	0.45
I11. How do you receive this information? (Mark all that apply.)	640		
In person at the center		61.6	4.26
In person at the bus stop		6.9	2.57
In person at home		6.0	1.17
By telephone		27.4	2.85
In writing		61.7	2.97

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table G.19. MSHS Families: Parent Involvement in MSHS (Parent Interview, Section I)

Item	*n*	Percentage (%) of Parents	*SE*
I12. Please indicate how often you have participated in the following activities at [MSHS CHILD]'s center since the beginning of this season. (Mark one per row.)			
I12a. Volunteered or helped out in [MSHS CHILD]'s classroom?	639		
Not yet		70.3	4.34
Once or twice		13.1	1.41
Several times		11.0	2.25
About once a month		2.8	1.07
At least once a week		2.8	1.19
I12b. Attended Head Start social events for children and families?	638		
Not yet		41.6	3.42
Once or twice		28.5	2.06
Several times		21.9	2.22
About once a month		7.1	1.23
At least once a week		0.8	0.50
I12c. Attended parent education meetings or workshops focusing on topics such as job skills or child-rearing?	639		
Not yet		36.6	2.95
Once or twice		31.4	3.34
Several times		20.0	2.61
About once a month		11.7	1.63
At least once a week		0.3	0.20
I12d. Attended parent-teacher conferences?	638		
Not yet		24.5	3.04
Once or twice		37.2	3.98
Several times		25.2	2.47
About once a month		12.5	2.00
At least once a week		0.6	0.32
I12e. Visited with a MSHS staff member in your home?	637		
Not yet		27.3	5.73
Once or twice		55.2	5.68
Several times		13.8	2.07
About once a month		3.7	0.78
At least once a week		0.1	0.12

Table G.19. MSHS Families: Parent Involvement in MSHS (Parent Interview, Section I) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
I12f. Participated in a parent Committee or other Head Start planning groups?	634		
Not yet		73.8	2.87
Once or twice		14.1	1.71
Several times		6.5	1.52
About once a month		5.2	1.39
At least once a week		0.3	0.24
I12g. Any other Head Start Activities?	554		
Not yet		83.0	2.41
Once or twice		8.1	1.52
Several times		5.9	1.29
About once a month		1.0	0.38
At least once a week		2.0	0.92

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

Table G.20. MSHS Families: MSHS Services (Parent Interview, Section I)

Item	*n*	Percentage (%) of Parents	*SE*
I13. At [Insert name of Migrant and Seasonal Head Start Center], how often is someone available and able to speak to you in your preferred language? (Mark one only.)	636		
Always		96.5	1.10
Almost Always		2.4	0.90
Sometimes		0.9	0.31
Almost Never		0.2	0.17
Never		0.0	0.00
I14. During the past year, have you or anyone in your household received any of the following from [MSHS PROGRAM]?			
I14a. Help finding good child care when child is not at [MSHS center]	631		
Yes		15.9	1.30
No		84.1	1.30
I14b. Help getting to and from work or other places (transportation)	631		
Yes		14.7	1.62
No		85.3	1.62
I14c. Short-term help getting or paying for things you need in an emergency	627		
Yes		15.0	2.10
No		85.0	2.10
I14d. Help finding a job	627		
Yes		22.4	2.85
No		77.6	2.85
I14e. Education or job training	629		
Yes		25.0	3.11
No		75.0	3.11
I14f. Help finding or paying for housing	619		
Yes		9.3	1.47
No		90.7	1.47
I14g. Help finding health services	630		
Yes		35.1	2.70
No		64.9	2.70
I14h. Help finding mental health or substance abuse services	626		
Yes		16.3	2.22
No		83.7	2.22
I14i. Help with utilities (running water, hot water, heat, telephone service)	626		
Yes		8.3	1.43
No		91.7	1.43

Table G.20. MSHS Families: MSHS Services (Parent Interview, Section I) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
I14j. Food and nutrition assistance—like Food Stamps or WIC	627		
Yes		30.8	2.79
No		69.2	2.79
I14k. Income assistance—like welfare TANF, SSI	621		
Yes		9.2	1.76
No		90.8	1.76
I14l. Classes in English as a Second Language	625		
Yes		22.3	2.69
No		77.7	2.69
I14m. Advice from a lawyer	627		
Yes		16.4	2.67
No		83.6	2.67
I15. Please tell me if any of the following have kept you from participating as much as you would like in [MSHS CHILD]'s MSHS program this past season? (Mark all that apply.)	596		
Work schedule		64.9	2.90
Transportation		13.2	1.83
MSHS doesn't provide enough opportunities		2.4	0.67
Uncomfortable because of language or cultural differences		2.4	0.82
Concern for safety getting to the center		0.7	0.32
Other		14.8	3.28
Nothing (N/A)		20.8	2.25
I16. What are the major ways Migrant and Seasonal Head Start helped [MSHS CHILD] this season? (Mark all that apply.)	639		
Child had a place to go		35.9	2.94
Kept child safe		33.9	2.28
Improved health		15.6	1.86
Got ready for school		46.8	2.60
Taught responsibility		38.9	3.17
Made child happy		38.6	2.62
Improved language skills		56.9	3.15
Improved literacy skills		48.1	2.77
Helped child make friends		51.9	3.06
Improved child's behavior		49.6	3.34
Other		24.6	2.67
Nothing (N/A)		0.0	0.00

Table G.20. MSHS Families: MSHS Services (Parent Interview, Section I) (continued)

Item	*n*	Percentage (%) of Parents	*SE*
I17. What are the major ways Migrant and Seasonal Head Start helped your family this season? (Mark all that apply.)	629		
Provided steady child care		83.8	3.10
Served as a resource for information		29.5	3.41
Provided material resources		12.3	2.38
Provided links to medical and dental care		20.1	3.54
Improved parenting skills		29.8	3.64
Provided links to other community resources		10.7	1.96
Provided a safe place for families to gather		12.9	2.07
Health care		17.0	3.23
Finances		14.3	2.28
Addressing family conflict		4.9	1.11
Other		16.9	2.16
Nothing (N/A)		1.6	0.85
I18. If Migrant and Seasonal Head Start programs were to receive more money, how should the programs use the money to better serve children and families? (Mark all that apply.)	626		
Extending hours per day		32.6	2.94
Extending days per week		15.5	2.65
Extending weeks or months to season		49.9	3.09
Educational materials		26.7	3.74
Professional staff		25.2	2.90
Facilities		23.9	5.18
Child safety		12.0	2.31
Food		15.3	3.43
Transportation		23.9	3.13
Other		24.6	1.82
Nothing (N/A)		3.9	0.95

Source: MSHS Parent Interview

Note: For notes and limitations applying to the MSHS Parent interview data, see Guidance for Interpreting Tables in Sections C-G: Surveys and Parent Interview.

APPENDIX A. MSHS COPYRIGHT PERMISSIONS

The study team obtained permission from all publishers listed in Exhibit A-1 (below) to use their measure in the MSHS battery of assessments, teacher reports of children, and parent reports of children. The study team also requested permission to release summary scores and item-level information for each measure as part of an archived dataset with the Inter-University Consortium for Political and Social Research (ICPSR). Publishers granted permission to release item-level information for six of the eight measures (see the last column in Exhibit A-1).

Exhibit A-1. Permissions Granted

Assessment Measure	Citation	Publisher or Permission Grantor	Permission to Use Measure in MSHS Study	Permission to Release Summary Scores	Permission to Release Item-Level Information
Ages & Stages Questionnaire, Third Edition (ASQ-3) Communication Subscale	*Ages & Stages Questionnaire (ASQ-3™) Communication Subscale*. Squires, J., & Bricker, D. (2009). Ages & Stages Questionnaires [R], (ASQ-3™): A Parent-Completed Child-Monitoring System. Brookes Publishing Company.	Brookes Publishing Company	X	X	X
Brief Infant-Toddler Social & Emotional Assessment (BITSEA)	*Brief Infant-Toddler Social & Emotional Assessment (BITSEA)*. Briggs-Gowan, M. J., & Carter, A. S., Irwin, J. R., Wachtel, K., & Cicchetti, D. V. (2004). The Brief Infant-Toddler Social Emotional Assessment: Screening for social-emotional problems and delays in competence. Journal of Pediatric Psychology, 29, 143 — 155.	MAPI Trust	X	X	
Leiter, Third Edition (Leiter-3), Examiner Rating Scales: Cognitive/Social and Emotional/Regulation	*Leiter-Third Edition Examiner Rating Scales—Cognitive/ Social and Emotional/Regulation Scales*. Roid, G. H., Miller, L. J., Pomplun, M., & Koch, C. (2013). Leiter international performance scale, (Leiter-3). Los Angeles: Stoelting, Co.	Stoelting, Co.	X	X	X
MacArthur-Bates Communicative Development Inventory / Inventario del Desarrollo de Habilidades Comunicativas (CDI/IDHC) Short Forms	*MacArthur-Bates (CDI/IDHC) Short Forms.* Fenson, L., Marchman, V., Thal, D., Dale, P., Reznick, S., & Bates, E. (2007). MacArthur Communicative Development Inventories: User's guide and technical manual (2nd ed.). Baltimore, MD: Brookes.	Dr. Larry Fenson, San Diego State University	X	X	X
Preschool Language Scales, Fifth Edition (PLS-5) or PLS-5 Spanish, Auditory Comprehension	*Preschool Language Scale, Fifth Edition (PLS-5).* Zimmerman, I. L., Steiner, V. G., & Pond, R. E. (2011). Preschool language scale Fifth Edition Spanish (PLS-5).Bloomington, MN: Pearson.	Pearson	X	X	X
Socioemotional Scale from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)	*Preschool Kindergarten Behavior-Scales-2 (PKBS-2), Problem Behaviors and Positive Social Skills subscales, Short Form.* Merrell, K. W. (2002). Preschool and kindergarten behavior scales (2nd. Ed.). PRO-ED, Austin, TX.	PRO-ED	X	X	X
	Social Skills Rating System (SSRS). Copyright © 1990, NCS Pearson. Adapted and reproduced with permission. All rights reserved.	Pearson	X	X	X
Woodcock-Muñoz Language Survey–Revised Normative Update: Letter-Word Identification (English) and Identificación de letras y palabras (English/Spanish)	*Letter-Word Identification & Identificación de letras y palabras, Woodcock-Muñoz Language Survey-Revised Normative Update: English & Spanish*. Woodcock, R. W., Muñoz-Sandoval, A. F., Ruef, M., & Alvarado, C. G. (2005). Woodcock-Muñoz Language Survey–Revised Normative Update (WMLS-R NU). Rolling Meadows, IL: Riverside.	Houghton, Mifflin Harcourt Publishing Company	X	X	

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