# Migrant and Seasonal Head Start Study 2017

## User Guide to the Migrant and Seasonal Head Start (MSHS) Study 2017 Data Tables Report

This brief offers a quick-reference guide to the organization, navigation, and content of the MSHS Study 2017 Data Tables report (ACF, 2019).

# The MSHS Study 2017

The MSHS study collected data between February 2017 and February 2018 from a planned representative sample of MSHS programs, centers, teachers, children and families. Data collection included:

- Surveys from program directors, center directors, teachers and assistant teachers
- Interviews with parents
- Direct assessment and parent and teacher ratings of children's skills
- Direct classroom observation

The study included a focus on bilingual language in context, with measurement of dual language learners' skills, their family language context, and bilingual language practices in MSHS classrooms. The full MSHS Study 2017 Data Tables report includes detailed information about the study design and measures.

## What Kind of Data Does the Report Include?

The Data Tables report presents summaries of descriptive data. This includes means, frequencies and percentages that represent the range of responses provided by the directors, teachers, family and children. It also includes the averages of classroom observations and direct child assessment scores. The information describes the study sample as a whole. Individual responses or individual program or center information are not reported.

The report does not present additional analyses beyond summary descriptive data. This means that many interesting questions remain unanswered. The data from the study will be released to the Child and Family Data Archive. At that time, MSHS programs, advocates, and independent researchers may access the data to explore more complex research questions.

## How Is the Report Organized?

The first half of the Data Tables report reviews the study's background, measures, methods and sampling plan. The second half is broken into seven sections of data tables, each representing a different source of information. Table 1 presents the overall organization of the report.

**Study Measures:** One section near the beginning of the report (pages 8–26) describes the study measures. Here you can learn about each assessment and observational tool and the list of topics gathered in the surveys and interview. For example, descriptions of the measures for children's language and early literacy are provided on pages 13–18, and measures of socioemotional skills and behaviors are found on pages 19–21.

**Data Tables:** The second half of the report presents the data tables organized into seven sections based on the data source. This section also provides some guidance for understanding the data presented, describing the methods used to collect the information and limitations to the data (pages 36–37). In addition, each section of data tables begins with brief guidance specific to that set of tables (e.g., details specific to Section A. Characteristics and Skills of MSHS Children are on page 38).

**Table 1. The Organization of the MSHS Study 2017 Data Tables report**

| Section Title | Description | Pages |
|---|---|---|
| **Table of Contents** | Each item in the table of contents is a link to the associated information in the report | **iv–v** |
| **List of Data Tables** | Each table title provides 1) detailed information about what data is in the table 2) a link to the associated table in the report | **vi–xviii** |
| **Overview** | A summary of the MSHS Study 2017 | **xix–xx** |
| **Introduction** | History of national MSHS research, the conceptual framework, and the study design | **1–7** |
| **Measures** | Brief description of each measure | **8–26** |
| **Sampling and Analysis Approach** | How the planned representative sample was gathered, and the analyses used for the data presented in the report | **30–35** |
| **Data Tables** | | |
| **Guidance to Interpreting Data Tables** | Includes links to the measures' descriptions, limitations to the data presented, and details about analyses and interpretation of results | **36–37** |
| **Section A. Characteristics and Skills of MSHS Children.** | Collected via direct assessments, assessor ratings, parent reports of children, and teacher reports of children | **38–83** |
| **Section B. MSHS Classroom Quality.** | Collected from researcher observations of teachers' practices, language use, and cultural responsiveness | **89–142** |
| **Section C. MSHS Program Directors.** | Collected from surveys | **148–190** |
| **Section D. MSHS Center Directors.** | Collected from surveys | **191–246** |
| **Section E. MSHS Teachers.** | Collected from surveys | **247–290** |
| **Section F. MSHS Assistant Teachers.** | Collected from surveys | **291–318** |
| **Section G. Characteristics of MSHS Families.** | Collected from interviews with parents | **319–365** |

## How Do I Navigate the Report?

There are several features to help you navigate quickly. We recommend that you first explore an e-copy of the report on a computer, so that all of these features are available to you.

> **Table of Contents Links:** You can use the links in the table of contents to jump to the section of tables of interest to you. The table of contents also includes links to the description of each measure used in the study.
>
> **The Data Table Links:** The titles for each data table are listed starting on page vi in the Data Tables report. Each listed table title is a link that will let you jump directly to the table you are interested in. Point your cursor and click.
>
> **Interpreting Table Titles:** The title of each data table is very detailed, and highlights:
>
> - The construct or topic being presented in the table (e.g., Expressive Language or Professional Development Needs)
> - The source of the information (e.g., parent interview or a specific child assessment tool)
> - The age group of the children referenced (if applicable)

## What Is In the MSHS Data Tables?

### Nationally Representative Data

The study was designed to represent the MSHS program as a whole. The data has been "weighted" or adjusted so that results in the data tables can be considered to represent the national picture of MSHS.

For example, Exhibit 1 shows one finding from Table E.13 (p. 273 of the Data Tables report). This information is drawn from teachers' reports of their hours worked. Because the data is weighted, we can say: "**Nationally,** MSHS teachers report working an average of **38.89** paid hours per week for MSHS."

**Exhibit 1. Example Finding from Table E.13 of the MSHS Study 2017 Data Tables Report**

**Table E.13. MSHS Teachers: Work Schedule and Compensation (Teacher 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 |

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.

## How Do I interpret the Information in the Tables?

Most tables in the Data Tables report are organized in a similar fashion. Let's discuss each feature of the example in Exhibit 1 (taken from Table E.13 of the Data Tables report).

**ITEM:** For the surveys and interviews, the first column in the data tables lists the exact question asked of the respondent. This example presents the results from question **F1** on the teacher survey: **How many hours per week are you paid to work for MSHS?** For the data tables presenting the direct assessment and classroom observations, the first column will identify the value being reported.

**n:** This column indicates the number of teachers who responded to that item. In this example, the number of teachers who responded was 119 (**n=119**). The number of respondents may vary slightly from question to question. Sometimes this is because a question does not apply to the respondent's program or classroom.

**Percentage of Teachers:** For the question presented in Exhibit 1 the column labeled "Percentage of Teachers" did not apply and is left blank. If the question asked the teachers to select a categorical response from a list of options, the weighted results would be presented in terms of the Percentage of Teachers who selected each option, and the Mean column would be left blank (e.g., How likely are they to have met with their supervisor in the last month? Responses could range from Very Likely to Very Unlikely).

**Mean:** For this type of question, the weighted average of the teachers' responses is provided (**Mean=38.89**). Because the data is "weighted" or adjusted, we can say: **Nationally**, MSHS teachers report that they are paid for an average of **38.89** hours of MSHS work per week.

**SE (Standard Error):** The standard error is a measure of the amount of variation in the reported teachers' hours (**SE=.81**). Standard errors can range from 0 to 1; a standard error close to zero indicates that everyone reported an answer that was close to the average while a standard error closer to 1 indicates that answers varied a great deal from the average. The Standard Error here of .81 indicates that teachers varied a lot in their responses from the average.

**Min:** The Min reflects the minimum number of paid hours reported by the 119 teachers (**Min=8 hours**).

**Max:** The Max represents the maximum number of paid hours reported by the 119 teachers (**Max=80.00 hours**).

**Note:** In the Data Tables report, each data table has a set of footnotes. These notes include: 1) the source of the data in the table (such as Teacher Survey), 2) a link to general guidance in the report on interpreting the table, 3) information specific to the values within the table and how they were calculated (if applicable). For more information about each measure, you could also go to the measures section (page 8–26 of the Data Tables report).

## What Do You Want to Explore First?

The remaining pages of this guidance brief provide a list of the topics covered in each section of Data Tables (Section A through Section G). This is a simple way to review the topics measured and see which data tables you want to explore first!

# SECTION A.
## CHARACTERISTICS AND SKILLS OF MSHS CHILDREN

Section A of the report presents the results of the child assessments used in the MSHS Study. See pages 8–26 of the full report for more information about the measures used.

**Table 1. Characteristics and Skills of MSHS Children from the MSHS Study 2017: 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** | None* | • **Auditory Comprehension** (Table A.8 – A.10)<br><br>Preschool Language Scales, Fifth Edition (PLS-5) or PLS-5 Spanish (Bilingual)<br><br><br>• **Height and weight measurement**<br><br>• (Tables A.23–A.24) | • **Auditory Comprehension** (Table A.8–A.10)<br><br>Preschool Language Scales, Fifth Edition (PLS-5) or PLS-5 Spanish (Bilingual)<br><br>• **Emergent Literacy: Letter-Word Identification** (Table A.11–A.12)<br><br>Woodcock-Muñoz Language Survey–Revised Normative Update: Letter-Word Identification (English) & Identificación de letras y palabras (English/Spanish)<br><br>• **Height and weight measurement**<br><br>• (Tables A.23–A.24) |
| **Assessor Rating** | None* | None* | • **Examiners' impressions of assessment behavior** (Tables A.18)<br><br>Leiter, Third Edition (Leiter-3), Examiner Rating Scales |
| **Parent Report of Child** | • **Social Emotional** (Tables A.11–A.15)<br><br>Brief Infant-Toddler Social & Emotional Assessment (BITSEA) *(12–23 months)* | • **Social Emotional** (Tables A.11–A.15)<br><br>Brief Infant-Toddler Social & Emotional Assessment (BITSEA) *(24 months–35 months)* | • **Social Emotional** (Table A.16)<br><br>Socioemotional Scale from the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) *(36 months and older)* |

| 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** | • **Expressive/Receptive Language** (Table A.5–A.6)<br><br>• MacArthur-Bates Communicative Development Inventory / Inventario del Desarrollo de Habilidades Comunicativas (CDI/IDHC) Short Forms *(8–23 months)* | • None* | • None* |
| **Teacher Report of Child** | • **Language Dominance and Proficiency** (Tables A.1 – A.4) Language Dominance and Proficiency Questionnaire *(0–23 months)* | • **Language Dominance and Proficiency** (Tables A.1–A.4) Language Dominance and Proficiency Questionnaire *(24—35 months)* | • **Language Dominance and Proficiency** (Tables A.1–A.4) Language Dominance and Proficiency Questionnaire *(36 months and older)* |
| | • **Questions on Delays and Disabilities** (Tables A.25 – A.28) *(0–23 months)* | • **Questions on Delays and Disabilities** (Tables A.25–A.28) *(24-35 months)* | • **Questions on Delays and Disabilities** (Tables A.25–A.28) *(36 months and older)* |
| | • **Verbal and Nonverbal Skills** (Table A.7) Ages & Stages Questionnaire screener, Third Edition (ASQ-3), Communication Subscale; *(0–23 months)* | • **Counting Skills** (Tables A.19–A.21) Questions on counting skills in English and Spanish (from ECLS-B) | • **Counting Skills** (Tables A.19–A.21) Questions on English and Spanish counting skills (from ECLS-B) |
| | • **Expressive/Receptive Language** (Tables A.5–A.6) MacArthur-Bates (CDI/IDHC) Short Forms; *(8–23 months)* | | • **Approaches to learning** (Tables A.17) Questions from ECLS-K |

*None: No data collected from this source for this age group. Table numbers reference the associated tables in the full MSHS Study 2017 Data Tables report (ACF, 2019).

# SECTION B.
## MSHS CLASSROOM QUALITY: OBSERVATIONAL MEASURES

Section B of the Data Tables report presents the observational findings. Three measures were used for direct observation of classroom quality.

**Table 2. 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 (36 Months and Older)** |
| **Global Quality (CLASS)** <br><br>**(Pages 89–92)** | None* | None* | Pre-K Classroom Assessment Scoring System® (CLASS) Observed for 2.5–3 hours; (five 20-minute segments) <br><br>**(Table B.1–B.3)** |
| **Support for Bilingual and Biliteracy Language Development** <br><br>**(Pages 92–98)** | None* | None* | Early Language and Literacy Classroom Observation— Dual Language Learners (ELLCO-DLL) Observed for 2.5–3 hours <br><br>**(Table B.4–B.9)** |
| **Children's Cultural and Language Experiences in Classroom** <br><br>**(Pages 99–142)** | MSHS Cultural Items and Language Use Checklist (CILU) Observed for 2 hours <br><br>**(Table B.10–B.20)** | MSHS Cultural Items and Language Use Checklist (CILU) Observed for 2 hours <br><br>**(Table B.21–B.30)** | MSHS Cultural Items and Language Use Checklist (CILU) Observed for 2.5–3 hours <br><br>**(Table B.10–B.42)** |

*None: No measure collected on this topic for this age group. Table numbers reference the tables in the full MSHS Study 2017 Data Tables report (ACF, 2019)

# SECTION C:
## MSHS STUDY'S PROGRAM DIRECTOR SURVEY

In the MSHS Study Data Table reports, the Program Director Survey is presented in Section C and the Center Director Survey is reported in Section D.

**Table 3. Topics from Program Director Survey of the MSHS Study 2017**

| Source | Topic |
|---|---|
| **Program Director Survey (Pages 148–190) (Table C.1–C.18)** | 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) |

Table and page numbers refer to the tables in the MSHS Study 2017 Data Tables report (ACF, 2019).

# SECTION D:
## MSHS STUDY'S CENTER DIRECTOR SURVEY

In the MSHS Study Data Table reports, the Program Director Survey is presented in Section C and the Center Director Survey is reported in Section D.

**Table 4. Topics from Center Director Survey of the MSHS Study 2017**

| Source | Topic |
|---|---|
| **Center Director Survey (Pages 191–246) (Table D.1–D24)** | 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. **Classroom 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) |

Table and page numbers refer to the tables in the MSHS Study 2017 Data Tables report (ACF, 2019).

# SECTIONS E AND F:
## MSHS STUDY'S TEACHER SURVEY AND ASSISTANT TEACHER SURVEY

In the MSHS Study Data Table reports, the Teacher Survey results are in Section E and the Assistant Teacher Survey is reported in Section F.

**Table 5. Topics from the Teacher Survey and Assistant Teacher Survey of the MSHS Study 2017**

| Source | Topic |
|---|---|
| **Teacher Survey (Pages 247–290) (Table E.1–E.21)** | 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 (Pages 291–318) (Table F.1–F.15)** | 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) |

# SECTION G:
## MSHS FAMILY CHARACTERISTICS: MSHS PARENT INTERVIEW

In the MSHS Study Data Table reports, the Parent Interview results are in Section G.

**Table 6. MSHS Family Characteristics: Topics from the Parent Interview of the MSHS Study 2017**

| Source | Topic |
|---|---|
| **Parent Interview (Pages 321-365) (Table G.1-G.20)** | 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) |

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