



# **Descriptive Data on Region XI Head Start Children and Families:**

AIAN FACES

Spring 2020

Data Tables and Study Design

OPRE Report 2021-181

September 2021

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# Descriptive Data on Region XI Head Start Children and Families: AIAN FACES Spring 2020 Data Tables and Study Design

## Report

### OPRE Report 2021-181

September 2021

Myley Dang, Sara Bernstein, Elizabeth Doran, Ann Li, Ashley Kopack Klein, Natalie Reid, Myah Scott, Sharika Rakibullah, Judy Cannon, Jeff Harrington, Addison Larson, Nikki Aikens, Louisa Tarullo, and Lizabeth Malone, Mathematica

#### Submitted to:

Meryl Barofsky and Nina Philipsen,  
Project Officers  
Office of Planning, Research, and Evaluation  
Administration for Children and Families  
U.S. Department of Health and Human Services

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#### Submitted by:

Lizabeth Malone, Project Director  
Mathematica  
1100 1st Street, NE, 12th Floor  
Washington, DC 20002-4221  
Telephone: (202) 484-9220

Mathematica reference number:  
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The Administration for Children and Families (ACF), Office of Planning, Research, and Evaluation (OPRE) and the Office of Head Start planned this study to respond to the needs of children, families, and programs in Region XI Head Start. The study was carried out based on advice from members of the American Indian and Alaska Native Head Start Family and Child Experiences Survey 2019 Workgroup, made up of Region XI Head Start directors, researchers, and federal officials. The members of the Workgroup were committed to addressing cultural issues that could arise in terms of how the study would be carried out and how the findings would be reported to the Head Start community. The views expressed in this publication do not necessarily reflect the views of these Workgroup members.

Member	Organizational affiliation
<b>Tribal Head Start partners</b>	
Ann Cameron	Inter-Tribal Council of Michigan Head Start
Lana Garcia	Pueblo of Jemez Head Start
Jacki Haight	Port Gamble S'Klallam Tribe Head Start
Tina Handeland <sup>*(3/2018–7/2018)</sup>	Zaasijiwan Lac du Flambeau Head Start
Melissa Harris	Iswa Head Start
Charmaine Lundy <sup>*(3/2018-8/2020)</sup>	Kenaitze Indian Tribe Head Start
Laura McKechnie	Sault Ste. Marie Tribe Head Start
Ethan Petticrew <sup>*(3/2018-10/2019)</sup>	Cook Inlet Native Head Start
Tina Routh	Mississippi Band of Choctaw Head Start
Mavany Calac Verdugo	Rincon Band of Luiseno Indians Head Start (retired)
<b>University research partners</b>	
Jessica Barnes–Najor	Michigan State University, Tribal Early Childhood Research Center
Michelle Sarche	University of Colorado Anschutz Medical Campus, Centers for American Indian & Alaska Native Health, Tribal Early Childhood Research Center
Christine Sims	University of New Mexico
Monica Tsethlikai	Arizona State University
Nancy Rumbaugh Whitesell	University of Colorado Anschutz Medical Campus, Centers for American Indian & Alaska Native Health, Tribal Early Childhood Research Center
<b>Study research partners</b>	
Sara Bernstein	Mathematica
Michael Cavanaugh	Mathematica
Annalee Kelly <sup>*(3/2018–1/2019)</sup>	Mathematica
Lizabeth Malone	Mathematica
Sara Skidmore	Mathematica
<b>Federal partners</b>	
Meryl Barofsky	Office of Planning, Research, and Evaluation
Angie Godfrey <sup>*(3/2018–1/2019)</sup>	Office of Head Start
Laura Hoard	Office of Planning, Research, and Evaluation
Todd Lertjuntharangool	Office of Head Start
Aleta Meyer	Office of Planning, Research, and Evaluation
Allison Walker	Office of Planning, Research, and Evaluation
Bianca Williams <sup>*(3/2018–3/2019)</sup>	Office of Head Start
Jarma Wrighten <sup>*(3/2018–12/2020)</sup>	Office of Head Start
<b>Senior advisors</b>	
W.J. Strickland	Office of Head Start (retired)
Jerry West	University of Maryland

Note. Individual's organizational affiliation was correct as of the time of study planning.

\* Indicates a former member as of November 2020 and gives dates of service on the AIAN FACES 2019 Workgroup.

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## OVERVIEW

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Head Start is a national program that helps young children from families with low income get ready to succeed in school. It does this by working to promote their early learning and health and their families' well-being. Head Start connects the children's families with medical, dental, and mental health services to be sure that children are receiving the services they need to develop well. Head Start also involves parents in their children's learning and development, and helps parents make progress on their own goals, such as housing stability, continuing education, and financial security (Administration for Children and Families 2020). Reflecting that communities have unique needs and priorities, the program also offers a variety of services related to children's home language or Native language and culture. Head Start operates by providing grants to local agencies, both public and private, nonprofit and for profit. The agencies in turn deliver comprehensive child development services to economically disadvantaged children and families.

Since 1997, the Head Start Family and Child Experiences Survey (FACES) has been a major source of information on the Head Start program and the preschool children ages 3 to 5 who attend the program. As part of its management of Head Start, the federal government divides Head Start programs into 12 regions. FACES collects data on Head Start programs, staff, children, and families from Regions I through X, which are the 10 geographically based Head Start regions across the nation. Regions XI and XII are not based on geography; instead, Head Start defines the regions by the populations they serve. Region XI serves children and families in programs operated by federally recognized American Indian and Alaska Native tribes. Region XII serves migrant and seasonal farmworkers and their families. In 2015, a new study—the American Indian and Alaska Native Head Start Family and Child Experiences Survey (AIAN FACES 2015)—focused on the children and families in Region XI.<sup>1</sup>

## Introduction

AIAN FACES 2019 is the second round of this national study in Region XI Head Start. Mathematica and its partner, Educational Testing Service, conducted the study for the Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. The tables in this report describe the children enrolled in Region XI Head Start programs in fall 2019 who were still enrolled in spring 2020; their families' backgrounds and home environments; and the characteristics of their classrooms, centers, and programs.

In addition, the report provides information on the AIAN FACES 2019 study methodology, sample, and analytic methods. The study design is the same one used for AIAN FACES 2015. For the 2015 study, the study team collaborated extensively with a workgroup made up of (1)

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<sup>1</sup> In 2017, OPRE funded the first Migrant and Seasonal Head Start Study, which focused on Region XII. See <https://www.acf.hhs.gov/opre/research/project/migrant-and-seasonal-head-start-study> for details.

Head Start directors from Region XI programs, (2) early childhood researchers who have worked with Native communities, (3) Mathematica researchers, and (4) federal government officials. AIAN FACES 2019 had its own workgroup, and its composition was similar to the composition of the 2015 workgroup. The AIAN FACES 2019 Workgroup gives advice on the activities involved in the study, from updating assessments and survey items to collecting and reporting on data.

The study team selected the sample of children in AIAN FACES 2019 to represent all children who were enrolled in Region XI Head Start in fall 2019. The sample was based on children in 22 randomly selected Region XI programs across the country. In fall 2019, the study collected data from children, parents, and teachers (reporting on individual children through teacher child reports). In spring 2020, the study again collected data from parents and teachers (about individual children, their classrooms, and themselves), and from center and program directors.<sup>2</sup>

The tables in this report describe children, their families, programs, centers, classrooms, and teachers in spring 2020, and the programs' and centers' responses to the COVID-19 pandemic. Data collection in spring 2020 began at around the same time that COVID-19 was declared a pandemic by the World Health Organization and a public health emergency by the U.S. Centers for Disease Control and Prevention (CDC 2020). In response, most Head Start programs closed their physical buildings and changed their operations to continue to meet the needs of the families they serve.

## Topics

1. Children's characteristics, families' backgrounds, and home environment
2. Children's social-emotional skills
3. Children's physical health and disability status
4. Children's classroom, center, and program cultural and language environment
5. Children's classroom and teacher characteristics
6. Children's center and program characteristics
7. Children's center and program response to COVID-19

## Purpose

The purpose of this report is to (1) provide information about the AIAN FACES study, including the background, design, methodology (including the impact of the COVID-19 pandemic on data collection), and analytic methods; and (2) report detailed descriptive statistics (averages, response ranges, and percentages) in a series of tables containing information on children, their families, their classrooms, and their programs.

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<sup>2</sup> We also collected data from children in 7 of the 22 programs, and observed classrooms in these 7 programs, in spring 2020 before in-person data collection was suspended due to the COVID-19 pandemic.

In reporting on Region XI Head Start children, families, classrooms, centers, and programs, we use several terms that are commonly used in the early childhood field, but might not be familiar to general readers. We define those terms for general readers in a list of [key terms](#). We also include a list of [acronyms](#), formed from the first letters of longer names.

## **Findings and highlights**

For children’s characteristics, families’ backgrounds, and home environment, the [Section A](#) tables show the following information:

- Demographic characteristics (for example, age, race/ethnicity, language(s) spoken in the home, who lives in the household)
- Participation in an Early Head Start program serving infants and toddlers
- Parents’ education and employment status
- Household income as a percentage of the federal poverty threshold
- Parents’ emphasis on child’s respect for and involvement with family and elders
- Sources of social support
- Culturally responsive practices of program staff
- Activities families do with children, such as how often parents and children read books and tell stories together
- Parents’ health behaviors, such as smoking or drinking alcoholic beverages
- Parents’ cultural connections and identity and cultural activities they do with their child
- Characteristics of the parents’ neighborhood, and types of neighborhood problems

For children’s social-emotional skills ([Section B](#)) and physical health and disability status ([Section C](#)), the tables show the following information:

- Reliability of items that measure children’s social skills, problem behaviors (such as aggression and hyperactivity), and approaches to learning (such as concentration and eagerness to learn)
- Teachers’ reports of children’s social skills, problem behaviors, and approaches to learning
- Teachers’ reports of children’s disability status and type and the child’s Individualized Education Program (IEP)/Individual Family Service Plan (IFSP) status
- Parents’ reports of children’s health status

For children’s classroom, center, and program cultural and language environment, the [Section D](#) tables show the following information:

- Percentage of AIAN children in children’s classrooms



- Race/ethnicity of children’s classroom staff, center directors, and program directors
- Presence of a cultural/language elder or specialist in children’s classrooms, centers, and programs
- Characteristics of storytelling in children’s classrooms
- Exposure to Native culture and language in children's classrooms and centers
- Frequency of teachers’ and children’s use of Native language in children’s classrooms
- Cultural curricula, assessment tools, and activities used in children's classrooms and programs
- Level of immersion and Native language use in children’s programs
- How often children’s centers use cultural activities during the Head Start year

For children’s classroom and teacher characteristics, the [Section E](#) tables show the following information:

- How often children’s classrooms use reading, language, and math activities
- Types of curricula and assessment tools used in children’s classrooms
- Children’s lead teachers’ experience, credentials, education, and earnings
- Source and frequency of mentoring for children’s lead teachers
- Children’s lead teachers’ depressive symptoms, job satisfaction, and attitudes

For children’s center and program characteristics, the [Section F](#) tables show:

- Enrollment in children’s programs and characteristics of children’s programs
- Level of education, credentials, and years of experience of program directors and center directors
- Areas in children’s programs where program directors and center directors said they need additional support to lead more effectively
- Substance abuse and related problems in the communities children’s programs operate in, and support for dealing with substance use
- Number of lead teachers in children’s centers and the percentage of turnover
- Professional development activities offered to staff in children’s centers
- The use of parent support curricula in children’s centers
- Supports available for staff and parents regarding children’s physical activity and nutrition in children’s centers

For children’s centers’ and programs’ response to the COVID-19 pandemic, the [Section G](#) tables show the following information:

- Program and center closures and center re-openings
- Program directors’ level of concern about the effect of the COVID-19 pandemic on family enrollment
- Communication with families; services, referrals, and supports provided to families
- Communication with staff, staffing changes, and staff supports
- Supports directors would like to have in place for future emergencies
- Planning and funding for operating a supplemental summer program
- The depth of families’ needs due to the COVID-19 pandemic, as expressed to center staff
- Impact of the COVID-19 pandemic on the health and employment status of center staff and families

The tables provide the above information for all Region XI Head Start children, regardless of whether they are American Indian or Alaska Native. Some tables also provide information for only those Region XI Head Start children who are American Indian or Alaska Native. All data included in this report are presented at the child level.

## **Methods**

To construct a representative sample of Region XI Head Start programs, we selected programs from the 2016–2017 Head Start Program Information Report (PIR). The sample included one or two centers per program and two to four classrooms per center. Within each classroom, we randomly selected 13 children for the study. Twenty-two programs, 40 centers, 85 classrooms, and 720 children participated in the study in fall 2019, and 686 children participated in the study in spring 2020.

The statistics in the tables are weighted estimates of key characteristics of the population of Region XI Head Start children and their families in fall 2019 and spring 2020, and of children’s classrooms, centers, and programs in spring 2020. We apply weights to the data to make sure they accurately represent family characteristics; children’s social-emotional skills and their physical health and disability status; and the characteristics of the classrooms, centers, and programs of all children who were enrolled in Region XI programs in fall 2019 and were still enrolled in spring 2020 (not just the children we collected data from).

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## INTRODUCTION

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Head Start is a national program that helps young children from families with low incomes get ready to succeed in school. It does this by working to promote their early learning and health and their families' well-being. Head Start connects families with medical, dental, and mental health services to ensure that children are receiving the services they need to develop well. Head Start also involves parents in their children's learning and development, and helps parents make progress on their own goals, such as housing stability, continuing education, and financial security (Administration for Children and Families 2020). Reflecting community needs and priorities, it also offers supports related to children's home language or Native language and culture. Head Start operates by providing grants to local agencies, both public and private, nonprofit and for profit, and federally recognized tribes. The agencies in turn deliver comprehensive child development services to economically disadvantaged children and families.

In this document, we use the terms American Indian and Alaska Native (AIAN), tribal, tribe, and Native to mean the broad and diverse groups of American Indian and Alaska Native tribes, villages, communities, corporations, and populations in the U.S., acknowledging that each tribe, village, community, corporation, and population is unique with respect to language, culture, history, geography, political and/or legal structure or status, and contemporary context.

As part of its management of Head Start, the federal government divides Head Start programs into 12 regions. Regions I through X are geographically based, and Regions XI and XII are defined by the populations they serve. All Region XI Head Start programs are operated by federally recognized tribes; Region XII encompasses Head Start programs that serve migrant and seasonal workers' children and their families. There are about 145 Region XI Head Start programs across the U.S., serving around 20,000 children. Most of the children in these programs (85 percent) are American Indian or Alaska Native (AIAN) (U.S. Department of Health and Human Services 2019).

Historically, Region XI Head Start programs have not been part of national data collection on Head Start because of concerns about research, the unique procedures for research involving sovereign tribal nations, and the amount of planning it would take to carry out national studies in partnership with Native Head Start programs and communities. Consequently, only limited data were available on the service needs of children and families in Region XI in the past. In 2015, this gap in data was filled by the first American Indian and Alaska Native Head Start Family and Child Experiences Survey (AIAN FACES 2015). Head Start directors from Region XI programs, early childhood researchers who had worked with Native communities, Mathematica researchers, and federal government officials formed the AIAN FACES Workgroup, whose members were committed to ensuring that the study reflected the unique characteristics of Region XI. AIAN FACES 2019 is the second round of this national study of Region XI AIAN Head Start children and families and their experiences in Head Start programs and classrooms.

In the rest of this section, we describe the planning, methodology, sample, and analytic methods used for AIAN FACES 2019, all of which are the basis of this report. The unit of analysis

throughout the report is the child; we cannot report scores at the program, center, or classroom levels because our sample sizes are too small. The report has seven sections of tables, which provide information on all children in Region XI programs during the 2019–2020 program year, and separate information for AIAN children in these programs.<sup>3</sup> The tables have the following topics:

- Children’s characteristics, families’ backgrounds, and home environment ([Section A](#))
- Children’s social-emotional skills ([Section B](#))
- Children’s physical health and disability status ([Section C](#))
- Children’s classroom, center, and program cultural and language environment ([Section D](#))
- Children’s classroom and teacher characteristics ([Section E](#))
- Children’s center and program characteristics ([Section F](#))
- Children’s center and program response to the COVID-19 pandemic ([Section G](#))
- The tables focus on characteristics in spring 2020, with a subset of tables focusing on change during the program year (fall 2019 to spring 2020).<sup>4</sup> Some of these items were collected both in fall 2019 and in spring 2020, making it possible to measure growth in teachers’ reports of children’s skills and behaviors by comparing their scores in successive waves. We highlight fall–spring change that is statistically significant at the .05 level and lower.<sup>5</sup> Tables focusing on fall–spring change only include cases with valid data on the item in both the fall and the spring. Because many tables are based on data from more than one instrument or from both waves of the survey (fall 2019 and spring 2020), the sources for data used in the table are in a note under the table.
- In spring 2020, the COVID-19 pandemic severely impacted daily life in the U.S., including widespread closures of schools and early care and education settings. Consequently, AIAN FACES 2019 cancelled in-person data collection after the second week of March 2020. AIAN FACES 2019 conducted direct assessments and collected classroom observation data in seven of its 22 programs. As a result, participation and response rates in the spring 2020 data collection were much lower than expected.
- In reporting on the children and families, classrooms, centers, and programs, we use a number of terms that are commonly used in the early childhood field, but might not be familiar to general readers. We define those terms for general readers in a list of [key terms](#). We also include a list of [acronyms](#), formed from the first letters of longer names.

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<sup>3</sup> American Indian and Alaska Native (AIAN) children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>4</sup> The Section A tables also include a set of tables that draw on data from the fall 2019 parent survey to describe the population at the beginning of the program year.

<sup>5</sup> Statistically significant means that differences are unlikely to be due to chance. Some differences, although statistically significant, are very small and may not always be practically meaningful. The design of the study does not allow us to know whether differences are due to Head Start participation or some other factor(s).

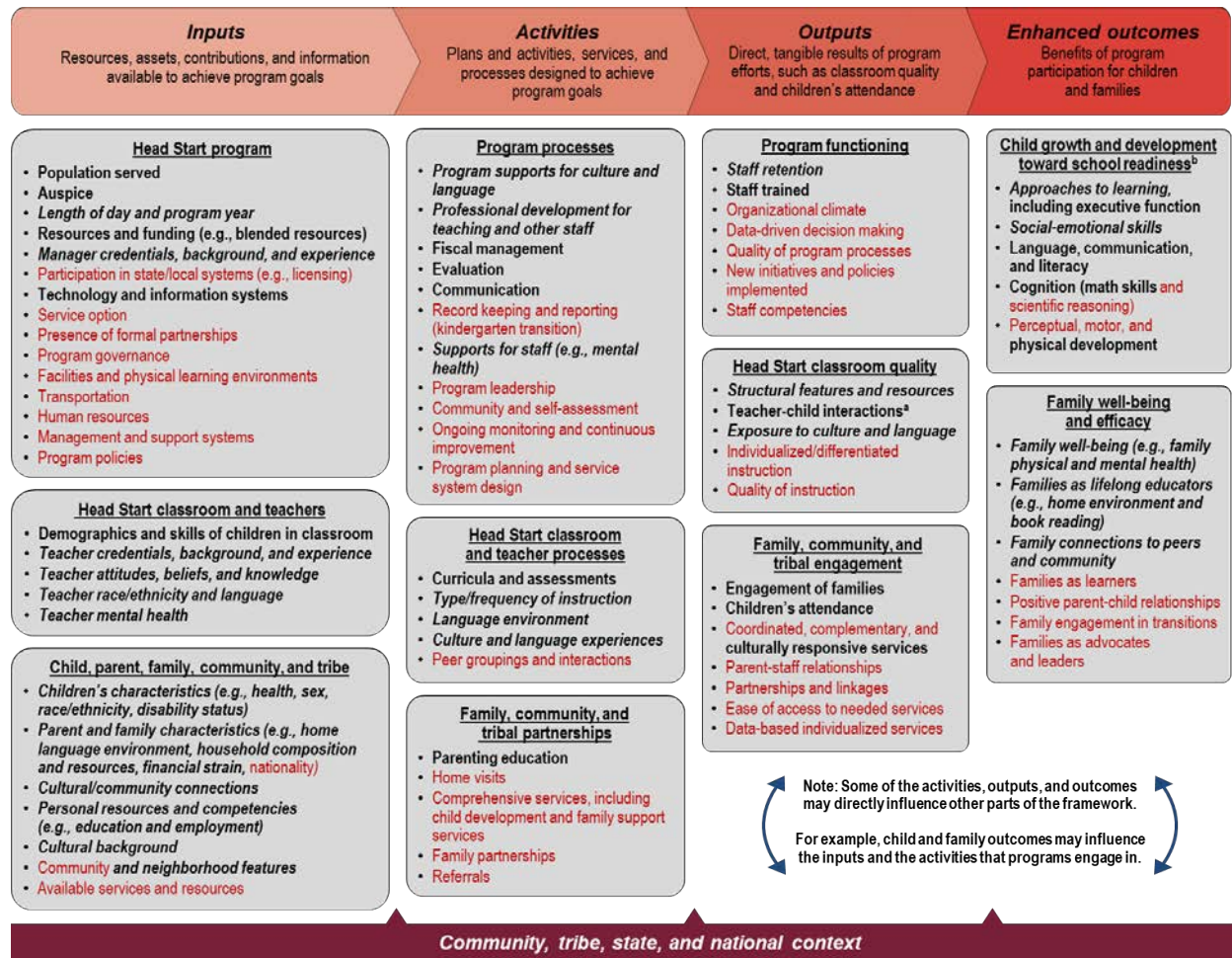
## Logic model

The Head Start logic model in Figure 1 shows the key parts of Head Start and the outcomes Head Start is designed to achieve. The logic model shows the expected pathways from inputs, or the resources that a program has, to the ultimate goal of achieving enhanced outcomes for children and families. The model is based on these assumptions:

- **Program inputs** (for example, resources and funding, or staff characteristics) are linked with the **activities** provided by Head Start (for example, staff support, curricula, and assessments). Those activities in turn lead to key **outputs** (for example, quality of instruction and children’s attendance) that ultimately lead to **outcomes** for child and family development and well-being.
- The model is not one-directional. Some activities, outputs, and outcomes may directly influence other parts of the model. For example, child and family well-being may influence the activities conducted by programs, because programs design activities to meet families’ needs.
- All inputs, activities, outputs, and outcomes take place in a broader context, and that context can influence all those elements of the logic model. For example, federal, state, or local policies influence the inputs available to Head Start programs and families.

In Figure 1, we show in black italics the data reported in the spring 2020 data tables, which reflect the importance of factors related to Native culture and language in AIAN FACES.

**Figure 1. Logic model for Head Start**



Note: The logic model is a more comprehensive view of Head Start. It goes beyond what the FACES studies can measure.

The items shown in the bullets in bold black font were measured in AIAN FACES 2019. The items shown in the bullets in regular red font were not measured. The items shown in the bullets in bold and italics are reported in the spring 2020 data tables.

The item shown in the bullet with a superscript (a) was planned for spring 2020 data collection but was not measured for the full sample due to the COVID-19 pandemic and cancelling classroom observations. Some items shown in the section with a superscript (b) were measured in the Teacher Child Report and direct assessment for the full sample in fall 2019 but only by the Teacher Child Report for the full sample in spring 2020. See the Overview of Sample and Data Collection Methods During the COVID-19 Pandemic section for details.

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## **COLLABORATIVE PROCESS FOR PLANNING THE STUDY**

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AIAN FACES 2019 builds on the strong foundation of AIAN FACES 2015 and the collaborative process behind the design and execution of that study. Informed by the principles of tribal participatory research (Fisher and Ball 2003), AIAN FACES 2015 was the result of almost two years of extensive planning, with advice from members of a workgroup of (1) Region XI Head Start program directors, (2) early childhood researchers experienced in working with Native communities, (3) Mathematica researchers, and (4) federal government officials. The workgroup was not asked to provide consensus advice; rather, members provided a range of perspectives.

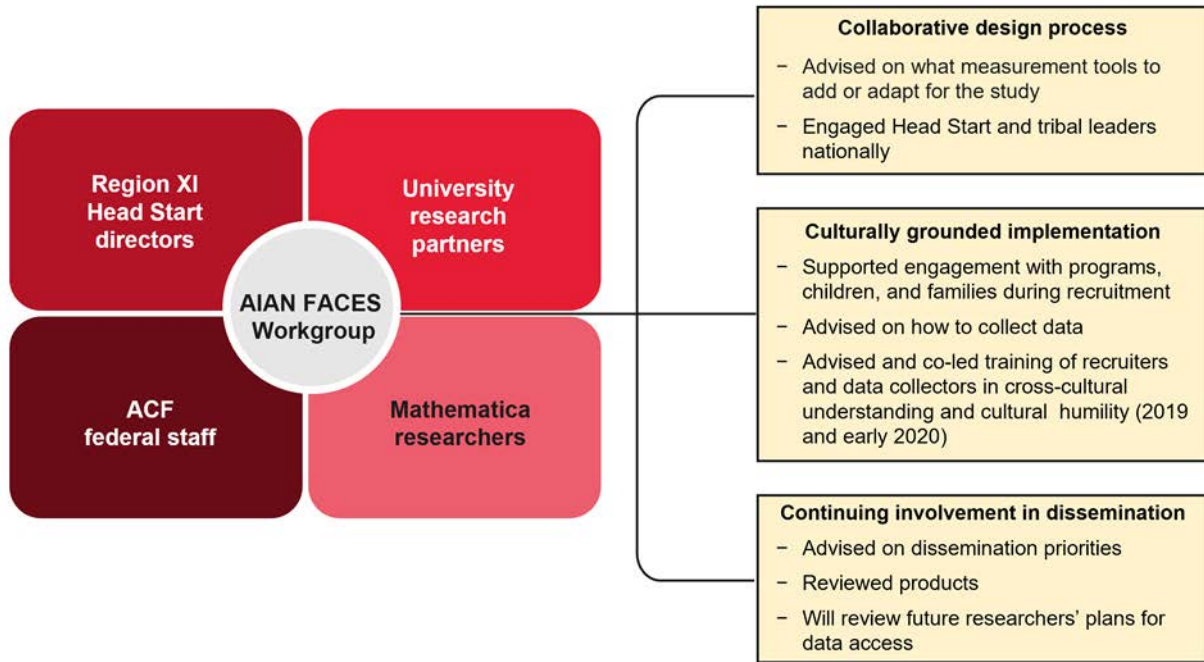
In planning for AIAN FACES 2015, Workgroup members discussed and gave input on nearly every component of the study, including (1) the key research questions and information needs; (2) the population of interest (which helped determine the overall sample design); (3) appropriate assessments for measuring children's skills, and survey items to use as the basis for describing characteristics of children's homes and families, Head Start classrooms, and programs; and (4) culturally grounded research methods and practices that would be effective in Native communities.<sup>6</sup>

AIAN FACES 2019 convened its own workgroup, structured in the same way as the 2015 group, to advise on which assessments and survey items to use, how to carry out the study, and how and where to report on the findings (Figure 2). Like the 2015 study, the 2019 study was designed to (1) describe the strengths and needs of all children in Region XI, (2) accurately portray all children and families who participate in Region XI Head Start (AIAN and non-AIAN), and (3) understand the cultural and linguistic experiences of Native children and families in Region XI AIAN Head Start.

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<sup>6</sup> The AIAN FACES 2015 Technical Report (Malone et al. 2018) contains detailed information on the activities of the AIAN FACES 2015 Workgroup.

**Figure 2. AIAN FACES 2019 Workgroup and study development process**



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## OVERVIEW OF SAMPLE AND DATA COLLECTION METHODS DURING THE COVID-19 PANDEMIC

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It is not feasible to collect data on all children in Region XI, so the AIAN FACES 2019 study is based on a nationally representative sample of Region XI AIAN Head Start programs, classrooms, and children. To accomplish this, we selected a sample of programs from the 2016–2017 Head Start Program Information Report.<sup>7, 8</sup> We selected one to two centers per program and two to four classrooms per center.<sup>9</sup> Within each classroom, we randomly selected 13 children for the study. As shown in Figure 3, 720 children and their families consented to participate in fall 2019, from 85 classrooms in 40 centers in 22 Region XI Head Start programs.<sup>10</sup>

We cannot report data at the program, center, or classroom levels because our sample sizes are too small. Small sample sizes increase the potential for error in estimating scores. Therefore, the child is always the unit of analysis in AIAN FACES 2019. By design, the AIAN FACES 2019 study describes the AIAN children who attend Head Start programs in Region XI, which serves 54 percent of all AIAN

The outbreak of COVID-19 has had a significant impact around the world. It has been a dark time for the world, the U.S., and tribal nations. In the U.S., a disproportionate share of that impact was felt by Native communities (Hatcher et al. 2020). We recognize the pandemic has hit Native communities especially hard and acknowledge the loss among communities. Beyond the direct effects on health, Native communities dealt with severe individual and community-level economic impacts of the COVID-19 pandemic (Lozar, Feir, and Colombe 2020; Fryberg et al. 2020). The AIAN FACES spring 2020 data collection took place right at the start of this dark time for the U.S. and for Indian Country especially. Readers should reflect on this context as they consider the findings in this report—and note that the data straddle both the time before and the time after widespread shutdowns. More importantly, we express deepest appreciation to the parents, teachers, and center and program directors who took time away in such a chaotic and difficult time to contribute to the study and our knowledge of Region XI AIAN Head Start.

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<sup>7</sup> The PIR provides data on the services, staff, children, and families who participate in Head Start programs. All grantees and delegates must submit a PIR annually for Head Start programs.

<sup>8</sup> We used the 2016-2017 PIR to sample AIAN FACES 2019 programs to allow enough time to recruit the 22 programs specified in the study design. We sampled 41 programs, and 22 of the programs agreed to participate in AIAN FACES 2019.

<sup>9</sup> The number of centers and classrooms varied depending on the program structure. For example, a program might have only one center or only one classroom in a center. All but one (40 of 41) eligible selected centers and all eligible selected classrooms participated in AIAN FACES 2019.

<sup>10</sup> Seventy-five percent of parents gave consent for their children to participate in AIAN FACES 2019 (720 out of 961 eligible sampled children).

children in Head Start.<sup>11</sup> Further, the sample represents *all* children who were enrolled in Region XI AIAN Head Start in fall 2019 and were still enrolled in spring 2020, including those who were attending Head Start for the first time in fall 2019, those returning for a second year of the program, those who are AIAN, and those who are not AIAN.

### Data collection during the COVID-19 pandemic

Data collection in spring 2020 began around the same time that COVID-19 was declared a pandemic by the World Health Organization and a national emergency by the U.S. (CDC 2020). In response, most Head Start programs closed their physical buildings and changed their operations to continue to meet the needs of the families they serve (see [Section G](#)). The COVID-19 pandemic also affected the spring 2020 data collection. In particular, AIAN FACES 2019 cancelled in-person data collection and thus was only able to conduct direct assessments and classroom observations in seven of its 22 programs. Direct assessment and classroom observation data from these seven programs do not represent Region XI as a whole and are thus not included in this report.<sup>12,13</sup>

In Table 1, we show the data collected in fall 2019 and spring 2020 and note which data collection components were not administered in full due to the COVID-19 pandemic.

**Table 1. AIAN FACES 2019 data collection conducted in fall 2019 and spring 2020**

Instrument	Fall 2019	Spring 2020
Direct assessment <sup>a</sup>	X	X <sup>b</sup>
Parent survey	X	X
TCR	X	X
Classroom observation	NA	X <sup>b</sup>
Teacher survey	NA	X
Program director survey	NA	X
Center director survey	NA	X

<sup>a</sup> The AIAN FACES 2019 direct assessments measured children's cognitive skills (language, literacy, and math), height and weight, and executive function (self-regulation), as well as assessor ratings of children's behavior.

<sup>b</sup> AIAN FACES conducted direct assessments and classroom observations in seven of its 22 programs due to the COVID-19 pandemic. Data were collected during the first two weeks of March 2020.

TCR = Teacher Child Report

NA = not applicable. AIAN FACES 2019 planned to collect classroom observations and teacher, program director, and center director surveys in spring 2020 only.

<sup>11</sup> FACES includes AIAN children who participate in Regions I through X; however, because the regions' AIAN children represent only a small percentage of all children in Head Start, the number of AIAN children in the FACES sample is too small to provide reliable estimates of what the true scores would be for the AIAN population who participate in Regions I through X.

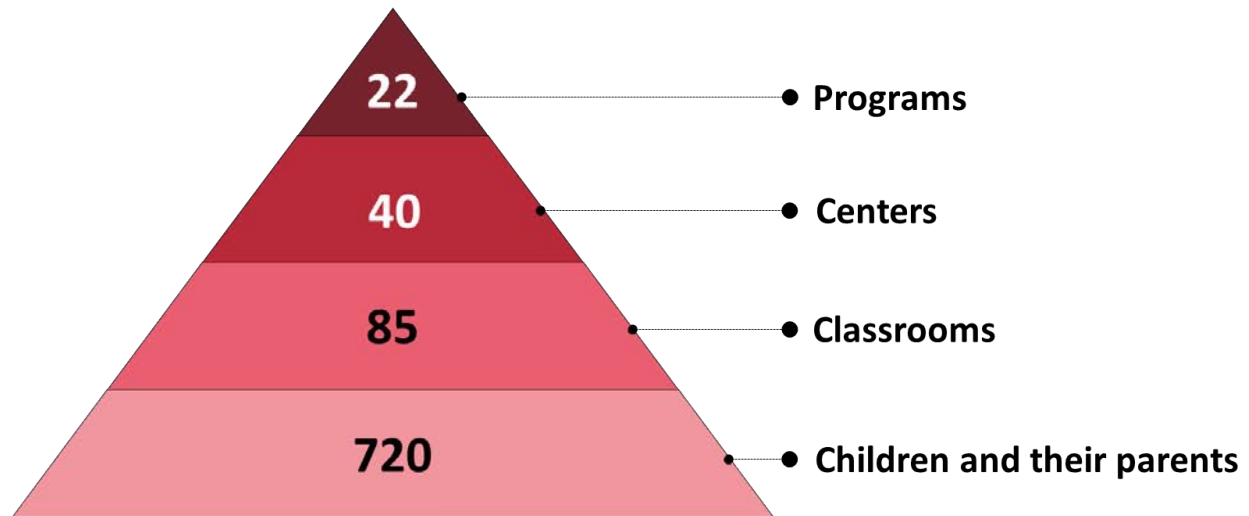
<sup>12</sup> The direct assessment and classroom observation data from these seven programs are available for secondary use by qualified researchers. The study's User's Manual (Bernstein et al. 2021) and the Early Childhood Data Archive ([www.childandfamilydataarchive.org](http://www.childandfamilydataarchive.org)) provide more information about these data.

<sup>13</sup> The report includes information on children's development as reported by their teachers.



AIAN FACES 2019 collected data from some parents, teachers, center directors, and program directors before the onset of COVID-19 (Tables 2 and 3).

**Figure 3. AIAN FACES 2019 sample**



**Response Rates.** A total of 686 children were eligible for the spring 2020 follow-up.<sup>14</sup> Four hundred and sixty children’s parents completed surveys by telephone or on the web (67 percent of consented children’s parents),<sup>15</sup> and teachers completed ratings for 481 children by using either a web-based or paper survey (70 percent of consented children).<sup>16, 17</sup> Sixty-nine percent of

<sup>14</sup> This total (686) represents 75 percent of the 720 children who were sampled, eligible, and had parental consent for the fall 2019 baseline data collection, and excludes the 5 percent of children who left the Head Start program they were sampled in between fall and spring.

<sup>15</sup> Spring 2020 Parent Survey data were collected from February 21, 2020 to July 17, 2020. Fifty-two percent of parents completed the survey on the web, and 48 percent completed it on paper.

<sup>16</sup> Spring 2020 Teacher Child Report data were collected from March 2, 2020 to July 17, 2020. Just over one-third of teachers (37 percent) completed Teacher Child Reports on the web; 63 percent used a paper instrument.

<sup>17</sup> These rates are all unweighted marginal response rates, and do not account for earlier stages of sampling and participation. By definition, the cumulative weighted response rates are lower. They account for the sampling weight and response rate for earlier stages of the sample (such as the program, center, and classroom levels), and spring 2020 sampling and consent rates for children. The corresponding cumulative response rates associated with completing the parent surveys and Teacher Child Reports are 30 and 32 percent, respectively. The corresponding cumulative response rates associated with completing the teacher, program director, and center director surveys are 41, 52, and 43 percent, respectively.

teachers in sampled classrooms completed surveys,<sup>18</sup> and 82 percent and 68 percent of sampled program directors and center directors, respectively, completed surveys.<sup>19</sup>

Because of the COVID-19 pandemic, participation and response rates in the spring 2020 data collection were much lower than expected. If people who did not participate in data collection would have responded differently from people who did, this can create bias in study findings called nonresponse bias. This is of particular concern when response rates are low. Although bias cannot usually be directly measured, indications of the potential for bias in key outcomes can sometimes be found by looking at certain program-level and demographic characteristics available for both respondents and nonrespondents and thought to be correlated with key outcomes. We conducted a nonresponse bias analysis, which involved comparing these characteristics between respondents and nonrespondents and identifying any differences. We could then see whether the analysis weights (which are adjusted for nonresponse) appeared to have lessened the risk for bias. This analysis showed that, for nearly all variables, there were no differences between people who did and did not respond to the surveys when weights are used. Because of this, we feel comfortable making estimates from AIAN FACES 2019 data using appropriate weights.<sup>20</sup>

The cumulative weighted response rate, which takes into account nonresponse at the program level, was 41.2 percent for teacher surveys at the classroom and teacher level, 42.9 percent for center director surveys, and 51.7 percent for program director surveys.<sup>21</sup>

**Data sources.** We use data from several sources to report on Region XI Head Start children, their families, classrooms, centers, and programs. We use teacher ratings for information about children’s social-emotional skills and developmental conditions and needs. We use the parent surveys to describe children’s health and other characteristics; families’ backgrounds; and home, cultural, and community experiences. In spring 2020, AIAN FACES administered web and paper surveys with lead teachers<sup>22</sup> and center and program directors to describe characteristics of staff and Head Start classroom and program experiences.

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<sup>18</sup> Spring 2020 Teacher Survey data were collected from March 2, 2020 to July 17, 2020. Sixty-four percent of teachers completed the survey on the web, and 36 percent completed it on paper.

<sup>19</sup> Spring 2020 Program Director Survey data were collected from March 3, 2020 to July 17, 2020, and Spring 2020 Center Director Survey data were collected from March 3, 2020 to July 17, 2020. All program directors and center directors completed web-based surveys, although they had the option of receiving a paper version of the survey.

<sup>20</sup> Child’s primary funding source, center size, and service type had larger differences between respondents and nonrespondents when applying the child-level center director survey weight. More detailed information on the nonresponse bias analysis can be found in the AIAN FACES 2019 User’s Manual (Bernstein et al. 2021).

<sup>21</sup> The response rates for the COVID-19 modules were slightly different. The cumulative weighted response rate was 38.1 percent for center director surveys and 48.4 percent for program director surveys (see COVID-19 module items in section G).

<sup>22</sup> Unless otherwise noted, we focus on the characteristics of *lead* teachers, defined as the head or primary teachers in the classroom.

***Analysis of the COVID-19 pandemic’s effect on survey timing.*** In the spring, we collected data on children and parents from the parent surveys over a six-month period (February–July 2020), data from center and program directors over a five-month period (March–July 2020), and data from teachers over a four-month period (April–July 2020). In Table 2, we show the number of parents, teachers, center directors, and program directors who completed surveys in each month. The majority of parents completed surveys before the pandemic began (in February, shaded in pink with black text). Most of those who completed surveys after the onset of the COVID-19 pandemic completed them in March (shaded in red with white text) or April, as the pandemic was beginning. In contrast, most program staff who completed surveys did so after the onset of the COVID-19 pandemic (from April through July, shaded in maroon with white text).

In Table 3, we show the number of completed surveys from parents, teachers, center directors, and program directors, along with the number of completed Teacher Child Reports, relative to the start of COVID-19-related shutdowns, and updates to surveys to acknowledge the effect of the COVID-19 pandemic. Before March 16 (shaded in pink with black text), when many Head Start programs began to close in response to COVID-19, the majority of parent surveys and one-third of TCR surveys were already completed. From March 16 to April 5 (shaded in red with white text), surveys were fielded without special instructions<sup>23</sup> directing respondents to consider a typical time period, not the COVID-19 pandemic period, when answering questions. Special instructions were added in early April for the rest of the survey field period (shaded in maroon with white text). However, it is possible that the pandemic could have influenced respondents’ feelings, interpretations, and thoughts about typical times, and therefore responses may not actually reflect a typical time period despite this instruction.

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<sup>23</sup> Information on these statements can be found in the AIAN FACES 2019 User’s Manual (Bernstein et al. 2021).

**Table 2. Completion of parent, teacher, center director, and program director surveys and Teacher Child Reports (TCR) by month<sup>a</sup>**

Instrument	February		March		April		May		June		July		Total
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	
Parent	49	15	226	68	29	9	15	5	10	3	3	1	332
TCR	0	0	140	35	48	12	84	21	60	15	72	18	404
Teacher	0	0	21	36	6	10	17	29	8	14	7	12	59
Center director	0	0	7	33	2	10	7	33	2	10	3	14	21
Program director	0	0	8	42	3	16	4	21	2	11	2	11	19

Row percentages may not sum to 100 due to rounding.

TCR = Teacher Child Report

<sup>a</sup>The February column, shaded in pink, refers to the pre-COVID-19 time period. The March column, shaded in red, refers to the early onset of COVID-19. The April through July columns, shaded in maroon, refer to the remainder of the field period, during which the COVID-19 pandemic continued.

**Table 3. Surveys and reports completed by parents, teachers, center directors, and program directors, relative to the start of COVID-19 shutdowns and receipt of special survey instructions<sup>a</sup>**

Survey	Pre-COVID-19 February 21–March 15		During COVID-19, before special instructions added March 16–April 5		During COVID-19, with special instructions added April 6–July 17		Total
	n	Percentage	n	Percentage	n	Percentage	
Parent	228	69	53	16	51	15	332
TCR	104	26	60	15	240	59	404
Teacher	9	15	12	20	38	64	59
Center director	3	14	4	19	14	67	21
Program director	3	16	5	26	11	58	19

<sup>a</sup>The February 21 to March 15 columns have decorative pink shading, which refers to the pre-COVID-19 time period. The March 16 to April 5 columns have a decorative red shading, which refers to the period during COVID-19, before special instructions were added. The April 6 to July 17 columns have a decorative maroon shading, and refer to the remainder of the field period, with special instructions added, and during which the COVID-19 pandemic continued.

In addition to the nonresponse bias analysis, we examined potential differences in respondents to the parent survey during three time periods: before the onset of the COVID-19 pandemic, during the COVID-19 pandemic but before the inclusion of the special instructions, and during the COVID-19 pandemic and after the inclusion of the special instructions. We evaluated 70 variables comparing parents who responded to the survey at these three different time periods. We examined whether these groups of parents had different characteristics (such as employment status, education level, or marital status), experiences (such as household routines or child-family activities), or outcomes (such as depressive symptom scores) from one another.

Of the many variables we tested, our analysis of experiences and outcomes found significant differences in 14 percent of variables (16 significant results out of 113 tests of significance).<sup>24</sup> We also examined whether there were differences in respondent background characteristics such as whether the child and their parents are AIAN, parent education, parent employment status, household income, household size and structure, and parent marital status. We found significant differences in respondent characteristics in 17 percent of variables (3 significant results out of 18 tests of significance). As we did not include any correction for the number of tests in our analysis, some of these differences may be due to chance and not true differences. Because there are not many differences between the two groups of parents (those who responded before the onset of COVID and those who responded during COVID, before and after the inclusion of special instructions), we are comfortable combining these groups in the descriptive analyses found in this report.<sup>25</sup>

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<sup>24</sup> Among the 113 tests of significance, we conducted 7 tests for continuous variables for pre-COVID-19 compared to during COVID-19 (before and with special instructions added). For the same time period comparisons, we ran 63 tests for categorical variables as an omnibus test and conducted 43 post-hoc tests to follow up on significant results from the omnibus test.

<sup>25</sup> Information on exploring relationships between timing of survey completion, respondent background characteristics, spring experiences, and potential outcome variables can be found in the AIAN FACES 2019 User's Manual (Bernstein et al. 2021).

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## OVERVIEW OF TOPICS AND COMPOSITE VARIABLES

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In this section, we discuss how we measured (1) aspects of parenting and the home environment and children’s social-emotional skills and physical health and disability status; and (2) characteristics of children’s teachers, classrooms, centers, and programs in spring 2020. We give details about composites, where we use more than one survey or measurement item to arrive at one construct. An example of a composite is a variable to indicate children who were American Indian or Alaska Native, alone or in combination with another race or ethnicity. This variable was derived from two items in the parent survey, using fall 2019 data and, in some instances, spring 2020 data (if fall data were missing).

### **Children’s characteristics, families’ backgrounds, and the home environment**

Parents reported on characteristics of their households (such as parent’s education level, employment status, income, and languages spoken in the home), and the household members (including their relationship to the child in the sample). Parents also reported on cultural characteristics, including their emphasis on child’s respect for and involvement with family and elders, their social support, the culturally responsive practices of program staff, how often they engaged in cultural activities with their child, their own health behaviors, and their cultural connections and identities. In addition, parents reported on the characteristics of their neighborhood and kinds of problems the neighborhood faced. Parents also shared their ratings of their children’s health status.

We created composites (summary constructs) to describe the characteristics of children and families and define subgroups. We explain how we arrived at these composites below.

*Head Start exposure* shows the percentage of children who were newly entering Head Start versus those who were returning for a second year in fall 2019. Information comes from Head Start programs (the child’s date of birth and the date the child first enrolled in any Head Start program).

*Child racial or ethnic background* is defined in two ways for the study. Parents responded to separate items on the survey about race and ethnicity.

- First, we define *child race/ethnicity* from two questions asking parents whether the child belongs to one or more race categories and whether or not the child is Spanish, Hispanic, or Latino/a. If the parent indicated that the child’s ethnicity was Spanish, Hispanic, or Latino/a, then we categorized the child as (1) Hispanic/Latino/a. If the parent indicated that the child was not Spanish, Hispanic, or Latino/a, then we used the one or more race categories they selected to categorize them as follows: (2) White, non-Hispanic; (3) African American, non-Hispanic; (4) American Indian or Alaska Native, non-Hispanic; (5) Asian or Pacific Islander, non-Hispanic; (6) Multiracial/biracial, non-Hispanic; and (7) Other, non-Hispanic.
- Second, we identify *American Indian and Alaska Native children* based on the parent’s report of whether the child is American Indian or Alaska Native only, or in combination with

another race or Hispanic ethnicity. This definition is broader than child race/ethnicity above to include children who are (1) only American Indian or Alaska Native and not Hispanic/Latino/a, (2) American Indian or Alaska Native and Hispanic/Latino/a, and (3) American Indian or Alaska Native and another race but not Hispanic/Latino/a.<sup>26</sup>

*Language that is always or usually spoken to the child in the home* is the parent's report of the language they always or usually use with the child at home. If parents reported speaking only one language in the home, the study considered that to be the one they always used when speaking to the child. If they reported that more than one language was spoken in the home, then we used the language that is usually spoken to the child. Categories include English, the parent's own Native language, another Native language, Spanish, and Other language.<sup>27</sup>

*Who is living in child's household* is constructed from parents' reports of the people who live in the household, with each adult household member's relationship to the child. Categories are: child living with biological or adoptive mother and biological or adoptive father; living with biological or adoptive mother only; living with biological or adoptive father only; and living with neither the biological or adoptive mother nor the biological or adoptive father. These categories focus on biological or adoptive parents and do not include other adults, such as parents' romantic partners, stepparents, foster parents, or grandparents. Thus, for example, the "biological/adoptive mother only" category indicates that the biological or adoptive mother is the only biological or adoptive parent in the household; it does not necessarily mean the mother is the only adult in the household. Using the same reports from parents, we also created a composite for children living with a grandparent and/or great grandparent, regardless of whether they are living with their biological or adoptive parent(s).

We show *parent marital status* for children who live with their biological or adoptive mother and biological or adoptive father. Marital status categories include married, registered domestic partnership or civil union, living together in a committed relationship, unmarried, and marital status not reported.<sup>28</sup>

*Highest level of education that mothers and fathers completed* is constructed from parents' report of who lives in the household and their highest level of education. Categories include less than high school diploma, high school diploma or GED, some college/vocational/technical or associate's degree, and bachelor's degree or higher.

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<sup>26</sup> The first group is the same as the American Indian or Alaska Native, non-Hispanic we defined for child race/ethnicity. The second group is part of the Hispanic/Latino/a ethnicity group defined for child race/ethnicity. The third group is part of the group defined as multiracial/biracial, non-Hispanic for child race/ethnicity.

<sup>27</sup> In a few cases, parents entered a Native language under the "Other language" option. In these cases, we categorize the language that is always or usually spoken to the child in the home as "Native language, unspecified."

<sup>28</sup> Marital status focuses on biological or adoptive parents in the household and does not include other adults, such as stepparents, foster parents, grandparents, or parents' romantic partners. Divorced, separated, and widowed parents are included in the "marital status not reported" category.



*Employment status* is constructed from parents' reports of who lives in the household and their current employment status. We only asked for the employment status of parents who live with the child. Categories include working full time, working part time, looking for work, not in the labor force, missing mother/father status, and no mother/father in household. We created a category showing the overall employment status for mothers and fathers across the individual employment status categories.

All potential sources of income supporting the household as a *percentage of federal poverty threshold* uses 2018 thresholds set by the U.S. Census Bureau, determined by household income relative to the number of family members. In 2018, for example, 100 percent of the federal poverty threshold for a family of four was \$25,701.<sup>29</sup> We also report *annual household income*, which includes all contributions from members of the household, public assistance programs, and other sources of income such as rental income, interest, and dividends. Household income is not used to determine eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Region XI Head Start programs may enroll families who have family incomes above the poverty line if (1) all eligible children in the service area who wish to be enrolled are served by Head Start; (2) the tribe has resources in its grant to enroll children whose family incomes exceed the low-income guidelines in the Head Start Program Performance Standards; and (3) at least 51 percent of the program's participants meet the eligibility criteria in the Head Start Program Performance Standards (45 CFR Chapter XIII, <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/hspss-final.pdf>).

We created a composite to describe *parents' emphasis on child's respect for and involvement with family and elders*. We calculated an average of parents' report of whether they told the child about the importance of family in their Native culture and made sure the child showed respect for Native elders in the past month. The response options ranged from never (1) to very often (5). We recoded variables such that higher scores indicate more emphasis on family and elders and lower scores indicate less emphasis on family and elders. Parents were also asked about whether program staff encourage them to learn about their culture and history.

We added up the *number of activities* that family members participated in with their child in the past week. We added all reported activities for a family, such as whether a family member told a child a story, taught the child songs or music, or took a child along on errands in the past week. We also calculated the average number of activities family members did with their child in the past week and the range of activities.

We calculated the average of how often parents involved family in caregiving for the child in the past month. *Average of family involvement with caregiving for the child in the past month* is constructed from parents' report of whether they made sure the child spent time with family

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<sup>29</sup> When we could not construct household income because of out-of-range or missing values, we imputed the continuous income variable. Imputation is a statistical procedure that allows us to use nonmissing data to estimate what the missing value is likely to be.

members, relied on family members to help parent the child, and liked to involve family in caregiving for the child in the past month. The response options ranged from never (1) to very often (5). We recoded variables such that higher scores indicate more family involvement and lower scores indicate less family involvement.

Findings on these topics and composites are reported in [Section A](#).

### **Children’s social-emotional skills**

In spring 2020, AIAN FACES 2019 used ratings by teachers to understand children’s positive behavior and challenging behavior that *could* affect their ability to learn and interact with other children of the same age and with adults.

Teachers reported on *children’s cooperative classroom behavior or social skills* (for example, following the teacher’s directions or complimenting classmates) and on their *problem behaviors* (for example, the child hits or fights with others) in the classroom by using items taken from the Behavior Problems Index (Peterson and Zill 1986), the Personal Maturity Scale (Entwisle et al. 1997), and the Social Skills Rating System (Gresham and Elliott 1990). Teachers also rated *children’s approaches to learning* (motivation, attention, organization, persistence, and independence in learning) using the Early Childhood Longitudinal Study, Kindergarten Class of 1998 Approaches to Learning Scale (ECLS–K; U.S. Department of Education 2002).

These scores are based on teachers’ ratings of children. Raw scores for children’s cooperative behaviors or social skills, approaches to learning, and problem behaviors in the classroom (as reported by their teachers) are derived from items taken from the Personal Maturity Scale, the Social Skills Rating System, the ECLS–K Approaches to Learning Scale, and the Behavior Problems Index. Raw scores are counts of individual items and are indicators of absolute performance, which is the child’s own performance on a scale or system without any comparison to children of the same age. Scores are the sum or mean of items and indicate how accurately statements reflect a child’s behavior.

- *Social skills score* is a sum of 12 items with 24 possible points related to children’s cooperative behavior and social skills. The items come from the Personal Maturity Scale and the Social Skills Rating System. Higher scores indicate the child exhibits cooperative behavior more frequently.
- *Approaches to learning score* is a mean (average) rating of six items that make up the Approaches to Learning Scale from the ECLS–K. Higher scores indicate the child exhibits positive approaches to learning behaviors more frequently.
- *Problem behaviors total score* is a sum of 14 items that contains three subscale scores—Aggressive Behavior (4 items), Withdrawn Behavior (6 items), and Hyperactive Behavior (3 items). The items come from an abbreviated adaptation of the Personal Maturity Scale and

from the Behavior Problems Index. Higher scores indicate the child exhibits negative behavior more frequently.<sup>30</sup>

Findings on these topics and ratings are reported in [Section B](#).

### **Children’s physical health and disability status**

In spring 2020, AIAN FACES 2019 measured children’s physical health and disability status in several ways. Teachers reported on aspects of children’s disability status and developmental conditions or concerns. For children with a teacher-reported disability, teachers reported on the type(s) of disability and whether the child had an individualized education program (IEP) or Individual Family Service Plan (IFSP). Parents also rated their child’s overall health status.

Findings on these topics and composites are reported in [Section C](#).

### **Children’s classroom, center, and program cultural and language environment**

AIAN FACES 2019 collected information on children’s cultural and language environment in classrooms and centers through the teacher surveys, center director surveys, and program director surveys. Teachers reported on the percentage of children in their classrooms who are AIAN, the format and language of storytelling in their classrooms, the frequency of children’s and teachers’ use of Native language in the classroom, and cultural curricula and assessment tools. Teachers and center directors reported on children’s exposure to culture and Native language in their classrooms and centers, including the language teachers speak, the language used for instruction, and whether there were Native language lessons taught in the children’s classrooms. Teachers, center directors, and program directors reported on the presence of cultural or language specialists. Program directors reported on the level of immersion and Native language use in programs, and center directors reported on the center’s use of cultural activities during the Head Start year.

We created the following composites to describe the cultural and language environment in children’s classrooms, centers, and programs:

- *Race/ethnicity of children’s center and program directors* is constructed from two questions asking directors whether they belong to one or more race categories and whether or not they are Spanish, Hispanic or Latino/a. If directors indicated that their ethnicity was Spanish, Hispanic, or Latino/a, then we categorized them as (1) Hispanic/Latino/a. If the directors indicated that they were not Spanish, Hispanic, or Latino/a, then we used the one or more race categories they selected to categorize them as follows: (2) White, non-Hispanic, (3) African-American, non-Hispanic, (4) American Indian or Alaska Native, (5) Asian or Pacific

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<sup>30</sup> The number of items in the three subscales add up to 13. One item that was not included in the subscales is included in the total score for problem behaviors. Therefore, there are a total of 14 items in the total score for problem behaviors.

Islander, (6) Multiracial/Biracial, non-Hispanic, and (7) Other Race, non-Hispanic. We also constructed a variable to indicate whether the center director is AIAN (either alone or in combination with another race or ethnicity).<sup>31</sup> Similarly, we constructed a variable indicating whether the program director is AIAN (either alone or in combination with another race or ethnicity).

We created several composite variables from the teacher survey to describe culture and Native language exposure in children's classrooms and centers, including whether the lead teacher speaks a language other than English in the classroom or speaks a Native language in the classroom; and language(s) used for instruction. We also constructed a variable to determine *whether the language that is always or usually spoken to the child in the home* (collected in the parent survey) *is the same as the language used for classroom instruction* (collected in the teacher survey).

We used the center director survey to create a variable indicating *center staff and family language match* in centers serving children and families who speak a language other than English at home. Center directors told us the languages other than English spoken by lead or assistant teachers.<sup>32</sup> Within each center, we compare the languages other than English spoken by children/families, reported in the parent survey, with the languages spoken by teachers; we then used that information to calculate the percentage of the total number of languages other than English spoken by children/families in a center that were also spoken by that center's lead or assistant teachers. To do this, we determine whether the center serves children or families who speak a language other than English at home; and if so, whether the language matches with the language spoken at home as reported in the parent survey.

Findings on these topics and composites are reported in [Section D](#).

### **Children's classroom and teacher characteristics**

Information on teachers and classrooms is presented at the child level and provides context for children's experiences. This means that, for example, we use the data at the child level to understand characteristics of the children's teachers, versus using the data at the classroom, center, or program level; we do this because the sample sizes are not large enough to provide enough precision for analysis at the program, center, and classroom level. In the spring, children's lead classroom teachers completed surveys about their demographic characteristics, education, annual salary, experience, credentials, professional development, and source and frequency of mentoring. We also asked teachers about a number of classroom-level

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<sup>31</sup> This includes directors who are (1) only American Indian or Alaska Native and not Hispanic/Latino/a, (2) American Indian or Alaska Native and Hispanic/Latino/a, and (3) American Indian or Alaska Native and another race but not Hispanic/Latino/a. The first group is the same as the American Indian or Alaska Native defined for race/ethnicity. The second group is part of the Hispanic/Latino/a ethnicity group defined for race/ethnicity. The third group is part of the group defined as multiracial/biracial, non-Hispanic for race/ethnicity.

<sup>32</sup> Assistant teachers are defined as teachers who support lead teachers in the classroom.

characteristics, such as classroom activities, and the types of curriculum and assessment tools that are used in the classroom.<sup>33</sup>

Teachers reported the number of children in their classroom who are members of certain racial/ethnic groups. From this information, we calculate the *percentage of children in a classroom who are AIAN* (either alone or in combination with another race or ethnicity).

We created composite variables to describe the children’s classroom environment and their teachers’ characteristics:

*Primary curriculum* is constructed from questions asking teachers which curricula they used and whether they had a primary curriculum guiding their classroom activities. The teachers could choose from a variety of widely available curricula (such as Creative Curriculum or HighScope), report a locally designed curriculum, or, if the curriculum they used fit none of these categories, respond “Other” curriculum (for example, Conscious Discipline and Early Learning Curriculum). If teachers indicated that they used multiple curricula in the classroom, then we used their response to the question of which curriculum was primary to be their primary curriculum. If teachers indicated that they used only one curriculum, we selected that as their primary curriculum. Teachers could also report they used multiple curricula equally.

*Aligned curriculum and assessment tools* is constructed for teachers who report they use a curriculum with an available assessment tool. This construct is available only for teachers who reported using Creative Curriculum, HighScope, Montessori, or Galileo curricula.

*Teachers’ years teaching Head Start* is constructed from a question about the number of years the teacher has been teaching in Head Start or Early Head Start. We constructed five categories from this continuous variable: less than 1 year, 1 to 2 years, 3 to 4 years, 5 to 9 years, and 10 or more years. (A continuous variable is one in which possible responses “continue” along a spectrum; for example, a year, two years, etc.)

*Teacher race/ethnicity* and *whether the teacher is AIAN* are constructed from two questions asking teachers whether they belong to one or more race categories and whether or not they are Spanish, Hispanic or Latino/a. If teachers indicated that their ethnicity was Spanish, Hispanic, or Latino/a, then we categorized them as (1) Hispanic/Latino/a. If the teachers indicated that they were not Spanish, Hispanic, or Latino/a, then we used the one or more race categories they selected to categorize them as follows: (2) White, non-Hispanic, (3) African-American, non-Hispanic, (4) American Indian or Alaska Native, (5) Asian or Pacific Islander, (6) Multiracial/Biracial, non-Hispanic, and (7) Other Race, non-Hispanic. We also constructed a

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<sup>33</sup> Teachers reported on classroom-level items separately if they taught more than one classroom selected for AIAN FACES 2019.

variable to indicate whether the teacher is AIAN (either alone or in combination with another race or ethnicity).<sup>34</sup>

*Teachers' highest level of education* is constructed from a question in the teacher survey asking for the highest grade or year of school completed. There are five categories: (1) high school diploma or equivalent, or less, (2) some college or vocational or technical school, (3) associate's degree, (4) bachelor's degree, and (5) graduate or professional degree. In prior AIAN FACES reports, vocational or technical school was categorized as part of a high school diploma equivalent or less instead of as a part of some college. We made this change because some vocational and technical schools require a high school diploma or equivalent, and training for a profession through such specialized education may extend beyond the general knowledge required for a high school diploma or equivalent.

*Any state-sponsored credential (teacher)* is constructed using teachers' report of whether they have the following state-sponsored credentials: Child Development Associate (CDA); teaching certificate or license for preschool; or teaching certificate or licenses for grades other than preschool. For this construct, we include teachers who say "yes" to having at least one of the three credentials.

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

*Teachers' job satisfaction* is constructed using three items from the teacher survey: how much teachers enjoy their present teaching job, how much teachers feel they are making a difference in the lives of the children they teach, and whether they would choose teaching again as a career. Ratings were made on a five-point scale ranging from "strongly disagree" to "strongly agree." The satisfaction subscale is a mean score based on three items and has a possible range of 1 to 5; higher scores indicate stronger satisfaction.

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<sup>34</sup> This category includes teachers who are (1) only American Indian or Alaska Native and not Hispanic/Latino/a, (2) American Indian or Alaska Native and Hispanic/Latino/a, and (3) American Indian or Alaska Native and another race but not Hispanic/Latino/a. The first group is the same as the American Indian or Alaska Native defined for race/ethnicity. The second group is part of the Hispanic/Latino/a ethnicity group defined for race/ethnicity. The third group is part of the group defined as multiracial/biracial, non-Hispanic for race/ethnicity.

*Teachers' beliefs about teaching* are constructed using 15 items from the Teacher Beliefs Scale (Burts et al. 1990), consisting of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or a lack of such attitudes and knowledge. Teachers rated the degree to which they agreed with each statement on a five-point scale ranging from “strongly disagree” to “strongly agree.” We present scores for three subscales.<sup>35</sup> The Developmentally Appropriate Practice subscale is a sum score based on 9 items and has a possible range of 1 to 10.<sup>36</sup> The Child-Initiated Practice subscale is a mean (average) score based on 5 items and has a possible range of 1 to 5. The Didactic subscale is a mean score based on 6 items, with a possible range of 1 to 5.<sup>37</sup> For all three subscales, higher scores indicate stronger agreement with the construct being measured.

Findings on these topics and composites are reported in [Section E](#).

### **Children’s center and program characteristics**

Information on programs and centers is presented at the child level and provides context for children’s experiences. In the spring, center and program directors completed surveys that provide information on structural characteristics and program policies and processes.<sup>38</sup> Program directors responded to questions on training and technical assistance activities; substance use and related problems in children’s program communities; support for dealing with substance use; curricula and assessment tools; electronic data systems and support staff; and sources and uses of program revenue. Center directors responded to questions on training and technical assistance activities and professional development supports; child assessment practices; and whether a parent education or support curriculum is in use. We also asked program and center directors about their education and credentials.

We use the 2018–2019 PIR,<sup>39</sup> an annual report of grantee-level data, to report on multiple program characteristics, including the percentage of AIAN enrollees in children’s programs, and the length of the program day and program year. According to the definition in the PIR, full-day services are those provided for more than six hours per day, and part-day services are provided for six hours or less per day.

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<sup>35</sup> See West et al. 2010 for detail on the principal components factor analysis used to develop these subscales for FACES 2006.

<sup>36</sup> Scores on this composite started at a value of 1 and then increased by 1 point for certain responses to each item to form a composite score ranging from 1 to 10.

<sup>37</sup> The Didactic subscale is reverse coded, meaning the scale is scored in the opposite direction.

<sup>38</sup> Directors reported on all staff and families within the program or center, not just those selected for AIAN FACES 2019.

<sup>39</sup> Programs were not required to complete the 2019–2020 PIR because of the COVID-19 pandemic, so we use the most recently available PIR. We use the PIR closest to the year in which we collected data to most closely match characteristics in the data collection year. This means the PIR used for sampling is not the same one used to report characteristics such as percentage of AIAN enrollees, and length of program day and year.

For *length of the program day*, we use PIR information on funded enrollment for preschool Head Start (the number of enrollment slots the program is funded to serve through ACF and non-federal sources). We add up the number of funded enrollment slots available in the center-based and family child care options, and then determine the percentage of those slots that are for full-day and part-day services.<sup>40</sup> We then categorize programs as providing full-day services for all children, part-day services for all children, or a combination of full-day and part-day services. For the *length of the program year*, we use the enrollment start and end dates reported in the PIR. For the purpose of this analysis, programs providing services for 11 months or more are identified as full year, and programs providing services for less than 11 months per year are identified as part year.

*Program director and center director years of experience* is constructed using reports from the program director survey and the center director survey, respectively. Program and center directors reported their years of experience in Head Start programs generally and in their current program. We construct two categorical variables for each: program director's and center director's years of experience in any Head Start program, and program director's and center director's years of experience in their current Head Start program, with the following categories: 3 years or less, 4 to 9 years, 10 to 19 years, and 20 or more years.

*Any state-sponsored credential (center director)* is constructed using center directors' report of whether they have the following state-sponsored credentials: Child Development Associate (CDA); teaching certificate or license for preschool; teaching certificate or licenses for grades other than preschool; or an early childhood program or school license, certificate, or credential in administration. For this construct, we include center directors who say "yes" to having at least one of the four credentials.

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

Findings on these topics and composites are reported in [Section F](#).

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<sup>40</sup> In the PIR, programs report funded enrollment by program option. To assess the percentage of programs offering full-day versus part-day services, we used reports on funded enrollment in the center-based and family child care options. Programs do not report full-/part-day information for home-based and combination options, so those enrollment slots were not included when calculating the number of funded enrollment slots and percentages that are full or part day.



## **Program and center response to the COVID-19 pandemic**

Data collection in spring 2020 began around the time COVID-19 was declared a pandemic by the World Health Organization and a public health emergency by the U.S. Centers for Disease Control and Prevention in March 2020 (CDC 2020). To capture the impact of the COVID-19 pandemic on programs and centers, AIAN FACES 2019 included specific questions on the spring 2020 surveys of program directors and center directors between June 2, 2020 to July 17, 2020. The questions focused on how programs and centers adjusted their services and communications with both families and staff during the pandemic.

Program directors reported on program closures during the COVID-19 pandemic and their ability to contact and provide services to families; whether services or referrals for families changed during the COVID-19 pandemic; their level of concern about the effect of the COVID-19 pandemic on enrollment; communicating with staff; and any change in the number of program staff. In addition, program directors reported on various aspects of supports available to deal with the COVID-19 pandemic, including supports for the professional development and well-being, retention of staff, and future emergencies. In addition, program directors told us whether or not the program planned to operate a supplemental summer program; how many children they expected to enroll during the summer; and the percentage of children who were expected to attend kindergarten in the fall or who have an IEP.

Center directors reported on center closures during the pandemic, whether the center reopened as of June 2020, and their hours of operation. They also described any strategies that staff used for group communication with families; strategies used to contact individual families; and strategies for providing services to children and families during the pandemic. In addition, center directors reported the level of need that families told center staff about and attributed to the COVID-19 pandemic; the ways center supported families; and any modifications to services or referrals. Center directors also noted the impact of the COVID-19 pandemic on center staff and families.

Findings on these topics and composites are reported in [Section G](#).

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## OVERVIEW OF POPULATION ESTIMATES

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In this section, we describe how we calculated estimates of the characteristics of the population of Region XI Head Start children and their families for family characteristics; children’s social-emotional skills and physical health and disability status; and children’s classroom and program environments.

The data used in these tables are estimates of key characteristics of the population of children who were enrolled in Region XI Head Start in fall 2019 and who were still enrolled in spring 2020; their parents and families; and their teachers, classrooms, centers, and programs.

We use weights because children across the entire sample can have different probabilities of being selected. Additionally, we use weights to adjust for changes in children’s eligibility status and the effects of nonresponse. Estimates included in the data tables are based on weighted data, so they are nationally representative of the population.

The tables also include unweighted sample sizes, which show the stability of the estimates for the Region XI Head Start population. Sample sizes can provide information on the precision of the estimates, as smaller sample sizes result in a larger standard error (the estimate of the standard deviation of each statistic), signifying a wider confidence interval (which gives the range around the observed estimate within which we are fairly certain the true value for the entire population of Region XI lies).<sup>41</sup> For example, a 95 percent confidence interval means that we can be 95 percent sure that the range of values included in the confidence interval contains the true mean or percentage of

All data included in this report are presented at the child level. By child level we mean that estimates should be interpreted as the percentage of children whose teachers, centers, or programs have a particular characteristic. We refer to children’s teachers, children’s classrooms, and so on to make this clear. We provide information on, for example, the percentage of Region XI Head Start children with teachers who hold a bachelor’s degree, but *not* the percentage of Region XI teachers who hold a bachelor’s degree.

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<sup>41</sup> Within a given table or from one table to the next, the number of children the results are based on can vary depending on item nonresponse, which happens when there are data from a parent survey, TCR, teacher, center director, or program director, but a specific item within that instrument is missing. This can happen if someone was not asked a certain question, or if someone chose not to respond to a particular question. Rates of item-level missing data are low in AIAN FACES 2019. Data on key children’s characteristics such as race/ethnicity, age, sex, and the language that is always or usually spoken to child in the home are present for all sample members or missing in less than 1 percent of cases. Another type of AIAN FACES 2019 missing data is unit nonresponse, when the entire parent survey, TCR, teacher survey, center director survey, or program director survey is missing. Rates of unit nonresponse are typically low, although they are higher for some instruments for spring 2020 because of the COVID-19 pandemic. Our approach to addressing unit nonresponse is to use analysis weights. For more information about how to handle nonresponse in AIAN FACES 2019 data, see the AIAN FACES 2019 User’s Manual (Bernstein et al., 2021).

the population, based on our sample. The larger the sample size, the narrower the confidence interval.

Tables in Sections A–C present findings for all Region XI children and for AIAN children in Region XI. We present data using five different weights, listed in Table 4. These weights cover two different periods of time:

- Spring 2020: Statistics on child and family characteristics, children’s outcomes as reported by their teacher, and classroom and program characteristics in the spring are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and who were still enrolled in spring 2020. For spring, we use one of five different weights, depending on the source of the data we present (parent survey, Teacher Child Report, or teacher, center director, or program director survey).
- Fall 2019–spring 2020: Statistics on change between fall and spring in child and family characteristics and teacher-reported outcomes for children are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and who were still enrolled in spring 2020, focusing on those with data in both fall and spring.<sup>42</sup>

**Table 4. AIAN FACES 2019 technical report: analysis weights**

Weight	Type of data	Description
P21R2WT	Spring 2020	Includes the 404 children with parent survey data in fall 2019 or spring 2020 in combination with TCR data in spring 2020
PR12WT	Fall 2019–Spring 2020	Includes the 358 children with parent survey data in fall 2019 or spring 2020 in combination with TCR data in fall 2019 <i>and</i> spring 2020 <sup>a</sup>
TS_CHILDWT	Spring 2020	Includes the 471 children with teacher survey data in spring 2020
CD_CHILDWT	Spring 2020	Includes the 485 children with center director survey data in spring 2020
PD_CHILDWT	Spring 2020	Includes the 592 children with program director survey data in spring 2020

<sup>a</sup>This means that a parent survey had to be completed in fall or spring and the TCR had to be completed in both waves.

TCR = Teacher Child Report.

<sup>42</sup> We conducted ordinal regressions (for ordinal variables, or variables that represent categories with a clear order, like low, medium, and high) and linear regressions (for binary variables, or variables with only two values, like yes and no) to test whether the estimates in fall 2019 were significantly different than the estimates in spring 2020 at the  $p < .05$  level. For ordinal regressions, any significant change means the change may indicate a change in any one of the categories. For instance, when looking at the change in the activities that family members did with the child in the past week, a significant finding indicates a change in one or more of the four categories (never, 1 or 2 days, 3 or 4 days, and most days).

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## CONCLUDING CONSIDERATIONS

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This report describes Region XI Head Start children and their families. Readers should keep certain things in mind—some of them unique to Region XI and the context of the COVID-19 pandemic—when they review the findings. The most important thing to remember is that the information reported here does not account or control for factors that might influence the well-being of children and families.<sup>43</sup>

It is important to consider the impact of the COVID-19 pandemic on the spring 2020 data collection. AIAN FACES 2019 collected data from parents, teachers, and center and program directors at around the start of the COVID-19 pandemic (as early as February 2020 for the parent survey). As a result of the pandemic, most Head Start programs closed their buildings and changed their operations. Given these closures, response rates for the surveys and instruments were lower than expected. Those participants who did respond might have been responding before the pandemic, at the very beginning of widespread closures, or up to four months after the initial wave of closures. Readers should consider the timing of the data collection when reviewing the spring 2020 findings.

As noted, the Head Start logic model guiding AIAN FACES 2019 considers Native culture a fundamental part of children’s experiences in the community, Head Start, and home. In turn, these experiences can be critical to understanding AIAN families and AIAN children’s development. For example, historical and intergenerational trauma continue to affect the lives of AIAN people, but cultural identity can have a protective effect on the effects of trauma because it promotes health, resilience, and well-being (Fleming and Ledogar 2008; LaFromboise et al. 2006; Pu et al. 2013; Wexler 2014). AIAN FACES 2019 builds on the first round of the study in 2015 and includes a range of information on culturally specific practices and experiences. It does not, however, capture all culturally linked factors that could be influencing AIAN children and families in Region XI Head Start. It also does not capture the range of possible constraints on access to Native cultural and language resources, for example, Native language loss and limited resources for the development of cultural curricula.

Even though available data reveal how many needs the AIAN population has in terms of its health and well-being (DeVoe and Darling-Churchill 2008; Bureau of Labor Statistics 2019), AIAN cultural traditions and values are a source of strength and resilience, and they can be powerful sources of healing. For example, storytelling and the oral tradition are integral parts of AIAN cultures. They can impart important lessons about how to act in the world while conveying essential elements of Indigenous ways of experiencing the world. The data provided here can begin to reveal some of the ways that children in Region XI Head Start experience this source of resilience in their homes and communities (Barnes-Najor et al. 2019).

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<sup>43</sup> It is important to note that standard scores available for cognitive skills and assessor ratings provide information relative to children of the same age nationally, and BMI calculations take age and sex into account.

Moreover, the data may reflect how participants interpreted questions about their own experiences relative to the community's broader experiences and support. For example, parents' reports on economic well-being (such as financial needs or strains or food security) reflect their perspective in the context of others in their community. Native communities value interdependence, and recognize the community itself as a unit of identity. Traditional notions of kinship extend beyond biological connections and into the broader community family. AIAN FACES 2019 added items about social support to develop our understanding of how this interdependence might manifest itself. For example, the ability to call on someone who can offer a place to live or provide a meal might ease the experience of financial strain, food insecurity, and other stressors related to economic well-being (Bernstein et al. 2021).

It is also important to note that there are some federal regulations and standards specific to Region XI Head Start programs. As noted, Region XI Head Start programs support AIAN families by giving them opportunities to take part in traditional language and cultural practices based on community needs and wishes. In addition, these programs can embed language and culture directly into programming (for example, by using a culturally based curriculum or providing exposure to or instruction in Native language). As another example, Region XI programs may enroll participants who do not meet the income criteria, as long as these participants account for less than 50 percent of total enrollment. Some of these differences in regulations make direct comparisons with other regions difficult.

Significantly, Region XI is set apart from all other Head Start regions by the federal trust responsibility that the U.S. has for all American Indian and Alaska Native people. The federal trust is a legal doctrine established in 1787 that mandates the federal government to provide AIAN individuals and families with federal health services and economic and social programs "to raise the standard of living and social well-being of the Indian people to a level comparable to the non-Indian society" (Congress of the United States 1977). The federal trust responsibility has been supported by numerous treaties, laws, Supreme Court decisions, and executive orders (Indian Health Service 2017). Therefore, in both policy and practice, Region XI programs acknowledge the unique contexts in which they deliver services and work to honor Indigenous knowledge and communities.

AIAN FACES 2019 covers a broad range of topics. Future analyses may explore drivers or factors associated with the data on child and family well-being presented here. However, both measured and unmeasured factors work together in complex ways to influence Region XI Head Start children and families. Readers should consider the data in this report in terms of these complex drivers, even if the tables do not show them. The descriptive data presented here provide the second national picture of Region XI Head Start children and families, and can add to the growing body of evidence that can help us understand their strengths and needs.

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**KEY TERMS**

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**American Indian and Alaska native (AIAN) tribal, tribe, and Native.** The broad and diverse groups of American Indian and Alaska Native tribes, villages, communities, corporations, and populations. Each has a unique language, culture, history, geography, political and/or legal structure or status, and contemporary context.

**Analysis weights.** A value applied to each child, parent, or staff observation before results can be generalized to represent the broader population of Region XI Head Start children, their families, programs, classrooms, or teachers.

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

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

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

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

**Composite.** A characteristic constructed from more than one survey or measurement item.

**Confidence interval.** A range of values that the true estimate is expected lie in.

**Coronavirus Aid, Relief, and Economic Security (CARES) Act.** An economic stimulus bill passed in March 2020 in response to the COVID-19 pandemic. It included funding for Head Start supplemental programs in 2020. Programs were required to deliver services in person to receive this funding.

**COVID-19 (or coronavirus disease 2019).** An infectious disease that was declared a pandemic by the World Health Organization and a national emergency by the U.S. in March 2020.

**Cultural/language elder or specialist.** A person with whom teachers, centers, or programs consult about their community’s culture or language.

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

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

**Federal poverty thresholds.** Levels set by the U.S. Census Bureau for the minimum annual income needed to meet basic demands of daily life. The thresholds are based on household income relative to the number of family members in the house. For example, the federal poverty threshold for a family of four in 2018 was \$25,701, representing 100 percent of the federal poverty threshold.

**Head Start exposure.** Length of time in the program, specifically whether children were entering Head Start for the first time or returning for a second year.

**Head Start Program Information Report (PIR).** The PIR provides data on the services, staff, children, and families who participate in Head Start programs. All grantees and delegates must submit a PIR annually for Head Start programs. (The PIR was not required in the 2019–2020 program year because of the COVID-19 pandemic.)

**Lead teacher.** The head or primary teacher in the classroom.

**Nonresponse bias analysis.** An analysis examining (1) whether important outcomes seem like they might be biased because certain people did not respond, based on comparing those who responded to the survey with those who did not, and (2) whether weights applied by the researcher lessen the severity of this bias.

**Raw score.** Indicator of absolute performance based on the items the child received. Calculated as either the sum of correct items, sum of items, or mean of items depending on the type of assessment. Raw scores are used to calculate other scores such as standard scores.

**Social-emotional skills.** Children’s cooperative classroom behavior or social skills (such as following teacher’s directions or complimenting classmates) and problem behaviors (such as aggression and hyperactivity).

**Standard deviation.** The amount of variation or spread of a set of scores or values. For standard scores, the standard deviation reveals how far a child’s performance is (that is, how much it deviates) from the mean score of 100.

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

**Subscale score.** A score calculated from a set of items within a larger assessment that measures a particular aspect of the trait being measured (for example, hyperactive behavior as one part of a total problem behaviors score).

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



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**LIST OF ACRONYMS**

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AIAN FACES	American Indian and Alaska Native Head Start Family and Child Experiences Survey
CARES Act	Coronavirus Aid, Relief, and Economic Security Act
CDA	Child Development Associate
CDC	Centers for Disease Control and Prevention
CES–D	Center for Epidemiological Studies Depression Scale
COVID-19	Coronavirus disease 2019 (year of origin)
ECLS–K	Early Childhood Longitudinal Study-Kindergarten Class of 1998–99
FACES	Head Start Family and Child Experiences Survey
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
PIR	Program Information Report
TCR	Teacher Child Report

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## **SECTION A**

### **CHILDREN'S CHARACTERISTICS, FAMILIES' BACKGROUNDS, AND HOME ENVIRONMENT: SPRING 2020 AND FALL 2019–SPRING 2020 CHANGE**

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

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**Table A.1. Demographic characteristics of Region XI children**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage	n	Percentage
<b>Age as of September 1, 2019</b>	404		339	
3 years old or younger		39.8		39.8
4 years old or older		60.2		60.2
<b>Race/ethnicity</b>	404		339	
White, non-Hispanic		8.9		0.0
African American, non-Hispanic		0.1		0.0
Hispanic/Latino/a		18.5		16.0
American Indian or Alaska Native, non-Hispanic <sup>b</sup>		55.3		64.5
Asian or Pacific Islander, non-Hispanic		0.0		0.0
Multiracial/biracial, non-Hispanic		17.2		19.5
Other, non-Hispanic <sup>c</sup>		0.0		0.0
<b>American Indian or Alaska Native, alone or in combination with another race or ethnicity</b>	404	85.8	339	100.0
<b>Sex</b>	404		339	
Female		48.4		48.4
Male		51.6		51.6
<b>Head Start program exposure</b>	404		339	
Newly entering children		64.6		63.3
Returning children		35.4		36.7
<b>Participated in Early Head Start</b>	373		310	
Yes		33.8		36.6
No		66.2		63.4

Source: Fall 2019 AIAN FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>b</sup>This category includes children whose parents only selected American Indian or Alaska Native for race and did not identify the child as being Hispanic or another race.

<sup>c</sup>“Other, non-Hispanic” includes respondents who noted a language or religion (rather than a race or ethnicity) or who did not fit into a category included in the table.

**Table A.2. Languages spoken in the home and language always or usually spoken to the child in the home**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage	n	Percentage
<b>All languages spoken in the home<sup>b</sup></b>				
English	404	98.8	339	98.6
Parent's own Native language	372	38.8	309	44.9
Another Native language	372	4.9	309	5.5
Native language, unspecified <sup>c</sup>	372	1.0	309	1.2
Spanish	403	7.8	338	6.8
Other language <sup>d</sup>	372	0.5	309	0.6
<b>Only English spoken in the home</b>	372	53.4	309	48.1
<b>Any Native language spoken in the home<sup>e</sup></b>	372	41.6	309	47.8
<b>Language that is always or usually spoken to the child in the home<sup>f</sup></b>	403		338	
English		94.9		94.5
A Native language		4.6		5.3
Spanish		0.4		0.0
Other language <sup>g</sup>		0.1		0.2

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

Percentages may not sum to 100 due to rounding.

<sup>a</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>b</sup>The study based this on the parent's report of any languages spoken in the home; therefore, it may sum to more than 100 percent if the family speaks more than one language.

<sup>c</sup>"Native language, unspecified" indicates that the parent's response included a Native language but did not indicate whether it was their own or another Native language.

<sup>d</sup>"Other language" includes responses such as French and Japanese.

<sup>e</sup>The study based this on the parent's report of whether the family speaks any Native language in the child's home (their own Native language or another Native language).

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

<sup>g</sup>"Other language" includes responses with both English and a Native language (so that we could not determine a primary language).

**Table A.3. Who is living in child's household<sup>a</sup>**

	All children (AIAN and non-AIAN)		AIAN children only <sup>b</sup>	
	n	Percentage <sup>c</sup>	n	Percentage
<b>Child living with</b>	373		310	
Mother and father		45.4		41.9
Married		23.9		21.7
Registered domestic partnership or civil union		0.1		0.2
Living together in a committed relationship		16.5		15.8
Unmarried		4.7		4.0
Marital status not reported		0.2		0.2
Mother only		38.6		42.0
Father only		5.1		5.4
Neither mother nor father		10.9		10.7
<b>Child living with grandparent and/or great grandparent<sup>d</sup></b>	373	19.3	310	20.6
	All children (AIAN and non-AIAN)		AIAN children only <sup>b</sup>	
	n	Mean (reported range)	n	Mean (reported range)
<b>Number of people in household<sup>e</sup></b>	373	3.0 (2 - 8)	310	3.0 (2 - 8)

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>This section focuses on biological/adoptive parents and does not include other adults, such as parents' romantic partners, step-parents, foster parents, or grandparents. Thus, for example, the "Mother only" category means that the biological/adoptive mother is the only biological/adoptive parent in the household; it does not mean the mother is the only adult in the household.

<sup>b</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>c</sup>Percentages may not sum to 100 due to rounding.

<sup>d</sup>This category includes children living with and without their biological/adoptive parent(s).

<sup>e</sup>Number of people includes anyone who normally lives in the household with the child (including relatives and non-relatives).

**Table A.4. Highest level of education mothers and fathers completed, for children who live with at least one parent<sup>a</sup>**

	All children (AIAN and non-AIAN)		AIAN children only <sup>b</sup>	
	n	Percentage	n	Percentage <sup>c</sup>
<b>Mothers in the household</b>	315		258	
Less than high school diploma		11.2		12.7
High school diploma or GED		36.4		38.5
Some college/vocational/technical/Associate degree		42.2		40.0
Bachelor's degree or higher		10.1		8.9
<b>Fathers in the household</b>	182		143	
Less than high school diploma		18.4		16.8
High school diploma or GED		43.4		44.6
Some college/vocational/technical/Associate degree		31.3		32.8
Bachelor's degree or higher		6.9		5.8

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Data include one- or two-parent households with biological or adoptive parents. We exclude the 11 percent of children whose households do not include a biological or adoptive parent.

<sup>b</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>c</sup>Percentages may not sum to 100 due to rounding.

**Table A.5. Mothers' and fathers' employment status<sup>a,b</sup>**

		All children (AIAN and non-AIAN)--Fathers' employment status						
	Overall mother's employment status	Working full-time	Working part-time	Looking for work	Not in labor force	Father status missing	No father in household	
	n	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	
<b>Overall father's employment status</b>	334		40.8	6.4	4.1	4.7	0.7	43.3
<b>Mothers' employment status</b>	334							
Working full-time		55.4	22.7	2.8	1.5	1.9	0.1	26.4
Working part-time		12.6	6.8	0.5	0.6	0.6	0.3	3.8
Looking for work		8.8	1.6	1.4	0.5	0.1	0.1	4.9
Not in labor force		16.1	6.2	0.9	1.5	0.9	0.0	6.7
Mother status missing		1.4	0.0	0.0	0.0	0.0	0.0	1.4
No mother in household		5.8	3.5	0.8	0.0	1.2	0.2	n.a.
		AIAN children only <sup>c</sup> --Fathers' employment status						
	Overall mother's employment status	Working full-time	Working part-time	Looking for work	Not in labor force	Father status missing	No father in household	
	n	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	
<b>Overall father's employment status</b>	274		37.2	5.7	4.8	4.7	0.6	47.0
<b>Mothers' employment status</b>	274							
Working full-time		54.4	20.4	1.6	1.7	1.8	0.1	28.6
Working part-time		10.7	4.6	0.6	0.7	0.6	0.3	3.8
Looking for work		10.3	1.9	1.7	0.6	0.1	0.2	5.8
Not in labor force		17.0	6.2	0.8	1.7	1.0	0.0	7.2
Mother status missing		1.6	0.0	0.0	0.0	0.0	0.0	1.6
No mother in household		6.0	4.0	0.9	0.0	1.1	0.0	n.a.

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

n.a. = not applicable. Households that do not include a mother and father are not included.

Table A5 (*continued*)

<sup>a</sup>Data reflect the percentage of children who have a mother and/or father in the designated employment status.

<sup>b</sup>Data include one- or two-parent households with biological or adoptive parents. We exclude the 11 percent of children whose households do not include a biological or adoptive parent.

<sup>c</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

**Table A.6. All potential sources of income supporting the household as a percentage of the federal poverty threshold<sup>a,b</sup>**

	All children (AIAN and non-AIAN)		AIAN children only <sup>c</sup>	
	n	Percentage	n	Percentage <sup>d</sup>
Below 50 percent	365	9.6	302	10.2
50 to 100 percent	365	16.1	302	17.7
101 to 130 percent	365	11.1	302	12.1
131 to 185 percent	365	17.2	302	17.2
186 to 200 percent	365	3.8	302	3.6
201 percent or above	365	42.2	302	39.3

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>This table summarizes household income, so readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Household income in AIAN FACES includes all contributions from members of the household, public assistance programs, and other sources of income such as rental income, interest, and dividends. Region XI Head Start programs may enroll families who have family incomes above the poverty line if (1) all eligible children in the service area who wish to be enrolled are served by Head Start; (2) the tribe has resources in its grant to enroll children whose family incomes exceed the low-income guidelines in the Head Start Program Performance Standards; and (3) at least 51 percent of the program's participants meet the eligibility criteria in the Head Start Program Performance Standards (45 CFR Chapter XIII, <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/hspps-final.pdf>).

<sup>b</sup>The federal poverty threshold is based on 2018 thresholds set by the U.S. Census Bureau, which use household income relative to number of family members. For example, 100 percent of the federal poverty threshold for a family of four in 2018 was \$25,701.

<sup>c</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>d</sup>Percentages may not sum to 100 due to rounding.

**Table A.7. All potential sources of income supporting the household in the past 12 months<sup>a,b</sup>**

All children			
	n	Mean	Range
<b>Annual household income<sup>c</sup></b>	365	\$38,422	\$3,000 - 75,000
	n	Percentage	
<b>Annual household income (categories)</b>	365		
Less than \$10,000		11.6	
\$10,001 - \$20,000		13.2	
\$20,001 - \$30,000		18.6	
\$30,001 - \$40,000		17.7	
\$40,001 - \$50,000		8.7	
More than \$50,000		30.2	
AIAN children only <sup>b</sup>			
	n	Mean	Range
<b>Annual household income<sup>c</sup></b>	302	\$37,371	\$3,000 - >75,000
	n	Percentage	
<b>Annual household income (categories)</b>	302		
Less than \$10,000		12.2	
\$10,001 - \$20,000		14.2	
\$20,001 - \$30,000		18.8	
\$30,001 - \$40,000		17.9	
\$40,001 - \$50,000		9.3	
More than \$50,000		27.6	

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

Parents include both biological and adoptive parents.

<sup>a</sup>This table summarizes household income, so readers should not use it to estimate eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Household income in AIAN FACES includes all contributions from all members of the household. It includes income from public assistance programs, and other sources such as rental income, interest, and dividends. Region XI Head Start programs may enroll families who have family incomes above the poverty line if (1) all eligible children in the service area who wish to be enrolled are served by Head Start; (2) the tribe has resources in its grant to enroll children whose family incomes exceed the low-income guidelines in the Head Start Program Performance Standards; and (3) at least 51 percent of the program's participants meet the eligibility criteria in the Head Start Program Performance Standards (45 CFR Chapter XIII, <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/hspps-final.pdf>).

<sup>b</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>c</sup>To lessen the effect of a small number of respondents who reported extremely high salaries, we limit the annual household income at a maximum of \$75,000.



**Table A.8. Parent emphasis on child's respect for and involvement with family and elders**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage <sup>c</sup>	n	Percentage <sup>c</sup>
<b>Parent emphasis on family and elders</b>				
<b>I told my child about the importance of family in my Native culture</b>	324		274	
Never		13.6		9.7
Rarely		7.7		7.1
Sometimes		25.3		26.5
Often		30.4		32.9
Very often		23.1		23.9
<b>I made sure my child shows respect for Native elders</b>	324		273	
Never		0.1		0.1
Rarely		0.1		0.2
Sometimes		3.5		3.5
Often		20.8		19.0
Very often		75.4		77.2
	<b>n</b>	<b>Mean (reported range)</b>	<b>n</b>	<b>Mean (reported range)</b>
<b>Parent emphasis on family and elders<sup>b</sup></b>	322	4.1 (1 - 5)	272	4.1 (1 - 5)

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>b</sup>Higher scores indicate more emphasis on family and elders and lower scores indicate less emphasis on family and elders. The mean and reported range are based on two items on parent emphasis on family and elders.

<sup>c</sup>Percentages may not sum to 100 due to rounding.

**Table A.9. Family involvement with caregiving for the child**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage <sup>c</sup>	n	Percentage <sup>c</sup>
<b>Family involvement with caregiving</b>				
<b>I made sure my child spent time with family members</b>	329		275	
Never		3.9		4.1
Rarely		5.7		6.5
Sometimes		10.7		11.2
Often		37.2		34.4
Very often		42.5		43.8
<b>I relied on family members to help me parent my child</b>	329		275	
Never		20.9		19.1
Rarely		25.3		26.0
Sometimes		19.3		17.8
Often		20.9		21.5
Very often		13.6		15.5
<b>I like to take care of my child myself, without a lot of other family getting involved</b>	328		274	
Never		1.1		1.3
Rarely		6.7		6.7
Sometimes		20.2		21.5
Often		26.9		25.6
Very often		45.0		44.9
	n	Mean (reported range)	n	Mean (reported range)
<b>Family involvement with caregiving<sup>b</sup></b>	328	2.9 (1 - 5)	274	3.0 (1 - 5)

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>b</sup>Higher scores indicate more family involvement with caregiving and lower scores indicate less family involvement with caregiving. The mean and reported range are based on three items on family involvement with caregiving.

<sup>c</sup>Percentages may not sum to 100 due to rounding.

**Table A.10. Sources of social support in the community**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage	n	Percentage <sup>b</sup>
<b>Number of parent's relatives or in-laws in community</b>	324		271	
None		9.3		6.1
1 or 2		5.7		4.0
3 to 5		17.1		17.5
6 to 9		16.3		14.0
10 or more		51.6		58.5
<b>Number of parent's friends in community</b>	325		271	
None		11.1		9.5
1 or 2		22.3		21.8
3 to 5		18.1		18.6
6 to 9		12.7		10.7
10 or more		35.7		39.4

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>b</sup>Percentages may not sum to 100 due to rounding.

**Table A.11. Culturally responsive practices of program staff**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage	n	Percentage <sup>b</sup>
<b>Program staff respect my family's cultural and/or religious beliefs</b>	328		274	
Strongly agree		69.5		66.2
Somewhat agree		15.9		17.4
Neither agree nor disagree		5.4		6.2
Somewhat disagree		1.1		1.0
Strongly disagree		8.1		9.2
<b>Program staff encourage me to learn about my culture and history</b>	326		273	
Strongly agree		43.8		41.6
Somewhat agree		27.6		28.5
Neither agree nor disagree		12.9		12.2
Somewhat disagree		11.5		13.2
Strongly disagree		4.2		4.5
<b>Program staff have materials for my child that positively reflect our cultural background</b>	324		271	
Strongly agree		52.4		50.3
Somewhat agree		22.7		23.4
Neither agree nor disagree		11.4		11.7
Somewhat disagree		7.4		8.2
Strongly disagree		6.1		6.5

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

Percentages may not sum to 100 due to rounding.

<sup>a</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>b</sup>Percentages may not sum to 100 due to rounding.

**Table A.12. How often a family member read to or told story to child in the past week**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage	n	Percentage
<b>Number of times family member read to child</b>	331		277	
Not at all		2.3		2.7
Once or twice		23.5		25.4
Three or more times, but not every day		49.9		47.9
Every day		24.3		24.0
<b>Number of times family member told child stories</b>	329		275	
Not at all		15.7		17.6
Once or twice		25.5		26.6
Three or more times, but not every day		39.6		35.5
Every day		19.2		20.3

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

**Table A.12a. Change in how often a family member read to or told story to child in the past week**

	All children (AIAN and non-AIAN)				AIAN children only <sup>a</sup>			
		Fall 2019	Spring 2020	Fall–spring change <sup>b</sup>		Fall 2019	Spring 2020	Fall–spring change <sup>b</sup>
	n	Percentage <sup>c</sup>	Percentage	Percentage	n	Percentage <sup>c</sup>	Percentage	Percentage
<b>Number of times family member read to child</b>	267				218			
Not at all		3.6	2.6	-1.0		4.1	3.0	-1.1
Once or twice		21.1	20.2	-0.9		20.7	21.5	0.8
Three or more times, but not every day		42.7	51.1	8.5		41.2	48.7	7.5
Every day		32.7	26.1	-6.6		34.1	26.8	-7.2
<b>Number of times family member told child stories</b>	263				214			
Not at all		11.9	13.9	2.0		13.0	15.4	2.4
Once or twice		27.9	24.0	-3.9		25.3	25.8	0.4
Three or more times, but not every day		39.2	42.0	2.7		39.7	37.3	-2.4
Every day		21.0	20.1	-0.8		22.0	21.5	-0.5

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020. The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2019 and spring 2020.

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native alone or in combination with another race or Hispanic ethnicity.

<sup>b</sup>Asterisk (\*) indicates if there is a statistically significant fall-spring change at the  $p < .05$  level. There were no statistically significant fall-spring changes in this table.

<sup>c</sup>Percentages may not sum to 100 due to rounding.

**Table A.13. Activities that family members did with child in the past week**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n		n	Percentage <sup>b</sup>
<b>Taught child letters, words, or numbers</b>	332		278	
Never		1.4		1.4
1 or 2 days		19.8		20.8
3 or 4 days		22.7		25.0
Most days		56.1		52.8
<b>Taught child songs or music</b>	331		277	
Never		10.9		11.3
1 or 2 days		35.9		36.4
3 or 4 days		17.5		18.8
Most days		35.7		33.5
<b>Worked with child on arts and crafts</b>	332		278	
Never		12.4		12.8
1 or 2 days		42.4		45.4
3 or 4 days		19.9		17.1
Most days		25.3		24.7
<b>Played with toys or games indoors</b>	332		278	
Never		0.3		0.3
1 or 2 days		12.2		14.0
3 or 4 days		20.9		20.0
Most days		66.6		65.8
<b>Danced, played a game or sport, or exercised together</b>	332		278	
Never		2.1		2.4
1 or 2 days		16.0		16.1
3 or 4 days		24.6		26.1
Most days		57.4		55.5
<b>Took child along on errands</b>	330		276	
Never		5.5		6.0
1 or 2 days		18.4		19.1
3 or 4 days		24.6		24.8
Most days		51.5		50.1
<b>Involved child in household chores</b>	332		278	
Never		0.8		0.5
1 or 2 days		11.9		11.5
3 or 4 days		18.8		18.7
Most days		68.5		69.4
<b>Talked about what happened in Head Start</b>	331		277	
Never		1.3		1.5
1 or 2 days		5.7		6.4
3 or 4 days		15.9		15.4
Most days		77.1		76.7
<b>Talked about TV programs or videos</b>	332		278	
Never		4.1		4.2
1 or 2 days		32.0		31.1
3 or 4 days		23.4		23.3
Most days		40.5		41.3

Table A.13 (continued)

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n		n	Percentage <sup>b</sup>
<b>Played counting games</b>	332		278	
Never		2.2		2.2
1 or 2 days		20.6		20.9
3 or 4 days		28.3		26.7
Most days		48.8		50.2
<b>Played a board game or a card game</b>	332		278	
Never		23.7		25.3
1 or 2 days		44.6		40.8
3 or 4 days		15.9		17.0
Most days		15.8		16.8
<b>Played with blocks</b>	331		277	
Never		14.5		15.7
1 or 2 days		35.3		33.4
3 or 4 days		30.7		30.2
Most days		19.5		20.7
<b>Counted different things</b>	332		278	
Never		3.6		3.6
1 or 2 days		18.4		17.9
3 or 4 days		30.2		32.1
Most days		47.8		46.4
	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Mean (reported range) <sup>d</sup>	n	Mean (reported range)
<b>Number of activities<sup>c</sup></b>	332	13.0 (5 - 14)	278	13.0 (5 - 14)

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>b</sup>Percentages may not sum to 100 due to rounding.

<sup>c</sup>The number of activities includes all activities listed in this table that the parent reported doing at least one day, as well as whether a family member told the child a story in the past week (see Table A.11 for how frequently family members told stories).

<sup>d</sup>Possible range for the number of activities is 0 to 14.



**Table A.13a. Change in the activities that family members did with the child in the past week**

	All children (AIAN and non-AIAN)				AIAN children only <sup>a</sup>			
		Fall 2019	Spring 2020	Fall–spring change <sup>b</sup>		Fall 2019	Spring 2020	Fall–spring change <sup>b</sup>
	n	Percentage <sup>c</sup>	Percentage	Percentage	n	Percentage	Percentage	Percentage
<b>Taught child letters, words, or numbers</b>	268				219			
Never		2.0	1.1	-0.9		2.3	1.0	-1.3
1 or 2 days		17.5	21.3	3.8		18.5	22.5	4.1
3 or 4 days		27.7	24.1	-3.6		26.3	26.7	0.4
Most days		52.8	53.5	0.7		53.0	49.8	-3.2
<b>Taught child songs or music</b>	266				217			
Never		14.7	10.3	-4.5		15.4	11.0	-4.5
1 or 2 days		31.0	37.7	6.7		30.1	38.4	8.3
3 or 4 days		17.1	19.7	2.6		14.9	21.4	6.5
Most days		37.1	32.3	-4.8		39.5	29.2	-10.3
<b>Worked with child on arts and crafts</b>	268			*	219			*
Never		19.2	10.5	-8.7		18.9	10.4	-8.4
1 or 2 days		48.2	44.6	-3.6		49.0	47.6	-1.4
3 or 4 days		12.8	18.7	5.9		10.6	16.4	5.8
Most days		19.8	26.2	6.4		21.5	25.5	4.0
<b>Played with toys or games indoors</b>	268				219			
Never		0.7	0.3	-0.4		0.7	0.4	-0.3
1 or 2 days		7.5	12.7	5.2		8.3	14.6	6.2
3 or 4 days		13.9	22.6	8.7		13.1	22.4	9.3
Most days		77.8	64.3	-13.5		77.9	62.6	-15.2
<b>Danced, played a game or sport, or exercised together</b>	268			*	219			*
Never		1.5	0.4	-1.1		1.5	0.4	-1.0
1 or 2 days		23.4	14.4	-9.0		24.6	15.0	-9.6
3 or 4 days		24.5	26.4	1.9		24.6	27.9	3.3
Most days		50.6	58.8	8.2		49.3	56.6	7.3
<b>Took child along on errands</b>	266				217			
Never		3.5	5.6	2.2		4.0	6.6	2.5
1 or 2 days		23.4	19.4	-4.0		23.1	20.5	-2.6
3 or 4 days		23.0	27.0	4.0		24.5	27.2	2.7
Most days		50.1	48.0	-2.2		48.3	45.7	-2.6

Table A.13a (continued)

	All children (AIAN and non-AIAN)				AIAN children only <sup>a</sup>			
		Fall 2019	Spring 2020	Fall–spring change <sup>b</sup>		Fall 2019	Spring 2020	Fall–spring change <sup>b</sup>
	n	Percentage <sup>c</sup>	Percentage	Percentage	n	Percentage	Percentage	Percentage
<b>Involved child in household chores</b>	268				219			
Never		1.2	0.9	-0.4		1.4	0.6	-0.8
1 or 2 days		8.5	11.9	3.4		9.2	11.6	2.4
3 or 4 days		16.0	20.8	4.9		14.8	21.1	6.3
Most days		74.3	66.4	-7.9		74.6	66.7	-7.9
<b>Talked about what happened in Head Start</b>	267				218			
Never		0.8	1.0	0.2		0.6	1.2	0.5
1 or 2 days		10.7	6.5	-4.1		10.2	7.4	-2.9
3 or 4 days		10.8	15.1	4.2		11.5	15.1	3.6
Most days		77.7	77.4	-0.3		77.7	76.4	-1.3
<b>Talked about TV programs or videos</b>	267				219			
Never		9.7	3.8	-5.8		10.3	4.5	-5.8
1 or 2 days		26.7	34.6	7.9		25.9	33.5	7.6
3 or 4 days		30.0	22.2	-7.8		29.3	22.1	-7.2
Most days		33.6	39.4	5.7		34.5	39.9	5.4
<b>Played counting games</b>	268				219			
Never		2.4	2.5	0.1		2.5	2.5	0.0
1 or 2 days		26.9	20.7	-6.2		24.9	21.1	-3.7
3 or 4 days		29.0	30.0	1.0		31.0	28.9	-2.0
Most days		41.7	46.8	5.1		41.7	47.4	5.8
<b>Played a board game or a card game</b>	268			*	219			*
Never		33.4	21.4	-11.9		31.4	22.5	-8.9
1 or 2 days		52.2	44.9	-7.3		53.6	41.5	-12.1
3 or 4 days		5.8	17.8	11.9		5.6	19.1	13.5
Most days		8.5	15.9	7.3		9.4	16.9	7.6
<b>Played with blocks</b>	267			*	218			*
Never		17.4	12.9	-4.5		17.7	13.8	-3.9
1 or 2 days		42.0	34.0	-8.0		41.5	32.2	-9.3
3 or 4 days		20.3	32.7	12.4		22.3	32.1	9.8
Most days		20.2	20.4	0.1		18.5	21.9	3.3

Table A.13a (continued)

	All children (AIAN and non-AIAN)				AIAN children only <sup>a</sup>			
		Fall 2019	Spring 2020	Fall–spring change <sup>b</sup>		Fall 2019	Spring 2020	Fall–spring change <sup>b</sup>
	n	Percentage <sup>c</sup>	Percentage	Percentage	n	Percentage	Percentage	Percentage
<b>Counted different things</b>	268				219			
Never		3.6	4.1	0.5		3.2	4.1	1.0
1 or 2 days		26.3	20.5	-5.8		26.4	20.1	-6.3
3 or 4 days		21.6	29.0	7.4		21.0	31.7	10.7
Most days		48.4	46.4	-2.0		49.5	44.1	-5.3

	All children (AIAN and non-AIAN)				AIAN children only <sup>a</sup>			
		Fall 2019	Spring 2020	Fall–Spring Change		Fall 2019	Spring 2020	Fall–Spring Change
	n	Mean (reported range) <sup>e</sup>	Mean (reported range)	Mean	n	Mean (reported range)	Mean (reported range)	Mean
<b>Number of activities<sup>d</sup></b>	268	12.8 (5 - 14)	13.1 (5 - 14)	0.3*	219	12.8 (5 - 14)	13.1 (5 - 14)	0.3

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020. The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs in both fall 2019 and spring 2020.

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native alone or in combination with another race or Hispanic ethnicity.

<sup>b</sup>Asterisk (\*) indicates a statistically significant fall-spring change at the  $p \leq .05$  level. This change may occur in one or more of the four categories (never, 1 or 2 days, 3 or 4 days, and most days).

<sup>c</sup>Percentages may not sum to 100 due to rounding.

<sup>d</sup>The number of activities includes all activities listed in this table, as well as whether a family member told the child a story in the past week (see Table A.11a for change in how frequently family members told stories).

<sup>e</sup>Possible range for the number of activities is 0 to 14.

**Table A.14. Parent health behaviors**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage <sup>b</sup>	n	Percentage
<b>Parent smokes tobacco</b>	331		277	
Yes		20.4		21.3
No		79.6		78.7
<b>Frequency parent drank alcohol in past month</b>	329		275	
Never		69.1		69.4
Less than once a week to 2 days per week		29.9		30.1
3 or more days per week		0.9		0.5
<b>Among parents who drink alcohol, usual number of drinks when drinking in past month</b>	100		78	
1–2 drinks		67.4		64.7
3–4 drinks		16.9		17.2
5 or more drinks		15.7		18.1
<b>Parent or household member received help or treatment for alcohol use in past 12 months</b>	329		275	
Yes		1.4		1.2
No		98.6		98.8
<b>Parent or household member received help or treatment for other substance abuse problems in past 12 months</b>	330		276	
Yes		0.4		0.5
No		99.6		99.5
<b>Parent or household member received mental health help or treatment other than for alcohol or substance use problems in past 12 months</b>	327		274	
Yes		8.4		8.9
No		91.6		91.1

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>b</sup>Percentages may not sum to 100 due to rounding.

**Table A.15. Parent cultural connections and identity**

	n	Percentage <sup>a</sup>				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<b>All children (AIAN and non-AIAN)</b>						
Being a part of my tribe or cultural group is important to me	322	42.5	36.1	16.5	4.5	0.3
I think a lot about how my life has been affected by me being an American Indian or Alaska Native	320	21.0	27.5	32.3	13.7	5.5
I have a lot of pride in my tribe or cultural group	323	44.7	32.6	21.8	0.6	0.3
I speak or am learning to speak my Native language	323	13.1	22.8	31.9	24.5	7.6
I follow religious or spiritual beliefs that are based on traditional cultural beliefs	322	20.1	28.4	29.0	16.3	6.3
I listen to, sing, or dance to traditional Native music	323	18.0	28.4	26.6	17.2	9.8
I have a strong sense of belonging to my own tribe or cultural group	322	23.6	32.4	28.5	11.0	4.5
I have often talked to other people to learn about my tribe or culture	322	17.0	33.0	33.7	12.3	3.9
I feel good about my cultural and Native background	322	30.6	45.2	21.5	1.8	0.9
<b>American Indian and Alaska Native children only<sup>b</sup></b>						
Being a part of my tribe or cultural group is important to me	275	47.0	36.4	11.7	4.7	0.2
I think a lot about how my life has been affected by me being an American Indian or Alaska Native	274	23.5	30.4	29.5	12.7	3.9
I have a lot of pride in my tribe or cultural group	276	49.5	34.0	16.2	0.3	0.0
I speak or am learning to speak my Native language	275	14.7	24.7	28.4	25.1	7.1
I follow religious or spiritual beliefs that are based on traditional cultural beliefs	275	22.8	31.0	25.2	14.8	6.2
I listen to, sing, or dance to traditional Native music	275	20.0	31.1	23.6	15.7	9.5
I have a strong sense of belonging to my own tribe or cultural group	275	24.7	35.0	25.1	10.8	4.4
I have often talked to other people to learn about my tribe or culture	275	18.1	36.1	30.2	12.6	2.9
I feel good about my cultural and Native background	275	34.0	49.2	15.4	1.2	0.2

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Percentages may not sum to 100 due to rounding.

<sup>b</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

**Table A.16. Parent cultural activities with their child in past month**

	n	Percentage <sup>a</sup>				
		Never	Rarely	Sometimes	Often	Very often
<b>All children (AIAN and non-AIAN)</b>						
I told my child Native stories	326	24.1	20.0	32.8	16.7	6.4
I took my child to Native cultural events, like powwows or ceremonies	326	15.5	17.8	32.7	22.6	11.3
I made traditional Native cultural food for my child	326	17.4	14.7	34.2	17.6	16.2
I listened to Native cultural music with my child	326	18.2	20.5	30.1	19.8	11.4
I taught my child about Native cultural values and traditions	324	17.8	16.5	31.0	23.2	11.5
<b>American Indian and Alaska Native children only<sup>b</sup></b>						
I told my child Native stories	275	20.2	21.1	33.1	18.4	7.2
I took my child to Native cultural events, like powwows or ceremonies	275	12.5	16.5	33.0	25.0	12.9
I made traditional Native cultural food for my child	275	11.5	14.9	35.2	19.9	18.4
I listened to Native cultural music with my child	275	14.0	18.8	32.5	21.9	12.9
I taught my child about Native cultural values and traditions	274	13.4	14.8	33.1	25.6	13.1

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Percentages may not sum to 100 due to rounding.

<sup>b</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

**Table A.17. Parent neighborhood characteristics**

	n	Percentage <sup>a</sup>				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<b>All children (AIAN and non-AIAN)</b>						
People around here are willing to help their neighbors	328	20.9	38.5	31.3	7.1	2.2
The place where I live is too noisy or too polluted	330	0.9	8.2	12.0	43.2	35.6
Roads in my community are often difficult or impossible to drive on	329	2.7	11.9	22.5	41.2	21.7
I have to go too far to get things done, like shopping, banking, buying gas, or going to school or work	330	12.6	16.0	21.2	40.5	9.7
<b>American Indian and Alaska Native children only<sup>b</sup></b>						
People around here are willing to help their neighbors	275	18.2	40.0	32.6	6.6	2.6
The place where I live is too noisy or too polluted	276	1.1	8.7	11.5	46.1	32.6
Roads in my community are often difficult or impossible to drive on	275	3.2	13.1	23.1	41.5	19.1
I have to go too far to get things done, like shopping, banking, buying gas, or going to school or work	276	11.4	18.1	22.1	41.2	7.2

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

Percentages may not sum to 100 due to rounding.

<sup>a</sup>Percentages may not sum to 100 due to rounding.

<sup>b</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

**Table A.18. Types of neighborhood problems**

	n	Percentage <sup>a</sup>		
		Not a problem	Somewhat of a problem	Big problem
<b>All children (AIAN and non-AIAN)</b>				
Run-down houses or abandoned cars	330	46.1	37.9	16.0
Crime	329	48.3	42.2	9.5
Police not being available	326	63.8	29.1	7.0
Public drunkenness or people being high or stoned in public	326	51.9	32.1	16.0
Broken homes and family breakups	327	32.6	45.9	21.5
Physical violence, abuse, and neglect	323	49.9	38.0	12.1
Alcohol or drug abuse	329	31.3	37.1	31.7
Not enough good housing	330	39.9	26.0	34.1
Not enough jobs in the community	330	34.2	32.9	32.8
<b>American Indian and Alaska Native children only<sup>a</sup></b>				
Run-down houses or abandoned cars	276	47.5	35.2	17.3
Crime	275	48.7	41.3	10.1
Police not being available	273	62.2	30.5	7.2
Public drunkenness or people being high or stoned in public	272	49.1	34.4	16.5
Broken homes and family breakups	273	33.1	45.4	21.5
Physical violence, abuse, and neglect	272	47.7	38.8	13.4
Alcohol or drug abuse	275	28.7	37.6	33.7
Not enough good housing	276	38.1	24.3	37.6
Not enough jobs in the community	276	35.4	30.5	34.2

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Percentages may not sum to 100 due to rounding.

<sup>b</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.



## **SECTION B**

### **CHILDREN'S SOCIAL-EMOTIONAL SKILLS: SPRING 2020 AND FALL 2019–SPRING 2020 CHANGE**

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**Table B.1. Reliability of social skills, problem behaviors, and approaches to learning scores**

	Number of items administered <sup>a</sup>	Cronbach's alpha	
		All children (AIAN and non-AIAN)	AIAN children only <sup>b</sup>
Social skills <sup>c</sup>	12	0.89	0.89
Problem behaviors	14	0.86	0.85
Aggressive behavior	4	0.84	0.85
Hyperactive behavior	3	0.76	0.76
Withdrawn behavior	6	0.79	0.79
Approaches to learning score (ECLS–K)	6	0.90	0.90

Source: Spring 2020 AIAN FACES Teacher Child Report.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

Spring 2020 data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

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

<sup>a</sup>Reliability for all children and for AIAN children is based on the same number of items.

<sup>b</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>c</sup>Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

**Table B.2. Social skills, problem behaviors, and approaches to learning scores**

	All children (AIAN and non-AIAN)				AIAN children only <sup>a</sup>				Possible score range <sup>b</sup>
	n	Mean	Standard deviation (SD)	Reported score range	n	Mean	Standard deviation (SD)	Reported score range	
Social skills score <sup>c</sup>	402	17.2	4.5	3 - 24	337	17.2	4.6	3 - 24	0 - 24
Problem behaviors total score <sup>c</sup>	402	4.6	4.6	0 - 22	337	4.6	4.5	0 - 22	0 - 28
Aggressive behavior subscale score	402	1.4	1.8	0 - 8	337	1.3	1.8	0 - 8	0 - 8
Hyperactive behavior subscale score	401	1.2	1.5	0 - 6	336	1.1	1.4	0 - 6	0 - 6
Withdrawn behavior subscale score	402	1.6	2.0	0 - 12	337	1.7	2.1	0 - 12	0 - 12
Approaches to learning score (ECLS–K)	404	2.9	0.7	1 - 4	339	2.9	0.6	1 - 4	1 - 4

Source: Spring 2020 AIAN FACES Teacher Child Report and Parent Survey and Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 Teacher Child Report data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic. Spring 2020 Parent Survey data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

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

<sup>a</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>b</sup>The possible score range is the same for all children (AIAN and non-AIAN) and for AIAN children only.

<sup>c</sup>Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

**Table B.2a. Change in social skills, problem behaviors, and approaches to learning scores<sup>a</sup>**

	All children (AIAN and non-AIAN)				AIAN children only <sup>b</sup>			
	n	Fall 2019	Spring 2020	Fall–spring change <sup>c</sup>	n	Fall 2019	Spring 2020	Fall–spring change <sup>c</sup>
		Mean (reported range)	Mean (reported range)	Mean		Mean (reported range)	Mean (reported range)	Mean
Social skills score <sup>d</sup>	357	15.9 (2 - 24)	17.2 (3 - 24)	1.3*	295	16.0 (2 - 24)	17.2 (3 - 24)	1.2*
Problem behaviors total score <sup>d</sup>	357	5.3 (0 - 25)	4.6 (0 - 22)	-0.7	295	5.2 (0 - 25)	4.6 (0 - 22)	-0.5
Aggressive behavior subscale score	356	1.5 (0 - 8)	1.3 (0 - 8)	-0.2	295	1.5 (0 - 8)	1.3 (0 - 8)	-0.2
Hyperactive behavior subscale score	356	1.4 (0 - 6)	1.1 (0 - 6)	-0.3*	294	1.4 (0 - 6)	1.1 (0 - 6)	-0.3*
Withdrawn behavior subscale score	357	1.8 (0 - 12)	1.6 (0 - 12)	-0.1	295	1.7 (0 - 12)	1.7 (0 - 12)	-0.0
Approaches to learning score (ECLS–K)	357	2.8 (1 - 4)	2.9 (1.2 - 4.0)	0.2	295	2.8 (1 - 4)	2.9 (1.2 - 4.0)	0.2

Source: Fall 2019 and Spring 2020 AIAN FACES Teacher Child Report and Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or score in both fall 2019 and spring 2020.

Spring 2020 Teacher Child Report data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic. Spring 2020 Parent Survey data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

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

<sup>a</sup>See Table B.2 for possible response ranges.

<sup>b</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>c</sup>Asterisk (\*) indicates a statistically significant fall-spring change at the  $p \leq .05$  level.

<sup>d</sup>Social skills and problem behaviors items come from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating System.

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## **SECTION C**

### **CHILDREN'S PHYSICAL HEALTH AND DISABILITY STATUS: SPRING 2020 AND FALL 2019–SPRING 2020 CHANGE**

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**Table C.1. Teacher report of children's disability, delay, health impairment and IEP or IFSP status<sup>a</sup>**

	All children (AIAN and non-AIAN)		AIAN children only <sup>b</sup>	
	n	Percentage	n	Percentage
<b>Children with disabilities</b>	404		339	
Yes		20.2		19.3
No		79.8		80.7
<b>Among children with disabilities</b>				
<b>Type of disability<sup>c</sup></b>	78		66	
Speech or language		73.9		70.9
Cognitive <sup>d</sup>		32.3		22.8
Behavioral/emotional <sup>e</sup>		9.2		10.4
Sensory <sup>f</sup>		2.3		2.8
Physical <sup>g</sup>		16.6		16.4
<b>Children who have multiple disabilities</b>	78	30.9	66	20.1
<b>Children who have IEP or IFSP</b>	75	75.1	63	76.8

Source: Spring 2020 AIAN FACES Teacher Child Report and Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 Teacher Child Report data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic. Spring 2020 Parent Survey data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

Percentages do not add to 100 because teachers could report that a child had more than one disability across the categories.

IEP = Individualized Education Program; IFSP = Individual Family Service Plan.

<sup>a</sup>Surveys asked teachers whether a professional had indicated that the child had a developmental problem, delay, or other special need, and if so, to specify the need or disability.

<sup>b</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>c</sup>Percentages do not add to 100 because teachers could report that a child has more than one disability across the categories.

<sup>d</sup>Cognitive disability includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

<sup>e</sup>Behavioral/emotional disability includes: behavior problems, hyperactivity, and attention deficit.

<sup>f</sup>Sensory disability includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

<sup>g</sup>Physical disability includes: motor impairment.

**Table C.2. Parent report of child health status**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage	n	Percentage
Excellent	331	59.8	277	60.5
Very good	331	31.5	277	31.5
Good	331	8.0	277	7.4
Fair	331	0.7	277	0.6
Poor	331	0.0	277	0.0

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

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

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

**Table C.2a. Change in parent report of child health status**

	All children (AIAN and non-AIAN)				AIAN children only <sup>a</sup>			
		Fall 2019	Spring 2020	Fall–spring change <sup>b</sup>		Fall 2019	Spring 2020	Fall–spring change <sup>b</sup>
	n	Percentage	Percentage	Percentage	n	Percentage	Percentage	Percentage
Excellent	267	58.9	59.0	0.0	218	61.3	59.2	-2.1
Very good	267	29.8	31.4	1.6	218	27.9	31.8	4.0
Good	267	10.1	8.9	-1.2	218	9.9	8.4	-1.5
Fair	267	1.2	0.7	-0.5	218	0.9	0.6	-0.3
Poor	267	0.0	0.0	0.0	218	0.0	0.0	0.0

Source: Fall 2019 and Spring 2020 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on the construct in both fall 2019 and spring 2020.

Spring 2020 data were collected from February 21, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

<sup>b</sup>Asterisk (\*) indicates if there is a statistically significant fall-spring change at the  $p < .05$  level. There were no statistically significant fall-spring changes in this table.

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## **SECTION D**

### **CHILDREN'S CLASSROOM, CENTER, AND PROGRAM CULTURAL AND LANGUAGE ENVIRONMENT: SPRING 2020**

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**Table D.1. Percentage of AIAN children in children's classrooms**

	n	Percentage of children
<b>Percentage of children in classroom who are American Indian or Alaska Native (AIAN)</b>	428	
0 to 24 percent		6.9
25 to 49 percent		4.5
50 to 74 percent		10.4
75 to 100 percent		78.2

Source: Spring 2020 AIAN FACES Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey data on each of the constructs. 59 teachers completed a teacher survey, reporting on 59 classrooms.

Spring 2020 data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table D.2. Race/ethnicity of children's classroom staff**

	n	Percentage of children
<b>Lead teacher race/ethnicity</b>	459	
White, non-Hispanic		29.6
African American, non-Hispanic		1.1
Hispanic/Latino/a		16.0
American Indian or Alaska Native, non-Hispanica		48.5
Asian or Pacific Islander, non-Hispanic		0.0
Multiracial/biracial, non-Hispanic		4.8
Other, non-Hispanic		0.0
<b>Lead teacher is American Indian or Alaska Native (AIAN), alone or in combination with another race or ethnicity</b>	459	59.3
<b>Classroom staff is AIAN</b>		
At least one lead teacher, assistant teacher, or paid aide is AIAN	452	89.4
At least one lead teacher is AIAN	439	67.6
At least one assistant teacher is AIAN	441	70.6
At least one paid aide is AIAN	416	32.0

Source: Spring 2020 AIAN FACES Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey data on each of the constructs. 59 teachers completed a teacher survey, reporting on 59 classrooms.

Spring 2020 data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>This category includes teachers who only selected American Indian or Alaska Native for race and did not indicate they were another race or Hispanic ethnicity.



**Table D.3. Race/ethnicity of children's center and program directors**

	Center director		Program director	
	n	Percentage of children <sup>b</sup>	n	Percentage of children <sup>b</sup>
<b>Director race/ethnicity</b>	485		578	
White, non-Hispanic		28.2		19.3
African American, non-Hispanic		0.0		0.0
Hispanic/Latino/a		10.3		10.4
American Indian or Alaska Native, non-Hispanica		49.9		51.1
Asian or Pacific Islander, non-Hispanic		0.0		0.0
Multiracial/biracial, non-Hispanic		11.7		19.3
Other, non-Hispanic		0.0		0.0
<b>Director is American Indian or Alaska Native (AIAN), alone or in combination with another race or ethnicity</b>	485	65.8	578	74.6

Source: Spring 2020 AIAN FACES Center Director Survey and Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid center director survey and program director survey data on each of the constructs. 21 center directors completed a center director survey, and 19 program directors completed a program director survey.

Spring 2020 Center Director Survey data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic. Spring 2020 Program Director Survey data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>This category includes directors who only selected American Indian or Alaska Native for race and did not indicate they were another race or Hispanic ethnicity.

<sup>b</sup>Percentages may not sum to 100 due to rounding.

**Table D.4. Presence of a cultural/language elder or specialist in children’s classrooms, centers, and programs**

	Classroom		Center		Program	
	n	Percentage of children	n	Percentage of children	n	Percentage of children
<b>Cultural/language elder or specialist available</b>	471	48.3	485	68.9	592	77.0
<b>Cultural/language elder or specialist is<sup>a</sup></b>	256		359		460	
A spiritual leader		0.0		0.0		0.0
An influential member of the tribal or cultural community		10.0		8.7		12.2
A member of the tribal or cultural community		77.8		49.0		88.3
A Head Start staff member		n.a. <sup>b</sup>		44.9		34.9
Other <sup>c</sup>		18.5		4.5		6.0

Source: Spring 2020 AIAN FACES Teacher Survey, Center Director Survey, and Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid teacher survey, center director survey, and program director survey data on each of the constructs. 59 teachers completed a teacher survey (reporting on 59 classrooms), 21 center directors completed a center director survey, and 19 program directors completed a program director survey.

Spring 2020 Teacher Survey data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic. Spring 2020 Center Director Survey data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic. Spring 2020 Program Director Survey data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

n.a. = not applicable

<sup>a</sup>Teachers, center directors, and program directors could select more than one type of person who serves as a resource, so percentages may sum to greater than 100.

<sup>b</sup>This category is a result of back coding the “Other” response option. Teachers did not specify a Head Start staff member in this “Other” option.

<sup>c</sup>Examples of “other” cultural/language elders or specialists include a language teacher from another program in the community and a cultural education specialist employed by the Tribe.

**Table D.5. Characteristics of storytelling in children’s classrooms**

	n	Percentage of children
<b>Listen to a teacher, aide, volunteer, or elder tell a story</b>	471	
Never		3.3
Once a month or less		15.8
Two or three times a month		4.6
Once or twice a week		3.5
Three or four times a week		10.5
Every day		62.4
<b>Storytelling format<sup>a</sup></b>	414	
Formal		55.3
Informal		73.9
<b>Language of storytelling<sup>b</sup></b>	414	
English		98.4
Native language		42.8
Spanish		2.4
Other language		0.0

Source: Spring 2020 AIAN FACES Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with a valid teacher survey on each of the constructs. 59 teachers completed a teacher survey (reporting on 59 classrooms).

Spring 2020 data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Teachers could select more than one storytelling format, so percentages may sum to greater than 100.

<sup>b</sup>Teachers could select more than one language of storytelling, so percentages may sum to greater than 100.

**Table D.6. Culture and Native language exposure in children's classrooms and centers**

	n	Percentage of children
<b>Lead teacher speaks a language other than English in classroom</b>	471	39.3
<b>Lead teacher speaks a Native language in classroom</b>	471	35.8
<b>Language that is always or usually spoken to child in home used for classroom instruction<sup>a</sup></b>	302	86.6
<b>Language(s) used for instruction in classroom<sup>b</sup></b>	471	
English		85.7
Native language(s)		42.9
Spanish		5.5
Other language		0.0
<b>Language(s) used when reading to children in classroom<sup>b</sup></b>	471	
English		99.8
Native language(s)		20.6
Spanish		9.8
Other language		0.0
<b>Language(s) used in printed classroom material<sup>b</sup></b>	471	
English		100.0
Native language(s)		46.1
Spanish		12.8
Other language		0.0
<b>How often children receive Native language instruction or lessons</b>	384	
Daily		62.0
3 - 4 times a week		13.1
1 - 2 times a week		15.2
Less than once a week		9.6
Not at all		0.0
<b>Native language lessons taught by<sup>b</sup></b>	384	
Lead teacher		66.9
Assistant teachers		54.6
Paid aides		1.1
Cultural/language elder or specialist		50.1
Other <sup>c</sup>		13.0
<b>Center serves children or families who speak a language other than English at home</b>	485	41.9
<b>Among centers serving children or families who speak a language other than English at home, languages of center staff and families match</b>	56	! <sup>d</sup>

Source: Spring 2020 AIAN FACES Teacher Survey and Center Director Survey and Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey, center director survey, or program director survey data on each of the constructs. 59 teachers completed a teacher survey (reporting on 59 classrooms), and 21 center directors completed a center director survey.

Table D.6 (*continued*)

Spring 2020 Teacher Survey data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic. Spring 2020 Center Director Survey data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

! Too few cases for a reliable estimate

<sup>a</sup>The study based this characteristic on the teacher's report of the language(s) used for instruction in the classroom, as well as the parent's report of the language that is always or usually spoken to the child at home.

<sup>b</sup>Teachers could select more than one language for this item, so percentages may sum to greater than 100.

<sup>c</sup>Examples of "other" Native language lesson teachers include grandparents and volunteers.

<sup>d</sup>Center directors report on the number of family languages teachers in the center speak and the number of languages all families in the center speak. Of the 6 centers that serve children or families who speak a language other than English at home, 1 center director answered the item on languages teachers speak..

**Table D.7. How often teachers and children use Native language in children's classrooms**

	n	Percentage of children <sup>a</sup>
<b>Children speak a Native language in class</b>	464	
Daily		48.3
3 - 4 times a week		14.6
1 - 2 times a week		9.7
Less than once a week		27.4
<b>Teachers speak a Native language in class</b>	471	
Daily		51.4
3 - 4 times a week		10.3
1 - 2 times a week		11.6
Less than once a week		26.8
<b>Children and teachers converse together in a Native language</b>	471	
Daily		37.8
3 - 4 times a week		4.8
1 - 2 times a week		9.7
Less than once a week		47.6
<b>Children incorporate Native language words into English sentences</b>	471	
Always		4.8
Sometimes		34.8
Rarely		33.6
Never		26.8
<b>Children speak full sentences in a Native language</b>	465	
Always		1.1
Sometimes		5.2
Rarely		26.8
Never		66.8
<b>Among children receiving Native language instruction or lessons<sup>b</sup>, length of lessons</b>	384	
Less than 5 minutes		6.6
5 - 10 minutes		34.8
11 - 15 minutes		31.1
16 - 20 minutes		10.2
More than 20 minutes		17.3

Source: Spring 2020 AIAN FACES Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey data on each of the constructs. 59 teachers completed a teacher survey, reporting on 59 classrooms.

Spring 2020 data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Percentages may not sum to 100 due to rounding.

<sup>b</sup>The number of children receiving Native language instructions or lessons includes all children who received any lessons (see Table D.6 for how frequently children received Native language instructions or lessons).

**Table D.8. Cultural curricula, assessment tools, and activities used in children's classrooms and programs**

	n	Percentage of children
<b>Classroom uses cultural curriculum</b>	465	
Yes		25.0
No		75.0
<b>Classroom uses locally designed tool to assess Native language development</b>	465	
Yes		23.5
No		76.5
<b>Approach to cultural and language activities in classroom</b>	471	
Integrate throughout the day		40.5
Offer separate cultural activities/areas within the classroom		18.3
Conduct a pull-out program		0.0
Use a combination of the above		21.3
<b>Program has used the Making It Work framework<sup>a</sup></b>	592	
Yes, for all classrooms		29.3
Yes, for some classrooms		4.9
No		65.8
<b>Among programs using the Making It Work<sup>a</sup> framework, how it has been used</b>	115	
We developed a new curriculum		0.0
We developed new activities to add into our existing curriculum		97.7
We developed new approaches for classroom activity planning		3.4
We developed new approaches for developing student goals and plans		0.0
We developed new approaches for monitoring and assessing children's progress		0.0
Other		0.0
Use a combination of the above		1.1

Source: Spring 2020 AIAN FACES Teacher Survey and Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey or program director data on each of the constructs. 59 teachers completed a teacher survey, reporting on 59 classrooms, and 19 program directors completed a program director survey.

Spring 2020 Teacher Survey data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic. Spring 2020 Program Director Survey data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Making It Work is a resource to help programs connect cultural practices into their existing curriculum. The National Center on Early Childhood Development, Teaching, and Learning developed it.

**Table D.9. Level of immersion and Native language use in children's programs**

	n	Percentage of children
<b>Immersion and Native language use in children's programs<sup>a</sup></b>	592	
Full immersion (all classrooms)		0.0
Full immersion (some classrooms)		0.0
Partial immersion (Native language used approximately 50 percent or more of the time; all classrooms)		0.4
Partial immersion (Native language used approximately 50 percent or more of the time; some classrooms)		6.0
Structured Native language lessons (Basic Language)		57.2
Teachers use Native words in the classroom		89.3
Other		0.0
None of these		0.5
<b>Among programs that are not full or partial immersion</b>		
<b>Program has ever had a full or partial Native language immersion program</b>	545	
Yes		36.9
No		63.1
<b>Among programs that are no longer using a Native language immersion program,<sup>b</sup> reason why</b>	98	
No fluent speakers available in the community		15.2
No fluent speakers with training to teach language		0.0
Limited support or interest from parents or the community		0.0
No teachers speak the language		0.0
Immersion program offered by other tribal departments or entities		84.8
Other		0.0

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 19 program directors completed a program director survey, reporting on 19 programs.

Spring 2020 data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Program directors could select more than one language for this item, so percentages may sum to greater than 100.

<sup>b</sup>Data reflects children's programs based on responses from 3 program directors whose programs no longer use a Native language immersion program.



**Table D.10. How often children’s centers use cultural activities during the Head Start year**

	n	Percentage of children <sup>a</sup>					Not appropriate in community
		Daily	Weekly	Monthly	Yearly	Never	
<b>Types of activities in children’s centers</b>							
Listened to elders tell traditional stories	485	0.0	4.2	8.1	54.5	33.2	0.0
Participated in traditional activities, including gathering/ preparing food, hunting, fishing, planting, and harvesting	485	0.0	0.0	14.9	39.9	45.2	0.0
Observed or listened to presentations about gathering/ preparing food, hunting, fishing, planting, and harvesting	485	0.0	0.0	17.0	63.3	19.6	0.0
Participated in some aspect of a community’s social dancing, singing, or drumming traditions during the Head Start day	485	1.2	8.1	23.9	52.5	14.3	0.0
Participated in a program event outside the Head Start day that included traditional dancing, singing, or drumming	472	0.0	0.0	11.4	41.1	47.6	0.0
Participated in traditional craft making activities, such as beading, weaving, or making pottery, jewelry, or dance regalia	485	0.0	0.0	27.7	43.2	24.8	4.3
Observed or participated in a traditional cultural game	485	0.0	0.0	2.0	53.9	44.0	0.0
	<b>n</b>	<b>Percentage of children</b>					
<b>Children’s centers had at least one activity</b>	485	90.3					
<b>Number of activities in children’s centers (categories)</b>	485						
0		9.7					
1		0.0					
2		1.8					
3		4.2					
4		17.5					
5		34.8					
6		15.8					
7		16.1					
	<b>n</b>	<b>Mean</b>	<b>Reported range<sup>b</sup></b>				
<b>Number of activities in children’s centers</b>	485	4.7	0 - 7				

Source: Spring 2020 AIAN FACES Center Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020. The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey data on each of the constructs. 21 center directors completed a center director survey, reporting on 27 centers.

Spring 2020 data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Percentages may not sum to 100 due to rounding.

<sup>b</sup>The possible range is 0 to 7 activities.

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## **SECTION E**

### **CHILDREN'S CLASSROOM AND TEACHER CHARACTERISTICS: SPRING 2020**

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

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**Table E.1. Frequency of reading and language activities in children's classrooms**

	Percentage of children				Daily or almost daily
	n	Never	Monthly	Weekly	
Work on letter naming	471	0.3	0.5	6.6	92.6
Practice writing letters	471	0.0	0.3	16.4	83.3
Discuss new words	471	0.0	3.5	14.1	82.4
Dictate stories to a teacher, aide, or volunteer	461	0.0	6.3	39.1	54.6
Listen to teacher read stories where they see the print	471	0.0	1.4	4.3	94.3
Listen to teacher read stories where they don't see the print	471	19.6	27.5	14.2	38.7
Retell stories	459	0.0	9.8	38.8	51.4
Learn about conventions of print	471	1.5	6.0	8.8	83.7
Write own name	471	0.3	1.0	13.7	85.1
Learn about rhyming words and word families	468	0.0	12.0	27.7	60.3
Learn about common prepositions	468	0.0	8.3	34.4	57.3
Work on letter-sound relationships	471	0.0	5.1	13.5	81.4

Source: Spring 2020 AIAN FACES Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey data on each of the constructs. 59 teachers completed a teacher survey, reporting on 59 classrooms

Spring 2020 data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table E.2. Frequency of math activities in children's classrooms**

	n	Percentage of children			Daily or almost daily
		Never	Monthly	Weekly	
Count out loud	471	0.0	0.0	1.0	99.0
Work with geometric manipulatives	471	0.3	4.0	7.3	88.4
Work with counting manipulatives	471	0.5	5.8	29.2	64.5
Play math-related games	471	0.0	10.7	35.5	53.8
Work with rulers or other measuring instruments	467	1.5	9.0	48.4	41.1
Engage in calendar-related activities	471	15.4	3.1	3.6	77.9
Engage in activities related to telling time	471	8.4	32.6	23.4	35.6
Engage in activities that involve shapes and patterns	471	0.0	3.0	11.2	85.7
Work on comparing quantities	471	0.5	23.1	31.8	44.6
Work on ordinal numbers	471	3.4	28.8	24.2	43.5
Use 10 frames to help teach math concepts	471	19.2	38.6	17.4	24.8

Source: Spring 2020 AIAN FACES Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey data on each of the constructs. 59 teachers completed a teacher survey, reporting on 59 classrooms.

Spring 2020 data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table E.3. Types of curricula and assessment tools used in children’s classrooms**

	n	Percentage of children
<b>Primary curriculum<sup>a,b</sup></b>	444	
Creative Curriculum		59.2
HighScope Curriculum		2.6
Locally designed curriculum		6.9
Widely available curriculum <sup>c</sup>		6.0
Other <sup>d</sup>		1.3
Uses multiple curricula equally		24.0
<b>Primary assessment tool</b>	443	
Teaching Strategies GOLD assessment <sup>e</sup>		68.6
HighScope Child Observation Record (COR)		4.2
Galileo		0.0
Desired Results Developmental Profile (DRDP)		0.0
Learning Accomplishment Profile Screening (LAP)		0.0
Locally designed tool		8.9
Other <sup>f</sup>		18.4
<b>Uses aligned curriculum and assessment tool<sup>g</sup></b>	368	
Yes		63.5
No		36.5

Source: Spring 2020 AIAN FACES Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey data on each of the constructs. 59 teachers completed a teacher survey.

Spring 2020 data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Percentages reflect the primary curriculum teachers used in the classroom, regardless of whether the teacher used only one curriculum or a combination of curricula.

<sup>b</sup>Table D.8 reports on the use of cultural curricula in children’s classrooms.

<sup>c</sup>“Widely available” curricula are those that have printed materials available for use and information on their specific goals (other than Creative Curriculum and HighScope). In some cases, research on the efficacy of the curriculum is available (such as for High Reach, Let’s Begin with the Letter People, Montessori, Bank Street, Creating Child Centered Classrooms-Step by Step, and Scholastic).

<sup>d</sup>Examples of “other” primary curricula include Conscious Discipline and Early Learning Curriculum.

<sup>e</sup>This assessment tool was formally known as the Creative Curriculum Developmental Continuum Assessment Toolkit.

<sup>f</sup>An example of “other” primary assessment tools includes the Ages and Stages Questionnaire.

<sup>g</sup>Among classrooms using a curriculum with an available aligned assessment tool. Aligned assessment tools are available for Creative Curriculum, HighScope, Montessori, and Galileo.

**Table E.4. Children's lead teacher experience, credentials, and education<sup>a</sup>**

	n	Percentage of children
<b>Years teaching in Head Start or Early Head Start</b>	471	
Less than 1 year		0.0
1 to 2 years		12.8
3 to 4 years		19.8
5 to 9 years		21.0
10 or more years		46.4
<b>Highest level of education</b>	471	
High school diploma or equivalent or less		9.5
Some college/vocational/technical		14.3
Associate's degree		17.0
Bachelor's degree		55.8
Graduate or professional degree		3.4
<b>Has taken 6 or more college courses in early childhood education or child development</b>	397	
Yes		95.4
No		4.6
<b>Has state-sponsored credential</b>		
Child Development Associate (CDA)	471	35.9
Teaching certificate or license for preschool <sup>b</sup>	391	49.7
Teaching certificate or license for grades other than preschool <sup>b</sup>	426	31.2
<b>Any of the above state-sponsored credentials</b>	471	73.1
<b>Has bachelor's degree or higher and state-sponsored credential</b>	471	44.9

Source: Spring 2020 AIAN FACES Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey data on each of the constructs. 59 teachers completed a teacher survey.

Spring 2020 data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>The study defines lead teacher as the head or primary teacher in the classroom.

<sup>b</sup>Teachers usually receive a certificate or license from a state department or agency that has authority over the education and/or early childhood system in that state. Teachers receive the certificate or license when they meet the education or experience requirements set by the department or agency.



**Table E.5. Children's lead teacher salaries<sup>a</sup>**

	<b>n</b>	<b>Mean</b>	<b>Reported range</b>
<b>Annual teacher salaries<sup>c</sup></b>	297	34,700	<\$10,000 - >\$50,000

	<b>n</b>	<b>Percentage of children</b>
<b>Annual teacher salaries (categories)</b>	297	
<\$25,000		20.7
\$25,001 – \$35,000		24.0
\$35,001 – \$40,000		32.1
>\$40,000		23.3

Source: Spring 2020 AIAN FACES Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey data on each of the constructs. 59 teachers completed a teacher survey.

Spring 2020 data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>The study defines lead teacher as the head or primary teacher in the classroom.

<sup>c</sup>To lessen the effect of a small number of respondents who reported extremely low and extremely high salaries, we cap the annual salary at a minimum of \$10,000 and a maximum of \$50,000.

**Table E.6. If teachers receive mentoring, from whom, and how often<sup>a</sup>**

	n	Percentage of children
<b>Teacher has a mentor or coach</b>	461	
Yes		52.0
No		48.0
<b>Among teachers who have a mentor or coach</b>		
<b>Mentoring usually conducted by</b>	256	
Another teacher		23.8
Education coordinator or specialist		33.5
Center director/manager		13.5
Program director		4.9
Program or center staff person who is a full-time mentor or coach		0.0
Another specialist on the program or center staff		1.4
Someone from outside the program		17.6
A cultural/language elder or specialist		0.0
Other <sup>b</sup>		5.4
<b>How frequently the mentor visits the classroom</b>	260	
Once a week or more		27.2
Once every two weeks		6.0
Once a month		51.2
Less than once a month		15.5

Source: Spring 2020 AIAN FACES Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey data on each of the constructs. 59 teachers completed a teacher survey.

Spring 2020 data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>The study defines lead teacher as the head or primary teacher in the classroom.

<sup>b</sup>Examples of “other” mentors include Behavior Counselor and Education Team Member.

**Table E.7. Children's lead teachers' total depressive symptoms<sup>a</sup>**

	n	Percentage of children
<b>Teacher total depressive symptoms (categories)<sup>b</sup></b>	471	
No to few (0 to 4)		36.0
Mild (5 to 9)		26.8
Moderate (10 to 14)		26.3
Severe (15 to 36)		10.9

	n	Mean	Reported range <sup>c</sup>
<b>Teacher total depressive symptoms<sup>b</sup></b>	471	7.9	0 - 26

Source: Spring 2020 AIAN FACES Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey data on each of the constructs. 59 teachers completed a teacher survey.

Spring 2020 data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>The study defines lead teacher as the head or primary teacher in the classroom. <sup>b</sup>The total depressive symptom score is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). The publisher reports that depressive symptoms scores have been correlated with clinical diagnosis, but the CES-D is a screening tool and not used to formally diagnose depression.

<sup>c</sup>Teacher total depressive symptoms score has a possible range of 0 to 36.

**Table E.8. Children's lead teacher job satisfaction and beliefs about teaching<sup>a</sup>**

	n	Percentage of children	
<b>Teacher job satisfaction (item level responses)<sup>b</sup></b>	471		
Enjoys present teaching job			86.8
Is making a difference in the lives of children they teach			96.5
Would choose teaching again as career			81.1
	n	Mean	Reported range <sup>d</sup>
<b>Teacher job satisfaction<sup>c</sup></b>	471	4.4	1 - 5
<b>Teacher beliefs about teaching<sup>d</sup></b>	471		
Developmentally Appropriate Attitudes subscale		6.7	3 - 10
Didactic subscale		2.9	1 - 5
Child Initiated subscale		4.5	3 - 5

Source: Spring 2020 AIAN FACES Teacher Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid teacher survey data on each of the constructs. 59 teachers completed a teacher survey.

Spring 2020 data were collected from March 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>The study defines lead teacher as the head or primary teacher in the classroom.

<sup>b</sup>Percentages reflect teachers who agreed or strongly agreed with this item.

<sup>c</sup>The job satisfaction score reflects the mean of the three items shown in the top half of the table. Each of these items has a 5-point scale ranging from "strongly disagree" to "strongly agree." The mean also has a range of 1 to 5; higher scores indicate stronger satisfaction.

<sup>d</sup>The Developmentally Appropriate Practice subscale has a possible range of 1 to 10. The Didactic Subscale has a possible range of 1 to 5. The Child-Initiated Practice Subscale has a possible range of 1 to 5.

## **SECTION F**

### **CHILDREN'S PROGRAM AND CENTER CHARACTERISTICS: SPRING 2020**

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**Table F.1. Enrollment in children's programs**

	<b>n</b>	<b>Mean</b>	<b>Range</b>
Proportion of program enrollees who are American Indian or Alaska Native <sup>a</sup>	444	96.5	82 - 100
Total program enrollment <sup>b,c</sup>	444	180.1	20 - >300

Source: 2018–2019 Program Information Report (PIR), an annual report of grantee-level data.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs. This table presents data only from the PIR collected from the 22 AIAN FACES 2019 programs.

<sup>a</sup>The PIR defines American Indian or Alaska Native as a person who has origins in any of the original peoples of North, Central, or South America and maintains tribal affiliation or community attachment.

<sup>b</sup>The study based total enrollment on cumulative enrollment reported in the 2018–2019 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

<sup>c</sup>To lessen the effect of a small number of respondents who reported extremely high numbers of total program enrollment, we limit total program enrollment at a maximum of 300 in our analysis.

**Table F.2. Children's program characteristics**

	n	Percentage of children
<b>Head Start program day<sup>a,b</sup></b>	592	
Full-day for all children		54.0
Part-day for all children		9.7
Full-day and part-day available to children		36.3
<b>Length of Head Start program year<sup>c</sup></b>	592	
Full-year		8.5
Part-year		91.5
<b>Full-year and full-day for all children</b>	592	
Full-year and full-day program		5.0
Full-year and full-day for at least 75 percent but not all children		0.0
Full-year and full-day for at least 50 to 75 percent of children		0.0
Full-year and full-day for less than 50 percent of all children		3.5

Source: 2018–2019 Program Information Report (PIR), an annual report of grantee-level data.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs. This table presents data only from the PIR collected from the 22 AIAN FACES 2019 programs.

<sup>a</sup>Full-day reflects services provided for more than six hours per day. Part-day reflects services provided for six or fewer hours per day. The length of the program day may vary among centers in a program, and within those centers.

<sup>b</sup>For center-based programs, PIR respondents identify the number of funded enrollment slots that are part-day or full-day. We assume all family child care homes offer full-day services.

<sup>c</sup>In this analysis, we have identified a program as full-year if it provides services at least 11 months per year. Part-year programs range from 8 to just under 11 months.



**Table F.3. Level of education and credentials of program directors in children's programs**

	n	Percentage of children <sup>a</sup>
<b>Highest level of education</b>	578	
High school diploma or equivalent or less		3.7
Some college		5.3
Associate's degree		4.1
Bachelor's degree		44.7
Graduate or professional degree		42.1
<b>Has early childhood program or school license/certificate/credential in administration</b>	578	55.5
<b>Has bachelor's degree or higher and an early childhood program or school license/certificate/credential in administration</b>	578	46.5

Source: Spring 2020 AIAN FACES Program Director survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 19 program directors completed a program director survey.

Spring 2020 data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Percentages may not sum to 100 due to rounding.

**Table F.4. Program director years of experience as a Head Start director in children's programs**

	n	Percentage of children	
<b>In current program (categories)</b>	541		
3 years or less		55.4	
4 to 9 years		22.3	
10 to 19 years		8.1	
20 or more years		14.2	
<b>In any Head Start program (categories)</b>	541		
3 years or less		55.4	
4 to 9 years		13.7	
10 to 19 years		16.1	
20 or more years		14.8	
	<b>n</b>	<b>Mean</b>	<b>Range</b>
<b>In current program</b>	541	6.5	0 - 29
<b>In any Head Start program<sup>a</sup></b>	541	7.0	0 - 29

Source: Spring 2020 AIAN FACES Program Director survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 19 program directors completed a program director survey.

Spring 2020 data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table F.5. Top three areas where program directors reported they need additional support to lead more effectively in children’s programs**

	n	Percentage of children
Data-driven decision making	592	60.8
Educational/curriculum leadership	592	41.3
Working with and partnering in the community	592	35.3
Program improvement planning	592	29.8
Assessing community needs	592	25.2
Leadership skills	592	19.4
Integrating Native culture and language into the curriculum	592	18.0
Building relationships with tribal leadership	592	17.7
Budgeting	592	12.4
Teacher evaluation	592	9.0
Creating positive learning environments	592	8.2
Evaluating other program staff	592	3.7
Child assessment	592	3.4
Staffing (hiring)	592	2.2
Working with parents, extended family, and community caregivers	592	0.8
Establishing good relationships with Office of Head Start, program, and/or grant specialist	592	0.0
Teacher professional development	592	0.0

Source: Spring 2020 AIAN FACES Program Director survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on the construct. 19 program directors completed a program director survey. Spring 2020 data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table F.6. Level of education and credentials of center directors in children's centers**

	n	Percentage of children
<b>Highest level of education</b>	485	
High school diploma or equivalent or less		0.4
Some college		15.6
Associate's degree		27.2
Bachelor's degree		38.8
Graduate or professional degree		18.0
<b>Has state-sponsored credentials</b>		
Child Development Associate (CDA)	485	35.5
Teaching certificate or license for preschool <sup>a</sup>	485	6.7
Teaching certificate or license for grades other than preschool <sup>a</sup>	485	22.0
Has early childhood program or school license/certificate/credential in administration	485	29.0
<b>Any of the above state-sponsored credentials</b>	485	70.2
<b>Has bachelor's degree or higher and state-sponsored credential</b>	485	37.4

Source: Spring 2020 AIAN FACES Center Director survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid center director survey data on each of the constructs. 21 center directors completed a center director survey, reporting on 27 centers.

Spring 2020 data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Teachers usually receive a certificate or license from a state department or agency that has authority over the education and/or early childhood system in that state. Teachers receive the certificate or license when they meet the education or experience requirements set by the department or agency.

**Table F.7. Center director years of experience as a Head Start director in children's centers**

	n	Percentage of children <sup>a</sup>	
<b>In current program (categories)</b>	485		
3 years or less		26.8	
4 to 9 years		22.9	
10 to 19 years		44.3	
20 or more years		6.0	
<b>In any Head Start program (categories)</b>	454		
3 years or less		31.6	
4 to 9 years		10.7	
10 to 19 years		50.0	
20 or more years		7.6	
	<b>n</b>	<b>Mean</b>	<b>Range</b>
<b>In current program</b>	485	8.4	0 - 29
<b>In any Head Start program</b>	454	8.6	0 - 29

Source: Spring 2020 AIAN FACES Center Director survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid center director survey data on each of the constructs. 21 center directors completed a center director survey, reporting on 27 centers.

Spring 2020 data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Percentages may not sum to 100 due to rounding.

**Table F.8. Top three areas where center directors reported they need additional support to lead more effectively in children’s centers**

	n	Percentage of children
Educational/curriculum leadership	485	4.3
Child assessment	485	0.8
Creating positive learning environments	485	4.3
Working with parents, extended family, and community caregivers	485	35.1
Program improvement planning	485	40.4
Budgeting	485	3.5
Integrating Native culture and language into the curriculum	485	20.3
Leadership skills	485	22.8
Staffing (hiring)	485	18.4
Building relationships with tribal leadership	485	4.6
Establishing good relationships with Office of Head Start, program, and/or grant specialist	485	0.0
Teacher evaluation	485	19.7
Evaluating other program staff	485	8.7
Teacher professional development	485	38.8
Assessing community needs	485	3.5
Working with and partnering in the community	485	5.4
Data-driven decision making	485	55.7

Source: Spring 2020 AIAN FACES Center Director survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid center director survey data on the construct. 21 center directors completed a center director survey, reporting on 27 centers.

Spring 2020 data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table F.9. Number of lead teachers in children's centers and the percentage of those who left and needed to be replaced**

	n	Percentage of children	
<b>Number of lead teachers employed in children's centers (categories)<sup>a</sup></b>	485		
1 to 2		55.9	
3 to 5		9.2	
6 to 10		28.8	
More than 11		6.0	
<b>Lead teacher turnover percentage (categories)<sup>b</sup></b>	485		
0 percent		55.9	
1 to 9 percent		0.0	
10 to 25 percent		11.2	
26 to 100 percent		31.7	
More than 100 percent		1.2	
	<b>n</b>	<b>Mean</b>	<b>Range</b>
<b>Number of lead teachers employed in children's centers<sup>a</sup></b>	485	4.2	1 - 15
<b>Lead teacher turnover percentage<sup>b</sup></b>	485	26.9	0 - 200

Source: Spring 2020 AIAN FACES Center Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid center director survey data on each of the constructs. 21 center directors completed a center director survey, reporting on 27 centers.

Spring 2020 data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>The study defines lead teacher as the head or primary teacher in the classroom. Head Start centers may indicate that they do not employ any lead teachers because they do not treat any teachers as "lead" or because their lead teacher position is vacant at the time of the survey.

<sup>b</sup>We calculated the percentage of turnover among lead teachers by dividing the number of teachers who left and were replaced in the past 12 months by the total number of teachers currently employed at the center. Percentages greater than 100 indicate that some centers had to replace teachers more than once over 12 months. For example, if a center director reported they employ 10 teachers, and that 11 left and had to be replaced (that is, they had to replace all teachers once and one of the replacements also had to be replaced), their teacher turnover percentage would be 110 percent.

**Table F.10. Professional development activities offered to staff in children's centers<sup>a</sup>**

	n	Percentage of children
Support/funding to attend tribal, regional, state, or national early childhood conferences	485	96.3
Paid substitutes to allow teachers time to prepare, train, and/or plan	485	68.3
Coaching or mentoring	485	88.7
Other types of consultants hired to work directly with staff to address a specific issue or concern	485	85.2
Workshops/trainings sponsored by program	485	98.2
Workshops/trainings provided by other organizations	485	98.2
A community of learners <sup>b</sup>	485	57.5
Time during the regular work day to participate in Office of Head Start training and technical assistance webinars	485	69.1
Tuition assistance for associate's or bachelors' degree courses	481	72.1
Onsite associate's or bachelor's degree courses	461	9.5
Tuition assistance for courses toward getting a credential	485	67.2
Other <sup>c</sup>	475	3.0

Source: Spring 2020 AIAN FACES Center Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid center director survey data on each of the constructs. 21 center directors completed a center director survey, reporting on 27 centers.

Spring 2020 data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Center directors reported on supports available to center teachers, family child care providers, and home visitors.

<sup>b</sup>A community of learners is also known as a professional learning community and is facilitated by an expert.

<sup>c</sup>An example of "other" professional development activities includes T.E.A.C.H. (or Teacher Education And Compensation Helps Early Childhood®).



**Table F.11. Parent support curricula used in children's centers**

	n	Percentage of children
Yes	485	32.6
No	485	67.4

Source: Spring 2020 AIAN FACES Center Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid center director survey data on each of the constructs. 21 center directors completed a center director survey, reporting on 27 centers.

Spring 2020 data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table F.12. Substance use and related problems in children's program communities**

	n	Percentage of children
<b>Public drunkenness/people being high or stoned in public</b>	592	
Not a problem		5.4
Somewhat of a problem		53.5
Big problem		41.1
<b>Opioid use</b>	592	
Not a problem		0.0
Somewhat of a problem		44.2
Big problem		55.8
<b>Other types of substance use problems</b>	592	
Not a problem		0.0
Somewhat of a problem		49.7
Big problem		50.3
<b>Lack of resources for treatment of substance use</b>	592	
Not a problem		25.1
Somewhat of a problem		37.8
Big problem		37.1

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 19 program directors completed a program director survey.

Spring 2020 data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table F.13. Supports available to children’s program staff who work with families dealing with substance use**

	Support for substance use		Among programs with each support, support includes focus on opioid use	
	n	Percentage of children	n	Percentage of children
Written information for staff on signs and symptoms of problems	592	72.8	388	78.2
Written information for staff on where to refer parents for treatment	592	75.0	436	60.3
Support groups for staff supporting families dealing with substance use problems	592	36.4	150	67.7
Training or peer learning groups for staff on signs and symptoms of substance use and to share strategies for working with families	592	31.9	72	77.3
Training for staff on the effects of substance use exposure on children	592	57.0	303	71.0
Training on how to talk with parents or caregivers about suspected problems	592	5.3	55	!
Training for staff on how to use information that families share to get them the support they need	592	48.5	235	63.9
Supervision for staff focused on dealing with family substance use	592	32.1	120	76.8
Coordination between health services manager/committee or family services staff and teaching staff to address substance use	592	46.9	227	100.0
Additional classroom staff for working with children to address behavioral and health needs	592	57.7	276	50.0
More mental health professionals available to work directly with children	592	38.3	165	73.4
This is an issue in the community but does not affect my program	592	0.0	592	n.a.
Other <sup>a</sup>	592	0.4	13	!
None of the above	592	0.0	592	n.a.

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid program director survey data on the construct. 19 program directors completed a program director survey. Spring 2020 data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

n.a. = not applicable

! Too few cases for a reliable estimate.

<sup>a</sup>An example of “other” supports includes referrals to Employee Assistance Plan for staff.

**Table F.14. Supports available for staff and parents regarding physical activity and nutrition in children’s centers**

	n	Percentage of children	
<b>Director has talked with teachers about children’s weight</b>	485		
Yes		68.2	
No		31.8	
<b>Director has talked with teachers about how to talk to parents about children’s weight</b>	485		
Yes		54.4	
No		45.6	
<b>Parent opportunities for physical activity and nutrition supports</b>	485		
Information about physical activity sent home		90.3	
Invitations to participate in education activities about physical activity		61.5	
Information shared about programs that can help foster physical activity		79.5	
Invitations to participate in classroom activities about healthy eating		85.5	
<b>Center has a policy stating daily amount of gross motor activity time children should receive</b>	485		
Yes		79.3	
No		20.7	
	<b>n</b>	<b>Mean</b>	<b>Range</b>
<b>Among centers that have a policy, average minutes policy states children should spend doing gross motor activity</b>	354	62.5	30 - 90

Source: Spring 2020 AIAN FACES Center Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid center director survey data on each of the constructs. 21 center directors completed a center director survey, reporting on 27 centers.

Spring 2020 data were collected from March 3, 2020 to July 17, 2020, during the COVID-19 pandemic.

## **SECTION G**

### **PROGRAM AND CENTER RESPONSE TO COVID-19, AS OF JUNE AND JULY 2020**

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## **PROGRAM RESPONSE TO COVID-19**

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**Table G.1. Program closures during the COVID-19 pandemic and programs' ability to contact and provide services to families**

	n	Percentage of children <sup>a</sup>
<b>Program had a program-wide policy to physically close all center buildings</b>	573	
Yes		94.4
No		5.6
<b>Able to make contact with enrolled families</b>	573	
Not at all		0.0
To a small extent		14.7
To a moderate extent		63.3
To a great extent		22.1
<b>Able to provide services to enrolled families</b>	573	
Not at all		0.0
To a small extent		24.8
To a moderate extent		68.7
To a great extent		6.5

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Percentages may not sum to 100 due to rounding.

**Table G.2. Programs' barriers to contacting and providing services to families during the COVID-19 pandemic**

	n	Percentage of children
<b>Families have limited hardware to connect to the internet (for example, lack of computer, tablet, or smartphone)</b>	573	
Not at all		0.0
To a small extent		6.5
To a moderate extent		34.8
To a great extent		58.7
<b>Families have limited internet access</b>	573	
Not at all		0.0
To a small extent		6.5
To a moderate extent		20.6
To a great extent		72.9
<b>Families have limited telephone access</b>	573	
Not at all		3.5
To a small extent		32.1
To a moderate extent		58.4
To a great extent		6.0
<b>Families have reduced availability to engage given other demands (for example, caring for children, obtaining food, dealing with illness or mental health concerns)</b>	573	
Not at all		0.0
To a small extent		8.2
To a moderate extent		76.8
To a great extent		15.0
<b>Families unable to travel to pick up materials program provided</b>	573	
Not at all		6.5
To a small extent		59.0
To a moderate extent		20.9
To a great extent		13.6

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table G.3. Staff-related barriers to programs' contacting or providing services to families during the COVID-19 pandemic**

	n	Percentage of children
<b>Staff have limited hardware to connect to the internet (for example, lack of computer, tablet, or smartphone)</b>	573	
Not at all		16.1
To a small extent		29.5
To a moderate extent		12.4
To a great extent		42.0
<b>Staff have limited internet access</b>	573	
Not at all		14.2
To a small extent		30.0
To a moderate extent		17.6
To a great extent		38.2
<b>Staff have reduced availability to engage given other demands (for example, caring for children, obtaining food, dealing with illness or mental health concerns)</b>	573	
Not at all		0.0
To a small extent		43.3
To a moderate extent		50.7
To a great extent		6.0
<b>Staff are unable to travel to pick up or provide program materials</b>	573	
Not at all		18.9
To a small extent		56.2
To a moderate extent		18.9
To a great extent		6.0

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table G.4. Whether services or referrals for program families changed during the COVID-19 pandemic**

	n	Percentage of children <sup>a</sup>
<b>Educational activities to support children's learning at home</b>	573	
Stopped or reduced		8.7
Unchanged		33.8
Added or increased		57.5
<b>Child care services to allow parents to work or provide care to other community or family members</b>	573	
Stopped or reduced		27.9
Unchanged		72.1
Added or increased		0.0
<b>Food and nutrition (for example, providing meals to families)</b>	573	
Stopped or reduced		10.1
Unchanged		44.1
Added or increased		45.8
<b>Housing or transportation assistance (for example, securing housing or transportation, assistance with rent payments or deferment)</b>	573	
Stopped or reduced		13.2
Unchanged		82.1
Added or increased		4.7
<b>Health care not related to COVID-19 (for example, access to services, obtaining health insurance, assistance with medical bill payment or deferment)</b>	573	
Stopped or reduced		16.5
Unchanged		83.5
Added or increased		0.0
<b>Health care related to COVID-19 (for example, access to testing or personal protective equipment such as masks)</b>	573	
Stopped or reduced		10.9
Unchanged		60.9
Added or increased		28.1
<b>Employment assistance not related to COVID-19 (for example, job training)</b>	573	
Stopped or reduced		19.1
Unchanged		80.5
Added or increased		0.4
<b>Employment assistance related to COVID-19 (for example, unemployment claims/benefits)</b>	573	
Stopped or reduced		10.9
Unchanged		73.2
Added or increased		15.9
<b>Referral to services for drug or alcohol misuse</b>	573	
Stopped or reduced		15.3
Unchanged		84.7
Added or increased		0.0
<b>Services/referrals for dual language learners</b>	573	
Stopped or reduced		8.7
Unchanged		91.3
Added or increased		0.0

Table G.4 (continued)

	n	Percentage of children <sup>a</sup>
<b>Mental health services/referrals for children and families</b>	573	
Stopped or reduced		19.1
Unchanged		71.6
Added or increased		9.3
<b>In-person home visits</b>	573	
Stopped or reduced		87.6
Unchanged		8.7
Added or increased		3.7
<b>In-person socializations</b>	573	
Stopped or reduced		91.3
Unchanged		8.7
Added or increased		0.0
<b>Virtual home visits</b>	573	
Stopped or reduced		27.4
Unchanged		26.5
Added or increased		46.1
<b>Virtual socializations</b>	573	
Stopped or reduced		39.5
Unchanged		24.0
Added or increased		36.5
<b>Disability services/referrals</b>	573	
Stopped or reduced		6.1
Unchanged		84.9
Added or increased		9.0
<b>Other</b>	517	
Stopped or reduced		0.0
Unchanged		100.0
Added or increased		0.0

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Percentages may not sum to 100 due to rounding.

**Table G.5. Strategies that programs used to provide services to children and families during the COVID-19 pandemic**

	n	Percentage of children
Applying for exemptions or waivers to provide services more flexibly (for example, applying for Child and Adult Care Food Program waivers)	573	57.5
Partnering with other local entities (for example, schools or local education agency, tribal programs, internet providers, food banks, hospitals) to deliver services	573	56.0
Providing remote learning opportunities for children	573	93.6
Providing remote supports for parents	573	73.3
Dropping off or establishing family pick-up sites for distribution of materials, food, and supplies	573	89.4
Supporting families' access to technology (for example, facilitating internet access, supplying Chromebooks/laptops)	573	38.2
None of these	573	0.0

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table G.6. Programs' level of concern about the effect of the COVID-19 pandemic on family enrollment**

	n	Percentage of children
Very concerned	573	71.9
Somewhat concerned	573	28.1
Not at all concerned	573	0.0

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on the construct. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table G.7. Programs' ability to communicate with their staff during the COVID-19 pandemic**

	n	Percentage of children
Not at all	573	0.0
To a small extent	573	0.8
To a moderate extent	573	36.6
To a great extent	573	62.6

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on the construct. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.



**Table G.8. Change in number of program staff since the beginning of the COVID-19 pandemic<sup>a</sup>**

	n	Percentage of children
Number of staff has increased	573	0.0
Number of staff has decreased	573	41.1
No change in number of staff	573	58.9

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on the construct. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Head Start grantees were granted the ability to continue to keep staff on payroll at a regular schedule.

**Table G.9. Supports for professional development and day-to-day operations available for staff during the COVID-19 pandemic**

	n	Percentage of children
Professional development (for example, ECLKC) including on distance learning and virtual teaching strategies	573	91.3
Use of video platforms for communication	573	57.3
Office of Head Start (OHS) MyPeers virtual learning network community	573	49.8
Technological support or equipment	573	74.2
Other <sup>a</sup>	573	11.6
Have not added any of these	573	0.0

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on the construct. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

ECLKC = Early Childhood Learning and Knowledge Center. OHS = Office of Head Start.

<sup>a</sup>Examples of "other" supports include National Association for the Education of Young Children (NAEYC) trainings and a buddy check in system to make sure everyone has someone to check in with.

**Table G.10. New or increased supports to improve program staff well-being during the COVID-19 pandemic**

	n	Percentage of children
Checking in/connecting with staff more frequently	573	66.8
Offering professional mental health consultations	573	53.6
Providing informational resources for staff (for example, links to resources on coping with stress, employee resource programs, emergency assistance programs)	573	72.5
Offering virtual staff social events	573	11.8
Encouraging personal health and safety (for example, social distancing, use of mask and gloves)	573	95.8
Have not added any of these	573	0.0

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on the construct. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table G.11. New or increased supports that programs provided to retain staff during the COVID-19 pandemic<sup>a</sup>**

	n	Percentage of children
More flexible hours	573	45.7
Administrative leave	573	86.8
Part-time/reduced work schedule	573	31.3
Pay reduction to avoid lay-offs	573	5.3
Revised sick leave policy	573	17.4
Other <sup>b</sup>	573	6.1
Have not added any of these	573	0.0

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on the construct. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Head Start grantees were granted the ability to continue to keep staff on payroll at a regular schedule.

<sup>b</sup>An example of "other" supports includes telework.

**Table G.12. Changes in program supports in response to the COVID-19 pandemic<sup>a</sup>**

	n	Percentage of children <sup>b</sup>
<b>Trainings for staff to deliver content and services remotely</b>	559	
Already in place		9.1
Put in place in response to COVID-19 pandemic		71.7
Not in place		19.3
<b>Ability to use Head Start funds more flexibly in times of emergency</b>	559	
Already in place		5.6
Put in place in response to COVID-19 pandemic		73.0
Not in place		21.4
<b>Supports to help families more easily access the internet (for example, hardware such as smartphones or Chromebooks/ laptops, MiFi/hotspots)</b>	559	
Already in place		6.5
Put in place in response to COVID-19 pandemic		27.3
Not in place		66.2
<b>Supports to help staff more easily access the internet (for example, hardware such as smartphones or Chromebooks/laptops, MiFi/hotspots)</b>	559	
Already in place		35.9
Put in place in response to COVID-19 pandemic		38.6
Not in place		25.5
<b>Aid in developing relationships with local entities</b>	559	
Already in place		70.8
Put in place in response to COVID-19 pandemic		8.3
Not in place		20.9
<b>Guidance to create a plan for continuing operations</b>	559	
Already in place		30.7
Put in place in response to COVID-19 pandemic		60.5
Not in place		8.7
<b>Other<sup>c</sup></b>	542	
Already in place		5.9
Put in place in response to COVID-19 pandemic		11.5
Not in place		82.6

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>The survey item asked program directors "For each of the following supports, indicate whether the support was already in place before the COVID-19 pandemic, was put in place in response to the COVID-19 pandemic, or is not in place." The item did not specify whether the support was provided to the program (for example, by Office of Head Start) or by the program.

<sup>b</sup>Percentages may not sum to 100 due to rounding.

<sup>c</sup>Examples of "other" supports include mental health guidance and more Zoom meetings.

**Table G.13. How helpful were program supports during the COVID-19 pandemic<sup>a</sup>**

	n	Percentage of children <sup>a</sup>
<b>Among programs that already had supports in place or put them in place in response to the COVID-19 pandemic</b>		
<b>Trainings for staff to deliver content and services remotely</b>	388	
Not at all		4.2
To a small extent		27.0
To a moderate extent		13.4
To a great extent		55.4
<b>Ability to use Head Start funds more flexibly in times of emergency</b>	368	
Not at all		0.0
To a small extent		4.8
To a moderate extent		31.8
To a great extent		63.4
<b>Supports to help families more easily access the internet (for example, hardware such as smartphones or Chromebooks/laptops, MiFi/hotspots)</b>	192	
Not at all		0.0
To a small extent		51.7
To a moderate extent		36.0
To a great extent		12.3
<b>Supports to help staff more easily access the internet (for example, hardware such as smartphones or Chromebooks/laptops, MiFi/hotspots)</b>	379	
Not at all		0.0
To a small extent		16.4
To a moderate extent		21.0
To a great extent		62.7
<b>Aid in developing relationships with local entities</b>	443	
Not at all		0.0
To a small extent		21.1
To a moderate extent		59.6
To a great extent		19.3
<b>Guidance to create a plan for continuing operations</b>	469	
Not at all		0.0
To a small extent		7.1
To a moderate extent		40.7
To a great extent		52.2

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>The study only asked directors about the helpfulness of program supports in this section if they indicated that they had such supports (see Table G.12 for the percentage that had each).

<sup>b</sup>Percentages may not sum to 100 due to rounding.

**Table G.14. Supports programs hope to have to prepare for future emergencies**

	n	Percentage of children
Trainings for family services staff to deliver content and services remotely	559	64.9
Trainings for home visitor staff to deliver content and services remotely	559	40.1
Trainings for other staff to deliver content and services remotely	559	79.4
Ability to use Head Start funds more flexibly in times of emergency	559	72.8
Supports to help families more easily access the internet (for example, hardware such as smartphones or Chromebooks/laptops, MiFi/hotspots)	559	77.8
Supports to help staff more easily access the internet (for example, hardware such as smartphones or Chromebooks/laptops, MiFi/hotspots)	559	74.2
Aid in developing relationships with local entities	559	22.7
Guidance to create a plan for continuing operations	559	77.8
Other <sup>a</sup>	559	8.3
We do not need additional supports for future emergencies	559	0.0

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on the construct. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>An example of "other" supports includes mental health support for staff.

**Table G.15. Whether program applied to operate a supplemental summer program and if not, reasons for not applying<sup>a</sup>**

	n	Percentage of children
<b>Program intended to apply/applied for funding to operate a supplemental summer program</b>	559	
Yes		80.8
No		19.2
<b>Among programs that did not apply for funding to operate a supplemental summer program, reason why<sup>b</sup></b>	180	
Do not anticipate sufficient staff will be available due to COVID-19		42.2
Do not anticipate enough children will attend due to COVID-19		75.5
Regardless of whether staff or children would participate, do not feel it is safe enough to operate during the summer due to COVID-19		42.2
Do not anticipate sufficient staff will be available because they have other summer plans (for example, vacation plans; other employment)		0.0
Cannot access facilities over the summer		0.0
Do not have necessary partnerships in place to operate over the summer		0.0

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>The Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

<sup>b</sup>Program directors could select more than one reason why the program did not plan to operate a supplemental summer program, so percentages may sum to greater than 100.



**Table G.16. Program plans to operate a supplemental summer program and if not, reasons for not planning to operate<sup>a</sup>**

	n	Percentage of children
<b>Currently planning to operate a supplemental summer program</b>	559	
Yes		45.4
No		54.6
<b>Among programs that do not plan to operate a supplemental summer program, reason why<sup>b</sup></b>	143	
Do not anticipate sufficient staff will be available due to COVID-19		100.0
Do not anticipate enough children will attend due to COVID-19		87.8
Regardless of whether staff or children would participate, do not feel it is safe enough to operate during the summer due to COVID-19		100.0
Do not anticipate sufficient staff will be available because they have other summer plans (for example, vacation plans; other employment)		0.0
Cannot access facilities over the summer		0.0
Do not have necessary partnerships in place to operate over the summer		0.0

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>The Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

<sup>b</sup>Program directors could select more than one reason why the program did not plan to operate a supplemental summer program, so percentages may sum to greater than 100.

**Table G.17. Among programs planning to operate a supplemental summer program, the amount of time they plan to operate<sup>a,b</sup>**

	n	Percentage of children
<b>Total weeks programs plan to operate supplemental summer program (categories)</b>	270	
1 to 4		76.0
5 to 8		24.0
<b>Days per week programs plan to operate supplemental summer program (categories)</b>	287	
1		8.3
2		10.3
3		26.8
4		42.2
5		12.4
6 to 7		0.0
<b>Hours per day (on average) programs plan to operate supplemental summer program (categories)</b>	287	
1 to 2		9.1
3 to 4		21.0
5 to 6		47.9
7 to 8		22.0

	n	Mean	Range
<b>Total weeks programs plan to operate supplemental summer program</b>	270	4.2	3 - 8
<b>Day per week programs plan to operate supplemental summer program</b>	287	3.4	1 - 5
<b>Hours per day (on average) programs plan to operate supplemental summer program</b>	287	5.1	1 - 7

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>The Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

<sup>b</sup>Programs were only included in this table if they indicated they were planning to operate a supplemental summer program. This represents 45.4 percent of children's programs (Table G.16).

**Table G.18. Among programs planning to operate a supplemental summer program, how many enrolled children they expect to serve this summer<sup>a,b</sup>**

	n	Percentage of children
Less than 30	287	25.6
31 to 50	287	26.1
51 to 70	287	26.8
More than 70	287	21.5

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on the construct. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>The Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

<sup>b</sup>Programs were only included in this table if they indicated they were planning to operate a supplemental summer program. This represents 45.4 percent of children's programs (Table G.16).

**Table G.19. Among programs planning to serve children through a supplemental summer program, percentage of children they expect will be rising kindergarteners or have an Individual Education Program (IEP)<sup>a,b</sup>**

	n	Percentage of children
<b>Expected percentage of children in the supplemental summer program who will attend kindergarten in fall 2020</b>	287	
0 to 25 percent		8.3
26 to 50 percent		23.0
51 to 75 percent		10.3
76 to 100 percent		58.4
<b>Expected percentage of children in the supplemental summer program who have an IEP</b>	287	
0 to 5 percent		28.6
6 to 10 percent		50.7
11 to 15 percent		8.3
16 to 20 percent		12.4
More than 21 percent		0.0

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>The Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

<sup>b</sup>Programs were only included in this table if they indicated they were planning to operate a supplemental summer program. This represents 45.4 percent of children's programs (Table G.16).

**Table G.20. Among programs planning to operate a supplemental summer program, how they plan to deliver services<sup>a,b</sup>**

	n	Percentage of children
Mostly or all in-person services for children (similar to regular program year)	287	33.6
Mostly or all virtual services for children	287	47.5
A combination of in-person and virtual services for children (that is, more virtual aspects of service delivery for children than normally included during the program year)	287	18.9

Source: Spring 2020 AIAN FACES Program Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on the construct. 18 program directors completed the COVID-19 questions.

All estimates are at the child level and should be interpreted as a percentage or mean of children's programs. For ease of reading, we abbreviate to "programs" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>The Coronavirus Aid, Relief, and Economic Security (CARES) Act included funding for Head Start supplemental summer programs in 2020. Programs were required to deliver in-person services to receive this funding.

<sup>b</sup>Programs were only included in this table if they indicated they were planning to operate a supplemental summer program. This represents 45.4 percent of children's programs (Table G.16).

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**CENTER RESPONSE TO COVID-19**

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**Table G.21. Whether centers physically closed due to the COVID-19 pandemic and if they re-opened as of the time of the survey**

	n	Percentage of children
<b>Center physically closed so that children could not attend in person due to COVID-19</b>	430	
Yes		100.0
No		0.0
<b>Among centers that physically closed, center re-opened to allow children to attend in person as of the time of the survey</b>	430	
Yes		2.5
No		97.5

Source: Spring 2020 AIAN FACES Center Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid center director survey data on each of the constructs. 20 center directors completed the COVID-19 questions, reporting on 25 centers.

All estimates are at the child level and should be interpreted as a percentage or mean of children's centers. For ease of reading, we abbreviate to "centers" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table G.22. Strategies center staff used to communicate with families as a group during the COVID-19 pandemic**

	n	Percentage of children
Program website	430	13.3
Program social media accounts such as Facebook, Twitter, or YouTube	430	85.5
Streaming social media (for example, Facebook Live)	430	43.2
Video chat and conferencing platforms (for example, FaceTime, Google Chat, Skype, Zoom, or other conferencing site)	430	52.8
Classroom communication tool (for example, Google Classroom, ClassDojo, or Bloomz)	430	18.6
Telephone calls	430	87.3
E-messaging such as text messages, Facebook Messenger, or WhatsApp	430	74.9
Mail	430	52.7
Physical delivery or pick-up location	430	87.6
Share weekly packets/lesson plans	430	8.3
Other <sup>a</sup>	430	6.4

Source: Spring 2020 AIAN FACES Center Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid center director survey data on the construct. 20 center directors completed the COVID-19 questions, reporting on 25 centers.

All estimates are at the child level and should be interpreted as a percentage or mean of children's centers. For ease of reading, we abbreviate to "centers" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>An example of "other" strategies includes community meal deliveries.

**Table G.23. Strategies center staff used to contact individual families during the COVID-19 pandemic**

	n	Percentage of children
Video chat and conferencing platforms (for example, FaceTime, Google Chat, Skype, Zoom, or other conferencing site)	430	55.5
Classroom communication tools (for example, Google Classroom, ClassDojo, or Bloomz)	430	13.6
Telephone calls	430	89.2
E-messaging such as text messages, Facebook Messenger, or WhatsApp	430	84.7
Mail	430	49.8
Physical delivery or pick-up location	430	89.9
Share weekly packets/lesson plans	430	8.3
Other	430	0.0

Source: Spring 2020 AIAN FACES Center Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid center director survey data on the construct. 20 center directors completed the COVID-19 questions, reporting on 25 centers.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

**Table G.24. Strategies center staff used to provide services to children and families during the COVID-19 pandemic**

	n	Percentage of children
Applying for exemptions or waivers to provide services more flexibly (for example, applying for Child and Adult Care Food Program (CACFP) waivers)	430	43.2
Partnering with other local entities (for example, schools or local education agency, tribal programs, internet providers, food banks, hospitals) to deliver services	430	86.9
Providing remote learning opportunities for children	430	91.8
Providing remote supports for parents	430	72.3
Dropping off or establishing family pick-up sites for distribution of materials, food, and supplies	430	91.6
Supporting families' access to technology (for example, facilitating internet access, supplying Chromebooks/laptops)	430	21.6
Other <sup>a</sup>	430	5.6
None of these	430	0.0

Source: Spring 2020 AIAN FACES Center Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid center director survey data on the construct. 20 center directors completed the COVID-19 questions, reporting on 25 centers.

All estimates are at the child level and should be interpreted as a percentage or mean of children's centers. For ease of reading, we abbreviate to "centers" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>An example of "other" strategies includes encouraging families to send in photos of home learning activities.

**Table G.25. Extent of needs families expressed to center staff due to the COVID-19 pandemic**

	n	Percentage of children <sup>a</sup>
<b>Educational activities to support children's learning at home</b>	430	
Not at all		1.3
To a small extent		32.7
To a moderate extent		54.2
To a great extent		11.9
<b>Child care services to allow parents to work or provide care to other community or family members</b>	430	
Not at all		34.1
To a small extent		15.6
To a moderate extent		42.3
To a great extent		8.0
<b>Food and nutrition (for example, providing meals to families)</b>	430	
Not at all		4.9
To a small extent		14.8
To a moderate extent		40.7
To a great extent		39.7
<b>Housing or transportation assistance (for example, securing housing or transportation, assistance with rent payments or deferments)</b>	430	
Not at all		37.4
To a small extent		49.5
To a moderate extent		6.6
To a great extent		6.5
<b>Health care not related to COVID-19 (for example, access to services, obtaining health insurance, assistance with medical bill payment or deferment)</b>	430	
Not at all		59.6
To a small extent		32.3
To a moderate extent		8.1
To a great extent		0.0
<b>Health care related to COVID-19 (for example, access to testing or personal protective equipment such as masks)</b>	430	
Not at all		39.1
To a small extent		33.3
To a moderate extent		27.5
To a great extent		0.2
<b>Employment assistance not related to COVID-19 (for example, job training)</b>	430	
Not at all		85.3
To a small extent		13.1
To a moderate extent		1.7
To a great extent		0.0
<b>Employment assistance related to COVID-19 (for example, unemployment claims/benefits)</b>	430	
Not at all		57.0
To a small extent		34.9
To a moderate extent		8.1
To a great extent		0.0

Table G.25 (continued)

	n	Percentage of children <sup>a</sup>
<b>Referral to services for drug or alcohol misuse</b>	430	
Not at all		80.4
To a small extent		19.6
To a moderate extent		0.0
To a great extent		0.0
<b>Services/referrals for dual language learners</b>	430	
Not at all		66.5
To a small extent		33.5
To a moderate extent		0.0
To a great extent		0.0
<b>Mental health services/referrals for children and families</b>	430	
Not at all		64.7
To a small extent		17.2
To a moderate extent		18.0
To a great extent		0.0
<b>In-person home visits</b>	430	
Not at all		82.0
To a small extent		12.3
To a moderate extent		5.8
To a great extent		0.0
<b>In-person socializations</b>	430	
Not at all		49.4
To a small extent		50.4
To a moderate extent		0.2
To a great extent		0.0
<b>Virtual home visits</b>	430	
Not at all		35.5
To a small extent		45.1
To a moderate extent		6.4
To a great extent		12.9
<b>Virtual socializations</b>	430	
Not at all		66.3
To a small extent		21.0
To a moderate extent		5.6
To a great extent		7.1
<b>Disability services/referrals</b>	430	
Not at all		51.0
To a small extent		36.6
To a moderate extent		5.9
To a great extent		6.4
<b>Other<sup>b</sup></b>	369	
Not at all		72.1
To a small extent		21.1
To a moderate extent		6.8
To a great extent		0.0

Source: Spring 2020 AIAN FACES Center Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid center director survey data on each of the constructs. 20 center directors completed the COVID-19 questions, reporting on 25 centers.

Table G.25 (*continued*)

All estimates are at the child level and should be interpreted as a percentage or mean of children's centers. For ease of reading, we abbreviate to "centers" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Percentages may not sum to 100 due to rounding.

<sup>b</sup>Examples of "other" needs include marriage counseling and providing essential supplies.

**Table G.26. Supports centers provided to families during the COVID-19 pandemic**

	n	Percentage of children
Educational activities to support children's learning at home	430	100.0
Child care services to allow parents to work or provide care to other community or family members	430	14.0
Food and nutrition (for example, providing meals to families)	430	96.4
Housing or transportation assistance (for example, securing housing or transportation, assistance with rent payments or deferments)	430	27.0
Health care not related to COVID-19 (for example, access to services, obtaining health insurance, assistance with medical bill payment or deferment)	430	50.3
Health care related to COVID-19 (for example, access to testing or personal protective equipment such as masks)	430	50.2
Employment assistance not related to COVID-19 (for example, job training)	430	26.8
Employment assistance related to COVID-19 (for example, unemployment claims/benefits)	430	37.1
Referral to services for drug or alcohol misuse	430	22.1
Services/referrals for dual language learners	430	50.5
Mental health services/referrals for children and families	430	70.3
In-person home visits	430	6.4
In-person socializations	430	3.0
Virtual home visits	430	67.8
Virtual socializations	430	69.2
Disability services/referrals	430	40.1
Other <sup>a</sup>	369	14.8

Source: Spring 2020 AIAN FACES Center Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid center director survey data on each of the constructs. 20 center directors completed the COVID-19 questions, reporting on 25 centers.

All estimates are at the child level and should be interpreted as a percentage or mean of children's centers. For ease of reading, we abbreviate to "centers" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Examples of "other" supports include counseling and providing essential supplies.



**Table G.27. Change in services or referrals that centers provided to families during the COVID-19 pandemic**

	n	Percentage of children <sup>a</sup>
<b>Educational activities to support children's learning at home</b>	430	
Stopped or reduced		11.7
Unchanged		40.0
Added or increased		48.3
<b>Child care services to allow parents to work or provide care to other community or family members</b>	430	
Stopped or reduced		55.2
Unchanged		44.8
Added or increased		0.0
<b>Food and nutrition (for example, providing meals to families)</b>	430	
Stopped or reduced		15.8
Unchanged		19.9
Added or increased		64.3
<b>Housing or transportation assistance (for example, securing housing or transportation, assistance with rent payments or deferments)</b>	430	
Stopped or reduced		26.5
Unchanged		73.5
Added or increased		0.0
<b>Health care not related to COVID-19 (for example, access to services, obtaining health insurance, assistance with medical bill payment or deferment)</b>	430	
Stopped or reduced		26.5
Unchanged		73.5
Added or increased		0.0
<b>Health care related to COVID-19 (for example, access to testing or personal protective equipment such as masks)</b>	430	
Stopped or reduced		46.4
Unchanged		32.4
Added or increased		21.2
<b>Employment assistance not related to COVID-19 (for example, job training)</b>	430	
Stopped or reduced		22.2
Unchanged		77.8
Added or increased		0.0
<b>Employment assistance related to COVID-19 (for example, unemployment claims/benefits)</b>	430	
Stopped or reduced		47.7
Unchanged		46.5
Added or increased		5.8

Table G.27 (continued)

	n	Percentage of children <sup>a</sup>
<b>Referral to services for drug or alcohol misuse</b>	430	
Stopped or reduced		47.7
Unchanged		46.5
Added or increased		5.8
<b>Services/referrals for dual language learners</b>	430	
Stopped or reduced		23.1
Unchanged		76.8
Added or increased		0.2
<b>Mental health services/referrals for children and families</b>	430	
Stopped or reduced		18.0
Unchanged		75.9
Added or increased		6.1
<b>In-person home visits</b>	430	
Stopped or reduced		91.1
Unchanged		8.9
Added or increased		0.0
<b>In-person socializations</b>	430	
Stopped or reduced		87.0
Unchanged		13.0
Added or increased		0.0
<b>Virtual home visits</b>	430	
Stopped or reduced		5.0
Unchanged		53.0
Added or increased		42.1
<b>Virtual socializations</b>	430	
Stopped or reduced		14.6
Unchanged		43.4
Added or increased		42.1
<b>Disability services/referrals</b>	430	
Stopped or reduced		27.3
Unchanged		72.6
Added or increased		0.2
<b>Other<sup>b</sup></b>	403	
Stopped or reduced		28.5
Unchanged		57.7
Added or increased		13.7

Source: Spring 2020 AIAN FACES Center Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n column in this table includes unweighted sample sizes to identify the number of children with valid center director survey data on each of the constructs. 20 center directors completed the COVID-19 questions, reporting on 25 centers.

Table G.27 (*continued*)

All estimates are at the child level and should be interpreted as a percentage or mean of children's centers. For ease of reading, we abbreviate to "centers" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

<sup>a</sup>Percentages may not sum to 100 due to rounding.

<sup>b</sup>Examples of "other" services or referrals include counseling and providing essential supplies.

**Table G.28. How the COVID-19 pandemic impacted center staff and families**

	n	Percentage of children
<b>Impacted the health of the staff and families in center community</b>	430	
Not at all		5.0
To a small extent		41.5
To a moderate extent		24.5
To a great extent		29.0
<b>Impacted employment status among families in center community</b>	430	
Not at all		0.0
To a small extent		23.1
To a moderate extent		43.6
To a great extent		33.3

Source: Spring 2020 AIAN FACES Center Director Survey.

Note: Statistics are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2019 and were still enrolled in spring 2020.

The n columns in this table include unweighted sample sizes to identify the number of children with valid center director survey data on each of the constructs. 20 center directors completed the COVID-19 questions, reporting on 25 centers.

All estimates are at the child level and should be interpreted as a percentage or mean of children's centers. For ease of reading, we abbreviate to "centers" in the table title.

Spring 2020 data were collected from June 2, 2020 to July 17, 2020, during the COVID-19 pandemic.

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