Descriptive Data on Region XI Head Start Children and Families:

AI/AN FACES
Fall 2015–Spring 2016
Data Tables and Study Design

OPRE Report 2018-26
March 2018

ACKNOWLEDGMENTS:

The authors would like to express their appreciation to our Project Officers Mary Mueggenborg and Meryl Barofsky, and to other federal staff at OPRE and the Office of Head Start. We thank the AI/AN FACES 2015 Workgroup (see Appendix A) and specifically those members who served on the analysis working group: Ann Cameron, Myrna Dingman, Jacki Haight, Lana Garcia, Jessica Barnes–Najor, Michelle Sarche, Monica Tsethlikai, and Jerry West. In particular, we appreciate the input of staff at OPRE and the Office of Head Start: Maria Woolverton, Laura Hoard, WJ Strickland, and Angie Godfrey. We thank the Mathematica team, including Louisa Tarullo, Emily Moiduddin, Barbara Lepidus Carlson, Annalee Kelly, Melissa Hepburn, Sally Atkins–Burnett, Cheri Vogel, Mikia Manley, Ann Li, Grace Lim, Scilla Albanese, Joseph Baker, Michael Cavanaugh, John Carsley, Dan O'Connor, Gavin Fugere, Erin Slyne, Giuseppe Scaturro, John Chen, Leonard Brown, Andrew Hurwitz, Matthew Kalish, Ryan McInerney, Bill Reeves, Linda Mendenko, Molly Crofton, Miriam Loewenberg, Anne Bloomenthal, Carol Razafindrakoto, Stephanie Barna, Jim Cameron, Molly Cameron, as well as Joan Gutierrez, Richard Godwin, Julio Garcia, Sheryl Safran, Marcia Tobias, Sue Golden, and Karen Markowski at the Survey Operations Center and all of the Mathematica field and telephone staff who collected the data. We are also grateful for the contributions of our partners at the Educational Testing Service. We would also like to thank the three Region XI AI/AN programs who participated during piloting and training activities. Most of all, we offer our gratitude to the staff, families and children of the 21 Region XI AI/AN Head Start programs, who opened their doors and shared their time with us.

Descriptive Data on Region XI Head Start Children and Families: AI/AN FACES Fall 2015–Spring 2016 Data Tables and Study Design

OPRE Report 2018–26
March 2018

Submitted to:
Mary Mueggenborg and Meryl Barofsky, *Project Officers*
Office of Planning, Research, and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services

Submitted by:
Sara Bernstein
Lizabeth Malone
Ashley Kopack Klein
Charles Bush
Kathleen Feeney
Maya Reid
Serge Lukashanets
Nikki Aikens
Mathematica Policy Research

Project Director:
Lizabeth Malone, Mathematica Policy Research
1100 1st Street, NE, 12th Floor
Washington, DC 20002–4221

Contract Number: HHSP23320095642WC/HHSP23337052T
Mathematica Reference Number: 40290.67A

Suggested citation:
S. Bernstein, L. Malone, A. Kopack Klein, C. Bush, K. Feeney, M. Reid, S. Lukashanets, and N. Aikens. (2018). *Descriptive Data on Region XI Head Start Children and: AI/AN FACES Fall 2015–Spring 2016 Data Tables and Study Design.* OPRE Report 2018–26. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

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

OVERVIEW

Head Start is a national program that aims to promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services to enrolled children and families. The program places special emphasis on helping preschoolers develop the reading, language, social–emotional, mathematics, and science skills they need to be successful in school. It also seeks to engage parents in their children's learning and to promote their progress toward their own educational goals (Administration for Children and Families [ACF] 2017). It also offers supports related to children's home or Native language and culture based on community needs and priorities. The Head Start program aims to achieve these goals by providing comprehensive child development services to economically disadvantaged children and families through grants to local public and private nonprofit and for profit agencies.

To date, the Head Start Family and Child Experiences Survey (FACES) has been a major source of descriptive information on Head Start and preschool children ages 3 to 5 years old who attend the program. There are 12 regions for federal management of Head Start. FACES gathers data on Head Start programs, staff, children, and families from Regions I through X, which are the 10 geographically based Head Start regions nationwide. Regions XI and XII are not geographically based and instead are defined by the populations served. In 2015, a new study—the American Indian and Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES 2015)—focused on Region XI, which comprises programs operated by federally recognized American Indian and Alaska Native tribes.

Introduction

AI/AN FACES 2015 is the first national study of Region XI AI/AN Head Start children and their families, classrooms, and programs. This set of tables presents data on the demographic backgrounds and developmental outcomes of children enrolled in Region XI AI/AN Head Start programs during the 2015–16 Head Start year. The tables also detail aspects of their home environment and family life. Data on children's classrooms, teachers, centers, and programs, including aspects of classroom quality and practice, teacher and director characteristics, and characteristics of the center and program environments, provide context for children's experiences. We also provide information on the AI/AN FACES 2015 study methodology and collaborative design process, sample, and measures. The study design, implementation, and dissemination has been informed by extensive collaboration with a workgroup comprised of Head Start directors from Region XI programs, early childhood researchers with experience working with tribal communities, Mathematica researchers, and federal government officials. The AI/AN FACES 2015 child sample was selected to represent all children enrolled in Region XI Head Start in fall 2015, drawing on participants from 21 randomly selected Region XI programs from across the country. AI/AN FACES 2015 includes a battery of child assessments across many developmental domains; surveys of children's parents, teachers, and program managers; and classroom observations. The study is conducted by Mathematica Policy Research and its partner—Educational Testing Service—under contract to the Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Topics

1. Children's characteristics, family demographics, and home environment in fall 2015, spring 2016, and fall–spring change
2. Children's cognitive development in fall 2015, spring 2016, and fall–spring change
3. Children's social–emotional development in fall 2015, spring 2016, and fall–spring change
4. Children's health and physical development in fall 2015, spring 2016, and fall–spring change
5. Children's classroom, center, and program cultural and language environment in spring 2016
6. Children's classroom and teacher characteristics in spring 2016
7. Children's center and program characteristics in spring 2016

Purpose

The purpose of this report is two–fold: (1) to provide information about the AI/AN FACES 2015 study, including the background, design, methodology, measures, and analytic methods, and (2) to report detailed descriptive statistics in a series of tables on children, their families, and their classrooms, centers, and programs. The data provide descriptive information from parent surveys, direct child assessments, teacher child reports, teacher surveys, classroom observations, and center and program director surveys.

Findings and highlights

The data tables provide descriptive information on Region XI Head Start children, their families, classrooms, centers, and programs.

For children's characteristics, family demographics, and home environment, the tables show:

- Demographic characteristics (e.g., age, race/ethnicity, home language environment, household composition)
- Parent education, employment status, household income as a percentage of the federal poverty threshold, household financial strain, and food security
- Parent's tribal language use and parent cultural connections and identity
- Community activities with the child in the past month
- Home learning activities, joint book reading, and storytelling frequency
- Child's health care home use
- Parent health behaviors and depressive symptoms
- Parent neighborhood characteristics and neighborhood problems

For children's cognitive, social–emotional, and health and physical development, the tables show:

- Reliability of assessments of child cognitive and social emotional measures
- Language, literacy, and math skills of children
- Children's executive function, social skills, problem behaviors, and approaches to learning
- Parent–reported child health status, and children's height, weight, and body mass index

For children's classroom, center, and program cultural and language environment, the tables show:

- Children's classroom AI/AN composition and race/ethnicity of children's classroom staff
- Staff's connection to community in children's classrooms
- Children's classroom exposure to cultural items and practices
- Culture and tribal language exposure, and cultural curricula and assessment tools in children's classrooms and centers

For children's classroom, teacher, center, and program characteristics, the tables show:

- The quality of Region XI Head Start children's classrooms
- Curricula and assessment tools used and frequency of reading, language, and math activities in children's classrooms
- Mentoring and training received by children's teachers
- Children's lead teachers' background characteristics, depressive symptoms, attitudes, and job satisfaction
- Structural characteristics of children's Region XI Head Start programs (such as enrollment, agency type, source of revenue) and centers (staffing and turnover)
- Children's center and program director background characteristics
- Training and technical assistance efforts in children's programs (including professional development offered to staff)

The tables provide this information for all Region XI Head Start children. For some tables, information is also provided for only Region XI Head Start children who are American Indian or Alaska Native.

Methods

The AI/AN FACES 2015 sample provides information about Region XI Head Start children, their families, classrooms, centers, and programs. We selected a sample of Region XI Head Start programs from the 2012–2013 Head Start Program Information Report, selecting one to two centers per program and two to four classrooms per center. Within each classroom, all children

were selected for the study. Twenty–one programs, 36 centers, 73 classrooms, and 1,049 children participated in the study.

The statistics in these tables are estimates of key characteristics of the population of Region XI Head Start children and their families in fall 2015 and spring 2016 and of children's classrooms, centers, and programs in spring 2016. The data used to report on fall 2015 characteristics are weighted to represent all children enrolled in Region XI programs in fall 2015. The data used to report on spring 2016 characteristics and on fall–spring change are weighted to represent all children enrolled in Region XI programs in fall 2015 and who were still enrolled in spring 2016.

CONTENTS

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

FIGURES

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

TABLES

CHILD CHARACTERISTICS AND FAMILY ENVIRONMENTS: FALL 2015, SPRING 2016 AND FALL 2015–SPRING 2016 CHANGE

CHILD COGNITIVE DEVELOPMENT: FALL 2015, SPRING 2016, AND FALL 2015–SPRING 2016 CHANGE

CHILD SOCIAL–EMOTIONAL DEVELOPMENT: FALL 2015, SPRING 2016, AND FALL 2015–SPRING 2016 CHANGE

CHILDREN'S CENTER AND PROGRAM CHARACTERISTICS: SPRING 2016

INTRODUCTION

Head Start is a national program that aims to promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social, and other services to enrolled children and families. The program places special emphasis on helping preschoolers develop the reading and mathematics skills they need to be successful in school. It also seeks to engage parents in their children's learning and to promote their progress toward their own educational goals (Administration for Children and Families [ACF] 2017). It also offers supports related to children's home or Native language and culture based on community needs and priorities.[1] The Head Start program aims to achieve these goals by providing comprehensive child development services to economically disadvantaged children and families through grants to local public and private nonprofit and for–profit agencies.

Since 1997, the Head Start Family and Child Experiences Survey (FACES) has been a major source of descriptive information on Head Start and preschool children ages 3 to 5 years attending the program. There are 12 regions for federal management of Head Start. FACES gathers data on Head Start programs, staff, children, and families from Regions I through X, the 10 geographically based Head Start regions nationwide. Regions XI and XII are not geographically based—instead, they are defined by the populations they serve. Region XI comprises Head Start programs operated by federally recognized tribes, and Region XII comprises Head Start programs serving migrant and seasonal workers' children and their families.

Historically, Region XI Head Start programs have not been included in FACES due to the intensive planning required to successfully carry out the study in partnership with tribal Head Start programs and communities. This means that although for nearly two decades, the Office of Head Start, ACF, other federal agencies, local programs, and the public have depended on FACES for valid and reliable national information on Head Start children's readiness for school and the characteristics of children's home and classroom environments, these data represent only Regions I–X. Therefore, while a wealth of information about Head Start children and families in general exists, only limited data are available to assess the service needs of children and families in Region XI and to help guide policies and practices for addressing these needs. The critical need for these data for Region XI has long been known (Marks et al. 2003; Marks and Graham 2004). The gap in the data reflects the need for a study that is both culturally and scientifically informed, and that addresses tribal concerns about research; the unique protocols for research involving sovereign tribal nations; and the resource–intensive nature of planning and implementing the study according to best practices for research with tribal communities.

In 2013, ACF funded Mathematica Policy Research to prepare and conduct the American Indian and Alaska Native Family and Child Experiences Survey (AI/AN FACES 2015)—focused on Region XI Head Start programs. Region XI is comprised of approximately 150

[1] In this document, we use the terms American Indian and Alaska Native (AI/AN), tribal, tribe, and Native to refer inclusively to the broad and diverse groups of American Indian and Alaska Native tribes, villages, communities, corporations, and populations in the United States, acknowledging that each tribe, village, community, corporation, and population is unique from others with respect to language, culture, history, geography, political and/or legal structure or status, and contemporary context.

tribally run Head Start programs across the United States, serving around 20,000 children. The majority of the children served in these programs (85 percent) are AI/AN (U.S. Department of Health and Human Services 2016).

The rest of this introduction describes the AI/AN FACES 2015 collaborative planning, methodology, sample, measures, and analytic methods used in this report. All data included in this report are presented at the child level. The report includes seven sections of tables. The first four sections of tables provide information for all children in Region XI programs during the 2015–2016 program year and separately for AI/AN children in these programs,[2] on the following:

- Children's characteristics, family demographics, and home environment (Section A)
- Children's cognitive development (Section B)
- Children's social–emotional development (Section C)
- Children's health and physical development (Section D)

Sections A through D include a set of tables focusing on characteristics in fall 2015 and spring 2016, with a subset of tables focusing on change during the program year (fall 2015 to spring 2016). The last three sections of tables present information for all children on the following:

- Children's classroom, center, and program cultural and language environment (Section E)
- Children's classroom and teacher characteristics (Section F)
- Children's center and program characteristics (Section G)

Sections E through G include tables focusing on characteristics in spring 2016. Throughout the tables, we highlight fall–spring change that is statistically significant at the .05 level and lower. Tables focusing on fall–spring change only include children with valid data on the measure in both the fall and the spring.

Conceptual framework

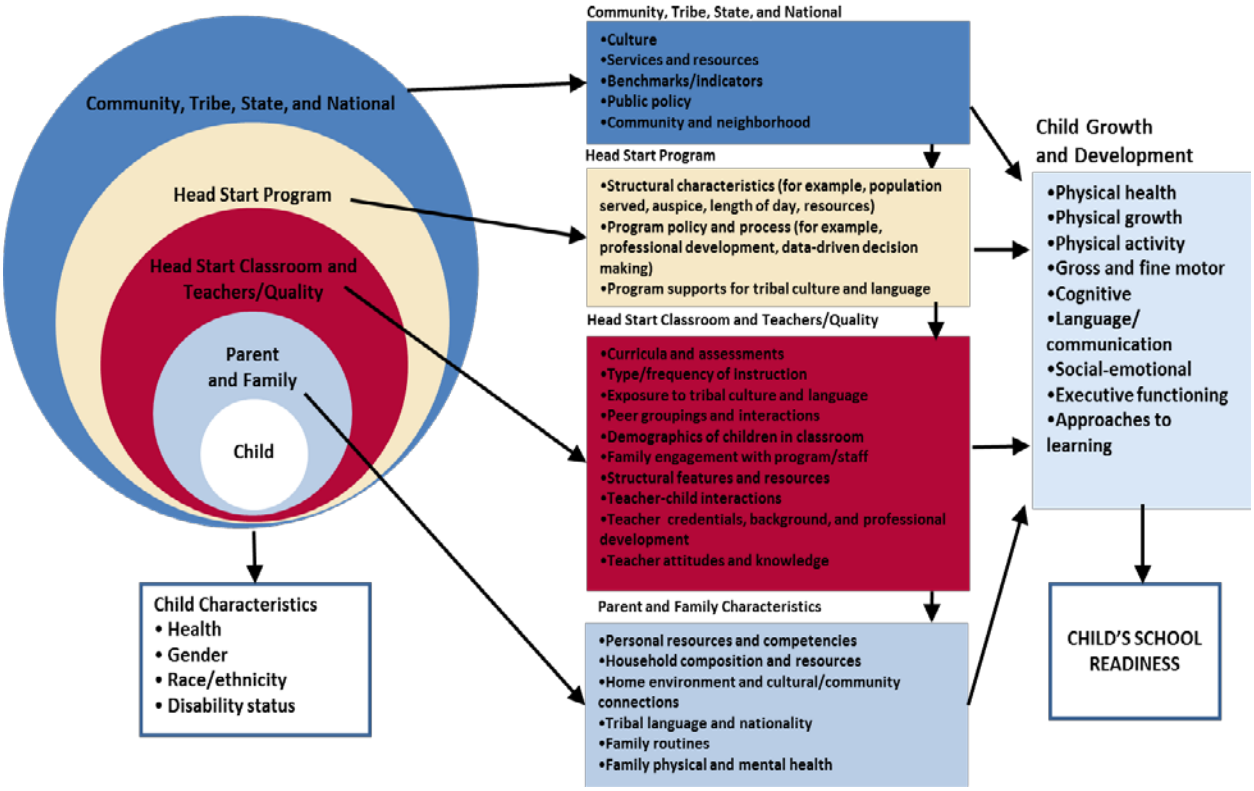
The conceptual framework that guides the AI/AN FACES 2015 design illustrates the complex interrelationships that help shape the developmental trajectories of Head Start children (Figure 1). Native culture is interwoven throughout the framework, demonstrating its influence for Region XI children and families, directly and indirectly, over time and place. The child's place is primary, occupying a central position in the core of relationships. The family context forms the first ring of influences surrounding the child. Membership in the Head Start community is reflected in the child's classroom environment, shaped by teacher credentials and experience, classroom resources and quality, and overall program management. More distal factors, such as tribal, community, state, and national policy decisions, also affect the lives of children and families participating in Region XI AI/AN Head Start. Although the study's

[2] Children are considered AI/AN if their parent reports the child is AI/AN either alone or in combination with another race or ethnicity.

analytic focus is at the child level, information on Head Start classrooms and programs and tribal communities provides important context to understand children's experiences in Head Start and their development during the time that they are enrolled in the program. Paramount is understanding the cultural and traditional language practices found in Region XI Head Start programs and classrooms and children's homes.

The Head Start experience is designed to promote the attainment of immediate short–term and long–term goals for children and families. For children, the experience includes preschool education, health screenings and examinations, nutritionally adequate meals, and opportunities to develop social–emotional skills that support school readiness. For parents, the experience involves opportunities to participate in policy and program decisions. The program provides parents with chances to participate in the classroom and strives to encourage their active involvement in the education and development of their children. Head Start seeks to promote adult literacy and further parent education, where needed and appropriate, and to provide opportunities for careers and training in early childhood education. The program also seeks to promote family self–sufficiency through provision of case management, assessment, referral, and crisis–intervention services. Region XI AI/AN Head Start programs also offer traditional language and cultural practices based on community needs, wishes, and resources. Head Start acts as an advocate and coordinator for necessary family–focused social services, facilitating partnerships across agencies to provide these services. Measurement of progress toward these child and family goals allows fuller understanding of how well Head Start prepares children and their parents for participation in school and supports their Native culture and language.

Figure 1. Conceptual framework guiding AI/AN FACES 2015

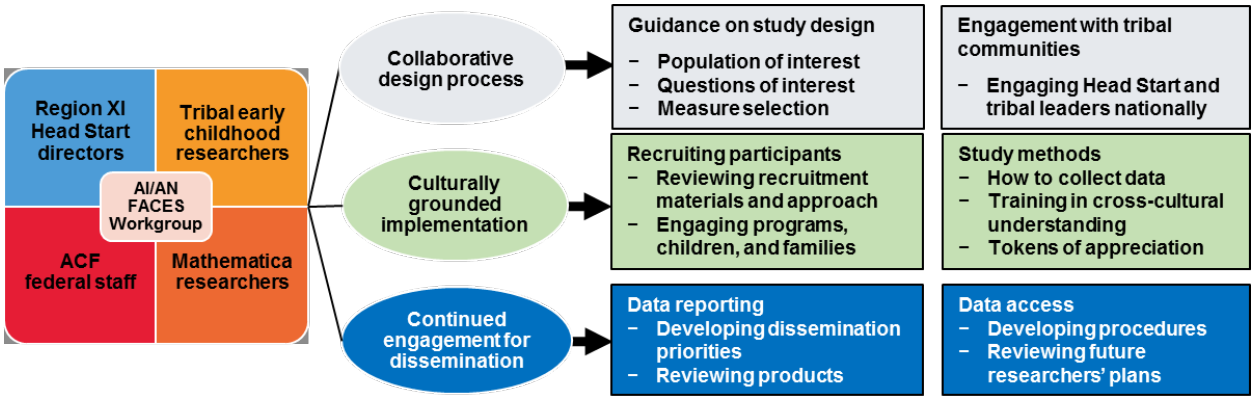


This page has been left blank for double–sided copying.

COLLABORATIVE PROCESS FOR STUDY PLANNING

Informed by the principles of tribal participatory research (Fisher and Ball 2003), AI/AN FACES 2015 was preceded by nearly two years of extensive planning, with advice from members of a workgroup composed of Head Start directors from Region XI programs, early childhood researchers with experience working with tribal communities, Mathematica researchers as the study research organization, and federal government officials (see Appendix A for a list of members). Together, members of the AI/AN FACES 2015 Workgroup discussed and provided input on the AI/AN FACES 2015 design, its implementation, and how the findings and data from the study should be reported and disseminated, with tribal Head Start stakeholder voices at the forefront (Figure 2).

Figure 2. AI/AN FACES 2015 Workgroup and study development process



As part of the collaborative design process, Workgroup members shared their unique knowledge and experiences to provide guidance on the study design and engagement with tribal communities. FACES served as the foundation for the AI/AN FACES 2015 study design; modifications and additions to its design were made to better reflect Region XI AI/AN Head Start programs, families, and communities. Discussion topics included research questions of interest and study priorities (for example, prioritizing precision for describing children over classroom– or program–level descriptions), and from those followed what constructs to measure and how they aligned with the Workgroup's measurement goals to (1) understand the cultural and linguistic experiences of Native children and families in Region XI AI/AN Head Start, (2) provide an accurate picture of all children and families served by Region XI (AI/AN and non–AI/AN), and (3) describe strengths and needs of all children in Region XI. In turn, in determining what measures to use or questions to ask, the study team considered *aligning* with those used in FACES 2014 when those measures were appropriate, *adapting* those used in FACES 2014 when questions or response options needed to be updated to be more salient to AI/AN FACES 2015 respondents, or *adding* measures to address FACES 2014 measurement gaps relative to the priorities AI/AN FACES 2015 Workgroup members identified. For example, in the parent survey section on languages used in the home, the first item asked if any language other than English was spoken in the home – *aligning* with FACES 2014. Response options for a follow–up item asking about non–English languages spoken in the home were *adapted* to include "own tribal language" and "language of another tribe." And items were *added* to ask how often parents did various things to support their child's tribal language use (for example, using their

tribal language in everyday life).[3] During the design phase, Workgroup members also engaged a broader group of Region XI AI/AN Head Start and tribal leaders across the nation in discussions about the study, which helped the study gain legitimacy before program recruitment began.

With the design in place, the Workgroup members discussed how to ensure culturally grounded implementation to recruit participants and collect data. The Workgroup stressed the importance of relationship building when recruiting programs, children, and families. Members of the group discussed a wide range of topics pertaining to study methods that included the best ways to collect data from different study participants, the feasibility of certain approaches given the geographic isolation of some programs (such as Internet access for web surveys), and culturally informed training and data collection practices. Workgroup members discussed and contributed to the training on cross–cultural understanding to ensure that data collectors had an understanding of in tribal culture and context before initiating data collection.

The AI/AN FACES 2015 study continued engagement with Workgroup members for dissemination. Members provided input on dissemination priorities around the key analysis topics and on providing appropriate context for tribal data.

[3] Chapter III of Malone et al. 2018a provides more detail about the approach to each instrument.

METHODS

The AI/AN FACES 2015 study consists of a nationally representative sample of Region XI AI/AN Head Start programs, classrooms, and children. Sample sizes are not large enough to provide enough precision for analysis at the program, center, and classroom level. Therefore, all analysis is conducted at the child level. AI/AN FACES 2015 represents all children—AI/AN and non–AI/AN—in Region XI. We selected a sample of programs from the 2012–2013 Head Start Program Information Report (PIR),[4,5] selecting one to two centers per program and two to four classrooms per center.[6] Within each classroom, all children were selected for the study. As seen in Figure 3, a total of 1,049 children and their families participated in AI/AN FACES 2015 from 73 classrooms in 21 Region XI Head Start programs.[7,8] By design, the AI/AN FACES 2015 study provides a picture of the AI/AN children who attend Head Start programs in Region XI only, which serves 49 percent of all AI/AN children in Head Start.[9] Further, the sample represents all children enrolled in Region XI AI/AN Head Start in the fall of 2015, including those who attended for the first time and those who attended a second year of the program, those who are AI/AN, and those who are not AI/AN.

[4] The PIR provides data on the services, staff, children, and families served by Head Start programs. All grantees and delegates must submit a PIR for Head Start programs.

[5] Twenty–one of 31 sampled programs agreed to participate in AI/AN FACES 2015. One program's tribal approval was received too late to participate in the fall 2015 data collection. This program participated in the spring 2016 data collection.

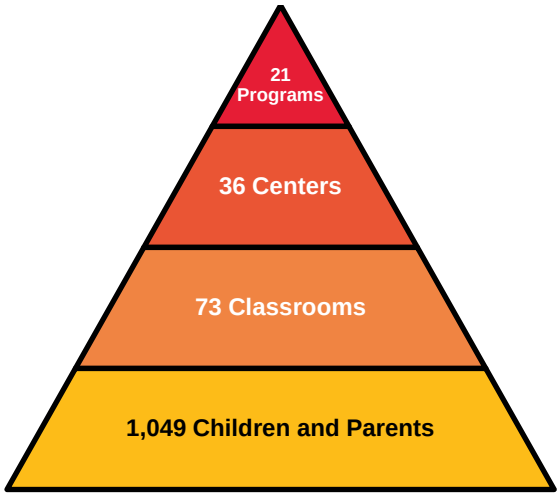
[6] The number of centers and classrooms varied according to program structure: for example, a program might have only one center or only one classroom in a center. Thirty–six of 37 selected centers and all selected classrooms participated in AI/AN FACES 2015.

[7] AI/AN FACES 2015 achieved a parental consent rate of 93 percent (1,049 out of 1,123 sampled children; 984 in the fall and 65 entering the study from the spring–only program).

[8] These numbers reflect all 21 programs; the 20 that participated in fall 2015 and spring 2016, and the program that participated in spring 2016 only.

[9] AI/AN children served in Regions I through X are included in FACES; however, because they represent only a small percentage of all children in Head Start, the number of AI/AN children in the FACES sample is too small to provide reliable estimates.

Figure 3. AI/AN FACES 2015 sample



We collected data twice: once in fall 2015 from October through December, and once in spring 2016 from March through June. In both the fall and spring, Mathematica data collection teams assessed children at their Head Start centers. Children's parents completed surveys by phone or on the web,[10] and teachers were asked to complete a set of ratings for each sampled child in their classroom using either a web–based or paper instrument.[11] In the spring only, Mathematica data collection teams conducted observations of the classroom environment and classroom quality.[12] Teachers also completed surveys on paper or the web about their classrooms and themselves, as did center and program directors.[13]

In fall 2015, 984 eligible children participated in AI/AN FACES 2015; that is, their parents consented to allow them to participate in the study.[14] Direct child assessments were completed for 96 percent of these 984 children, and 83 percent of their parents completed parent surveys. A Teacher Child Report (TCR) was completed for 95 percent of the participating children.[15] In

[10] In the fall and spring, 34 percent of parents completed the survey on the web, and 66 percent did so via telephone.

[11] In the fall, 42 percent of Teacher Child Reports (TCRs) were completed on the web, and 58 percent were completed using a paper instrument. In the spring, 49 percent of TCRs were completed on the web, and 51 percent were completed using a paper instrument.

[12] The observation included widely used tools to rate the quality of classroom environments and interactions, as well as new checklists to note the presence and use of cultural items and practices in the classroom. For more information, see Malone et al. 2018a.

[13] Among teachers, 57 percent completed the teacher survey on the web, and 43 percent did so using the hard copy instrument. Among directors, 76 percent of program directors and 54 percent of center directors completed their surveys on the web.

[14] This number does not include the 65 consented children from the 21st program that participated only in spring 2016.

[15] These are all unweighted marginal response rates, not accounting for prior stages of sampling and participation. The cumulative weighted response rates, which take into account the response rate for prior stages of the sample (such as program, center, and child response rates), as well as fall 2015 consent rates, are by definition lower. The

spring 2016, 979 children participated in AI/AN FACES 2015.[16] Direct child assessments were completed in the spring for 96 percent of these 979 children, and 82 percent of their parents completed spring parent surveys. A TCR was completed in the spring for 97 percent of the participating children.[17] Mathematica staff completed observations in 76 Head Start classrooms,[18] and 71 teachers, 35 center directors, and 21 program directors completed surveys.[19,20]

We use data from direct child assessments to report on children's cognitive and physical outcomes and executive function at the beginning and end of the Head Start year. Teacher ratings from the TCR provide information about children's social–emotional development and developmental conditions and needs. Ratings by Mathematica field assessors conducting the direct child assessment provide another source of information about children's social–emotional skills. We use parent survey data to describe children's backgrounds and family demographics, and home, cultural, and community experiences. Classroom observation data provide a descriptive picture of children's classroom quality, and teacher and director survey data describe characteristics of children's classroom and program experiences. We use PIR data to describe characteristics of children's Head Start programs.

corresponding cumulative response rates associated with completing the fall child assessments, parent surveys, and TCRs are 65.9 percent, 57.4 percent, and 65.0 percent, respectively.

[16] This total (979) represents 93 percent of all children who were sampled, eligible, and consented for the fall 2015 data collection and still enrolled in spring, and also includes 65 children enrolled in a program that only participated in the spring data collection.

[17] These are all unweighted marginal response rates, not accounting for prior stages of sampling and participation. The cumulative response rates associated with completing the spring child assessments, parent surveys, and TCRs are 66.5 percent, 57.0 percent, and 67.3 percent, respectively.

[18] We sampled 73 classrooms but observed 76 classrooms in the spring in order to observe the classrooms of children who moved to a new classroom after sampling.

[19] The cumulative weighted response rate for the observations, which takes into account nonresponse at the program level, was 75.6 percent. To be eligible for observation, the classroom had to meet two criteria: (1) be in a center–based program (home–based services were not observed) and (2) be one of the originally sampled classrooms or an unsampled classroom into which a sampled child had moved. The cumulative weighted response rate was 72.0 percent for teacher surveys, 79.0 percent for program director surveys, and 74.7 percent for center director surveys.

[20] Data tables report sample sizes smaller than the 984 children in fall and 979 children in spring because estimates are weighted, and not all participating children have a positive analysis weight for each possible weight (see Table 3).

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

OVERVIEW OF MEASURES

In this section, we provide an overview of the measures used to describe child and family characteristics; child cognitive, social–emotional, and physical development; and children's teachers, classrooms, and programs. In particular, we provide detail for composite measures based on multiple items or sources, focusing on only those measures included in this report. Where applicable, we also include information on the normative samples for certain measures, mode of administration, and their limitations.

Child and family demographics, parenting, and the home environment

AI/AN FACES 2015 collect information from parents[21] in a variety of areas, including characteristics of households (such as income, number of adult household members, languages spoken in the home) and household members (including relationship to the study child). We also collected information on parental depressive symptoms and parents' ratings of their children's health status, as well as information about household routines.

We create several composite measures to describe child and family characteristics, including whether a child is newly entering Head Start, their race/ethnicity, and whether they are American Indian or Alaska Native. Head Start exposure identifies whether a child is newly entering Head Start or returning for a second year. It is based on information gathered from Head Start programs (child date of birth and date child first enrolled in any Head Start program).[22] Child race/ethnicity is based on parent survey items asking separately about ethnicity and race and is defined as Hispanic/Latino ethnicity (regardless of race); American Indian or Alaska Native, non–Hispanic; White, non–Hispanic; African American, non–Hispanic; Asian or Pacific Islander, non–Hispanic; Multi–racial or bi–racial, non–Hispanic; and Other, non–Hispanic. In addition, we present information on whether a child is American Indian or Alaska Native, either alone or in combination with another race or ethnicity.[23] This group includes all children whose parents reported they are American Indian or Alaska Native on the survey item about race regardless of whether they reported another race for their children or indicated that their child was Hispanic/Latino. This group includes all American Indian or Alaska Native, non–Hispanic children and may include children defined as Hispanic/Latino or multi–racial/bi–racial, non–Hispanic.[24]

Several composite measures provide information related to children's home language background, including the primary home language and whether that language is used for classroom instruction. Primary home language is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's

[21] Seventy–nine percent of parent survey respondents were biological/adoptive mothers, 9 percent were biological/adoptive fathers, and the remainder were other household members.

[22] Child date of birth and the date the child first enrolled in any Head Start program, collected ahead of the fall 2015 data collection, are used to construct this composite measure for the majority of children.

[23] Information on child race/ethnicity is based on data from the fall parent survey. For cases with no fall parent survey data, this information is based on data collected in the spring.

[24] Not all Hispanic/Latino or multi–racial/bi–racial children are also American Indian or Alaska Native.

parent/guardian primarily uses this language when speaking with the child at home. Categories include English, a Native American or Alaska Native language, Spanish, and Other language.[25] The "Native culture and language" subsection provides more information on children's exposure to tribal language. For the purposes of conducting the direct assessment, we use data from the parent consent form on the language the child uses most often at home. We describe how that information is used to drive the direct assessment in a subsequent section. An indicator for whether the child's primary home language is used for classroom instruction is based on parent report of the child's primary home language and teacher report of the language(s) used for classroom instruction in the teacher survey.

Household composition is based on a series of parent survey items about those living in the household, capturing each household member's relationship to the child. Categories include lives with mother and father, lives with mother only, lives with father only, and lives with neither mother nor father. These categories focus on both biological and adoptive parents. The groups for lives with mother only and lives with father only mean that he or she is the only biological/adoptive parent in the household, not necessarily that he or she is the only adult in the household. Using this same series of items, we also create an indicator for children living with a grandparent and/or great grandparent, regardless of whether they are living with or without their biological/adoptive parent(s).

Parent marital status is based on several parent survey items for those children who live with their biological/adoptive mother and biological/adoptive father. Marital status categories include married, registered domestic partnership or civil union, living together in a committed relationship, unmarried, and other/not reported.[26]

Household income as a percentage of the federal poverty threshold is based on 2015 thresholds set by the United States Census Bureau. It is based on parent reports of household income and household size. For example, the federal poverty threshold for a family of four in 2015 was $24,529.

Parental depressive symptoms is measured with the 12–item short form of the Center for Epidemiological Studies Depression (CES–D) Scale (Ross et al. 1983). Parents reported how often they felt or behaved a particular way in the past week. Scores for individual items are summed and can range from 0 to 36; total scores are coded as not depressed (0 to 4), mildly depressed (5 to 9), moderately depressed (10 to 14), and severely depressed (15 and above). The CES–D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

Financial strain is derived from four items that measure the extent to which parents feel they have enough money to afford the kind of home, clothing, food, and medical care they need (Conger et al. 1993; Raver et al. 2013). Aligning with prior use of these four items (Raver et al. 2013), we categorize a family as having "reported a financial strain" if they disagree or strongly

[25] We asked parents whether they spoke their tribal language or language of other tribes. If either was selected, we then asked parents to specify the language(s).

[26] Divorced, separated, and widowed parents are included in the "other/not reported" category.

disagree that they have enough money to afford any of the four items (home, clothing, food, or medical care). Response options include: "strongly disagree," "disagree," "neutral," "agree," or "strongly agree." We also create an index reflecting the count of reported financial strains (defined above) and the average number of financial strains reported by a Head Start family, again using whether they disagree or strongly disagree that they have enough money to afford each of four items to indicate strain.[27]

To measure household food security, we asked parents to indicate to what extent six statements regarding food security describe them, such as, "I/we could not afford to eat balanced meals." We create a food security scale using the United States Department of Agriculture's (USDA) "Guide to Measuring Household Food Security, Revised 2000" (Bickel et al. 2000) and the USDA's 2006 updates to the security labels. High/marginal food security indicates no or minimal indications of food–access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food in the house, with little or no indication of changes in diets or food intake. Low food security indicates reports of reduced quality, variety, or desirability of diet, but little or no indication of reduced food intake. Very low food security indicates reports of multiple indications of disrupted eating patterns and reduced food intake.

Child cognitive development

This section outlines the measures used for direct assessment of children's cognitive development, as well as procedures for determining the language in which a child was assessed.

Child cognitive development measures

To assess children's skills and knowledge, AI/AN FACES 2015 directly administered norm– and criterion–referenced measures of language, literacy, and math development to the children.[28]

The Peabody Picture Vocabulary Test, Fourth Edition (PPVT–4; Dunn and Dunn 2006) measures children's English receptive vocabulary knowledge relative to English–speaking children of the same age nationally.

The Expressive One–Word Picture Vocabulary Test–4th Edition (EOWPVT–4; Martin and Brownell 2010) measures children's expressive vocabulary. The EOWPVT–4 norms provide a measure of children's expressive vocabulary relative to English–speaking children of the same age nationally.

[27] The index ranges from 0 to 4, reflecting the possible number of items on which parents might report a strain.

[28] Little is known about how most standardized child assessment measures assess AI/AN children's skills because norming samples for most measures do not include large numbers of AI/AN children. To examine how the cognitive measures assess children's abilities in AI/AN FACES 2015, we reviewed percentages, average scores, and reliabilities to get an initial understanding of how these measures looked for AI/AN children compared to all children in FACES 2014. We also looked at item difficulties, conducting analysis of differential item functioning (DIF) to assess validity comparing AI/AN children to White children. The results of these analyses suggest no systematic bias; thus, it is appropriate to report on the AI/AN FACES 2015 child assessment scores. Malone et al. (2018b) describes these analyses in more detail.

Selected scales from the Woodcock–Johnson Tests of Achievement, Third Edition (WJ III; Woodcock et al. 2001) provide a picture of children's letter knowledge, early math, and early writing relative to English–speaking children of the same age in the U.S. The Letter–Word Identification subtest measures children's alphabet knowledge, print concepts/conventions, and sight word recognition. Applied Problems captures math skills in the areas of number concepts and quantities, number relationships and operations, counting, and reasoning/problem solving. Finally, Spelling measures children's fine motor coordination, early writing, and spelling from memory.

In addition to the WJ III Applied Problems subtest, items from the Early Childhood Longitudinal Study–Birth cohort (ECLS–B) are used to enhance the measurement of skills beyond number and operations to include geometry, patterns, and measurement (Snow et al. 2007).

A supplemental set of letter–sounds items from the ECLS–B taps the phonological awareness skills of children who have progressed beyond letter knowledge on the WJ Letter–Word Identification subtest but have not yet acquired sight words (Snow et al. 2007).

Child language of assessment

For the purposes of conducting the direct assessment, we use data from the parent consent form on the language the child uses most often at home and performance on the language screener to determine his/her language path. The direct assessment includes two language paths: assessed in English and assessed in English, shortened assessment battery.

The direct child assessment begins with two subtests from the Preschool Language Assessment Survey 2000 (*pre*LAS 2000; Duncan and DeAvila 1998), Simon Says and Art Show. We use the *pre*LAS as a warmup for children who most often use English at home. For children who most often use a language other than English at home, we use it as a language screener to determine whether they should be assessed in English or administered an abbreviated assessment battery that includes English vocabulary, and height and weight measurements.[29,30]

Following the *pre*LAS, all children are administered the PPVT–4 to measure English receptive vocabulary, and the EOWPVT–4 to measure English expressive vocabulary. Following administration of these vocabulary measures, children who most often use a language other than English at home and who make more than 12 errors on the *pre*LAS are weighed and measured for height, then routed out of the rest of the assessment (assessed in English, shortened

[29] In FACES, Spanish–speaking children who did not demonstrate sufficient English–language skills received the Spanish versions of some of the measures. The AI/AN FACES 2015 child assessment was conducted exclusively in English based on AI/AN FACES Workgroup members' advice that most children's primary language would be English. Therefore, the anticipated sample size of children who most often use Spanish at home who may not pass the screener would be too small to analyze. Similarly, for children who most often use a language other than English or Spanish the sample size would be too small and standardized measures are not generally available in those languages.

[30] The shortened assessment included the PPVT–4 and the Expressive One Word Picture Vocabulary Test—Fourth Edition (EOWPVT–4), reflecting program interest in understanding the progression of English–language vocabulary.

assessment battery). Children who make 12 or fewer errors on the *pre*LAS and who most often use a language other than English at home receive the remainder of the cognitive battery in English (assessed in English). Children who most often use English at home are administered the cognitive assessment battery in English, regardless of their scores on the *pre*LAS (assessed in English).

Table 1 presents the language paths and measures for the direct child assessment based on the language the child most often uses at home and performance on the language screener. Table 2 presents the number of children routed along each of the language paths in fall 2015 and spring 2016.

Table 1. AI/AN FACES 2015 direct assessment language paths and measures

Language child uses most at home[a]		
English	**Other**	
Warmup (*pre*LAS)	Language screener (*pre*LAS)	Language screener (*pre*LAS)
Assessed in English	**Assessed in English[b]**	**Assessed in English, shortened assessment battery[b]**
PPVT–4	PPVT–4	PPVT–4
EOWPVT–4	EOWPVT–4	EOWPVT–4
WJ III (Spelling, Letter–Word Identification, Applied Problems)	WJ III (Spelling, Letter–Word Identification, Applied Problems)	—
ECLS–B Letter–Sounds[c]	ECLS–B Letter–Sounds[c]	—
ECLS Mathematics	ECLS Mathematics	—
Executive Function Pencil Tapping[d]	Executive Function Pencil Tapping[d]	—
Height and weight	Height and weight	Height and weight

ECLS = Early Childhood Longitudinal Study; EOWPVT–4 = Expressive One–Word Picture Vocabulary Test–4; PPVT–4 = Peabody Picture Vocabulary Test–Fourth Edition; WJ III = Woodcock–Johnson III Tests of Achievement.

[a]We use data from the parent consent form to identify the language the child uses most often at home.

[b]Language of direct assessment is based on the language the child uses most often at home and the child's performance on the language screener. Children who use a language other than English most often at home pass the language screener if they make twelve or fewer errors.

[c]This task was administered only to children who met a certain threshold on the WJ III Letter–Word Identification subtest. Therefore, it is only available for children assessed in English.

[d]This task is administered only to children age 4 and older at the time of the direct assessment.

Table 2. Number of children assessed using each AI/AN FACES 2015 language path in Fall 2015 and Spring 2016

	Language child uses most often at home[a]		
	English	Other	
Wave	Assessed in English	Assessed in English[b]	Assessed in English, shortened assessment battery[b]
Fall 2015	914	15	5
Spring 2016	918	16	2

[a]We use data from the parent consent form to identify the language the child uses most often at home.

[b]Language of direct assessment is based on the language the child uses most often at home and the child's performance on the language screener. Children who use a language other than English most often at home pass the language screener if they make twelve or fewer errors.

Child social–emotional development

AI/AN FACES 2015 uses measures from a variety of sources—teacher, assessor, and direct assessment—to provide multiple perspectives on children's positive and challenging behaviors that may affect their ability to learn and interact with adults and others of the same age.[31]

Teachers reported on children's cooperative classroom behavior or social skills (for example, following teacher's directions or complimenting classmates), as well as their problem behaviors (for example, hits/fights with others) in the classroom, using items taken from the Behavior Problems Index (Peterson and Zill 1986), the Personal Maturity Scale (Entwisle et al. 1997), and the Social Skills Rating Scale (Gresham and Elliott 1990). Teachers also rated children's approaches to learning using the ECLS–K Approaches to Learning Scale (U.S. Department of Education 2002) to measure learning behaviors such as a child's attention, persistence, and ability to work independently.

Assessors used the Leiter International Performance Scale–Revised Examiner Ratings (Leiter R; Roid and Miller 1997) to evaluate the child's behavior in the assessment situation, including approaches to learning and any problem behaviors. FACES uses the cognitive/social scale, which includes 27 items and four subscales: (1) attention (ability to focus attention on a task), (2) organization/impulse control (approach to a task in terms of how organized or impulsive the child is, for example in selecting answers quickly without considering all the

[31] Similar to the cognitive measures, we conducted analyses for an understanding of the performance of social–emotional measures with AI/AN children (Malone et al. 2018b). To examine reliability, we computed the internal consistency of measures (Cronbach's alpha). All teacher ratings of total problem behaviors, social skills, and approaches to learning, and all assessor ratings demonstrated acceptable reliability (that is, 0.70 or higher). As initial evidence of validity, we reviewed descriptive statistics for the measures' scale scores, comparing AI/AN children in AI/AN FACES 2015 to all children in FACES 2014 and finding no meaningful differences (no differences greater than 0.25 standard deviations) except for assessor ratings, on which AI/AN children were rated more positively. We did not conduct additional analyses at the item level for DIF because individual differences would be expected due to the context in which children are being rated; therefore, looking at summary scores provides more information on whether the measure is an accurate assessment of children across different groups.

options), (3) activity level (lack of excessive movements that are not necessary for a task), and (4) sociability (friendliness and appropriateness in interacting with the assessor).

Finally, the pencil tapping task (Blair 2002; Diamond and Taylor 1996; Smith–Donald et al. 2007) is a direct assessment of children's executive function that measures their inhibitory control (their ability to not immediately imitate the assessor), working memory (their ability to remember the rules of the task), and attention (their ability to focus on the instructions provided by the assessor). Reported scores reflect the percentage of times the child tapped correctly and can take on any value from 0 to 100. Higher scores indicate better skills on the task. The task is only administered to children age 4 years and older at the time of the direct assessment.

Child health and physical development

AI/AN FACES 2015 measures children's health and physical development in several ways, including teacher reports of disability, parent ratings of overall health, and direct assessment of children's height and weight. Teachers reported on aspects of children's disability status and developmental conditions or concerns. For those children with a teacher–reported disability, teachers report on the type of impairment(s) (for example, cognitive, language, or motor) and whether the child has an Individualized Education Program (IEP) or Individual Family Service Plan (IFSP). Parents provided ratings of their child's overall health status. During the one–on–one assessment, we also measured each child's height and weight to support analyses of obesity or underweight status.

Native culture and language

Information on children's Native culture and language experiences was collected from a number of sources. AI/AN FACES 2015 gathered information about children's Native culture and language experiences at home and in the community through parent surveys, including how important it is that their child learn their tribal language, frequency of tribal language use, and community activities such as participating in traditional ceremonies. Parents were also asked about the frequency of storytelling with the child, as well as aspects of the parent's own cultural connections and identity.

To better understand children's Native culture and language experiences in Head Start, we draw from teacher, center director, and program director surveys, as well as classroom observations. We asked teachers about their connection to their communities. We also asked them about language resources, such as lessons on tribal language, and whether they have a cultural or language elder or specialist available (defined as someone they rely on or consult with in regards to culture or language). Using a new set of observation items developed by the AI/AN FACES 2015 Workgroup, we captured the presence and use of cultural items (such as cultural and Native language books, signs and labels in the Native language, Native musical instruments, and Native foods) in the classroom and report on the mean number of cultural items present and the mean number used during the classroom observation. Observers also indicated whether a tribal language was used, and whether storytelling occurred during the observation. In the AI/AN FACES 2015 director surveys, we asked about directors' connection to the community in which they work. We also asked whether they have a cultural or language elder or specialist in their center or program.

Head Start teachers and classrooms

Information on teachers and classrooms is presented at the child level and provides context for children's experiences. In the spring, children's lead classroom teachers completed surveys about their demographic characteristics, education, experience, credentials, and professional development. We asked teachers about a number of classroom–level characteristics, such as classroom activities.[32]

Teachers reported on curricula and assessment tools they use, and these reports provide information on alignment. Children's teachers reported whether they have a primary curriculum guiding their classroom activities. The item includes response categories for Creative Curriculum, HighScope, locally designed curriculum, other widely available curricula (for example, Montessori), other, and whether the teacher uses multiple curricula equally. Teachers also reported on the main assessment tool that they use. Response categories include Teaching Strategies GOLD, HighScope COR, Galileo, Desired Results Developmental Profile (DRDP), Learning Accomplishment Profile Screening (LAP), locally designed, and other. Finally, among teachers who reported use of a curriculum with an available assessment tool, we identify those who use aligned curriculum and assessment tools. This composite variable is only available for teachers who report using Creative Curriculum, HighScope, and the widely available Montessori and Galileo curricula.

Teacher depressive symptoms is measured with the short form of the CES–D Scale (Ross et al. 1983). Teachers reported how often they felt or behaved a particular way in the past week on 12 items. Scores for individual items are summed to range from 0 to 36, and total scores are coded as not depressed (0 to 4), mildly depressed (5 to 9), moderately depressed (10 to 14), and severely depressed (15 and above). The CES–D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

AI/AN FACES 2015 measures teacher beliefs and attitudes using 15 items from the Teacher Beliefs Scale (Burts et al. 1990) that consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings or to reflect a lack of such attitudes and knowledge. Teachers rated the degree to which they agree with each statement on a five–point scale ranging from "strongly disagree" to "strongly agree." We present scores for three subscales based on a principal components factor analysis conducted in FACES 2006 (West et al. 2010). The Developmentally Appropriate Practice subscale is a summary score of teachers' beliefs about developmentally appropriate practice (for example, whether children should learn through active exploration), based on 9 items and has a possible range of 1 to 10.[33] The Child–Initiated Practice subscale is a mean score of teachers' beliefs about whether activities should be child–initiated or teacher led (for example, whether children should be involved in establishing rules for the classroom), based on 5 items and has a possible range of 1 to 5. The Didactic subscale is a mean score of teachers' beliefs about how children should be taught using techniques that are directed by the teacher and may be more prescriptive (for

[32] Teachers reported on classroom–level items separately if they taught more than one classroom selected for AI/AN FACES 2015.

[33] Scores on this composite start at a value of one and then increase by one point for certain responses to each item to form a composite score ranging from 1 to 10.

example, whether children should learn to color within predefined lines), based on 6 items and has a possible range of 1 to 5. For all three subscales, higher scores indicate stronger agreement with the construct being measured.

Teachers reported their degree of job satisfaction based on three items: 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 are 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.

Teachers reported the number of children in their class who are members of certain racial/ethnic groups. From this, we calculate the percentage of children in a classroom who are AI/AN. Similar to the child race/ethnicity variables, we also construct teacher race/ethnicity (Hispanic/Latino regardless of race; American Indian or Alaska Native, non–Hispanic; White, non–Hispanic; African American, non–Hispanic; Asian or Pacific Islander, non–Hispanic; Multi–racial or bi–racial, non–Hispanic; and Other, non–Hispanic) and an indicator of whether the teacher is AI/AN, either alone or in combination with another race or ethnicity.

To measure the quality of children's Head Start classrooms in Region XI, AI/AN FACES 2015 uses two observation measures – the Classroom Assessment Scoring System for prekindergarten (Pre–K CLASS; Pianta et al. 2008) and a short form of the Early Childhood Environment Rating Scale–Revised (ECERS–R; Harms et al. 1998; Clifford et al. 2005). Single observers trained and certified reliable on each instrument conducted the classroom observations using both measures. The Pre–K CLASS measures classroom quality in terms of both instructional and social–emotional aspects of the environment across three domains of interaction: Instructional Support (including concept development and language modeling), Emotional Support (including positive climate and teacher sensitivity), and Classroom Organization (including behavior management and productivity). The CLASS domains are scored from 1 to 7, with higher scores reflecting better quality care. Domain scores are based on the mean score of the underlying dimensions. Instructional Support dimensions include Concept Development, Quality of Feedback, and Language Modeling. Emotional Support dimensions include Positive Climate, Negative Climate, Teacher Sensitivity, and Regard for Student Perspectives. Finally, Classroom Organization dimensions include Behavior Management, Productive Use of Time, and Instructional Learning Formats. Each dimension score is based on the mean of ratings for relevant indicators completed over the course of four cycles during the observation. Note that for the Emotional Support domain of the CLASS, items addressing Negative Climate are reverse coded so that higher scores indicate a less negative/more positive climate. In addition to calculating mean scores, we also categorize classrooms based on the developer cut–points for the CLASS. For the CLASS domains, scores of 1 or 2 = low quality; 3, 4, or 5 = mid quality; and 6 or 7 = high quality. For the purpose of categorizing classrooms, the domain scores are not rounded. For example, a classroom with a score of 5.9 on the CLASS Emotional Support domain would be categorized as falling in the mid–range rather than the high range; only scores of 6.0 or above would be included in the high range.

AI/AN FACES 2015 also uses the short form of the ECERS–R. The ECERS–R is a global rating of classroom quality based on observations of the structural features of the classroom and

the short form yields two factors: Teaching and Interactions, and Provisions for Learning. The ECERS–R factors are scored from 1 to 7, with higher scores reflecting better quality care. The Teaching and Interactions score is based on the mean of ratings for 11 items such as informal use of language and staff–child interactions, and the Provisions for Learning Score is based on the mean of ratings for 12 items, such as space for privacy and schedule. Two items overlap across the two factors. The short form total score is calculated by taking the mean of all of the items in the Teaching and Interactions and Provisions of Learning factors, a total of 21 unique items across the two factors. In addition to calculating mean scores, we also categorize classrooms based on the developer cut–points. For the ECERS–R factors, scores of 1 or 2 = inadequate, 3 or 4 = minimal, 5 or 6 = good, and 7 = excellent quality. As with the CLASS, for the purpose of categorizing classrooms, the scores on the ECERS–R factors are not rounded. Classroom observations also provided information on child–adult ratios and group sizes.

Head Start programs and centers

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.[34] Program directors responded to questions on training and technical assistance activities; 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 children's center director reports to calculate lead teacher turnover. Turnover is defined as the number of lead teachers who left and had to be replaced in the last 12 months, divided by the total number of lead teachers currently employed at the center. Center directors reported the number of teachers who left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more and more than three teachers left the center, as the "3 or more" response is coded as 3 for the calculations.

Center directors reported on the language environment of centers. They reported the non–English languages spoken by children and families and the non–English languages spoken by lead or assistant teachers. Within each center, we compare the specific non–English languages spoken by children/families with those spoken by teachers; we then use this information to calculate the percentage of the total number of non–English languages spoken by children/families in a center that are also spoken by that center's lead or assistant teachers.

We use the 2014–2015 PIR, an annual report of grantee–level data, to report on multiple program characteristics, including the percentage of AI/AN enrollees in children's programs, and the length of the program day and program year. Although not coinciding with the timing of our data collection, these are the data that were available at the time of our analysis. We use PIR data

[34] Directors reported on all staff and families within the program or center, not just those selected for AI/AN FACES 2015.

to determine percentage of AI/AN enrollees in children's programs. We also use the PIR to determine the length of the program day and program year. According to the definition in the PIR, full–day services are provided for more than six hours per day, and part–day services are provided for six hours or less per day. 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 sum 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.[35] 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.

[35] 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.

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

OVERVIEW OF ANALYTIC METHODS

In this section, we provide an overview of the analytic methods used to detail aspects of parenting and the home environment; child cognitive, social–emotional, and physical development; and children's classroom and program environments.

Population estimates

The statistics found in these tables are estimates of key characteristics of the population of Region XI Head Start children in fall 2015 and spring 2016; their parents and families; and their teachers, classrooms, centers, and programs. All data included in this report are presented at the child level. Estimates should be interpreted as the percentage of children with teachers, centers, or programs with a particular characteristic. We refer to *children's* teachers, classrooms, and the like 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 with a bachelor's degree.

Tables in Sections A–D present findings for all Region XI children and for AI/AN children in Region XI. We present data in three ways to represent all Region XI children in Head Start at different time points.

1. **Fall 2015:** Statistics on child and family characteristics and child outcomes in the fall are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015.
2. **Spring 2016:** Statistics on child and family characteristics, child outcomes, and classroom and program characteristics in the spring are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016.
3. **Fall 2015–Spring 2016:** Statistics on change in child and family characteristics and child outcomes between fall and spring are weighted to represent all children who were enrolled in Region XI Head Start programs in fall 2015 and were still enrolled in spring 2016, focusing on those with longitudinal data across fall and spring.

Weights are used to compensate for the differential probabilities of selection at the sampling stage (for example, we selected programs and centers with probability proportional to size, and a fixed number of classrooms per center out of a variable number of classrooms) and to adjust for changes in children's eligibility status and the effects of nonresponse. This report applies a set of analysis weights, presented in Table 3.

Table 3. AI/AN FACES 2015 technical report analysis weights

Time point	Weight	Description
Fall 2015	P1_RA1WT	Includes the 882 children with parent survey data in fall 2015 or spring 2016 in combination with either a fall 2015 TCR or child assessment
Spring 2016	P21RA2WT	Includes the 885 children with parent survey data in fall 2015 or spring 2016 in combination with either a spring 2016 TCR or child assessment
Fall 2015–Spring 2016	PRA12WT	Includes the 820 children with parent survey data in fall 2015 or spring 2016 in combination with either TCR data in fall 2015 and spring 2015 or child assessment data in fall 2015 and spring 2016

Estimates included in the data tables are based on weighted data to be nationally representative of the population. These tables also include unweighted sample sizes, which provide a sense of the precision of the estimates of key characteristics of the Head Start population.[36] We present estimates only for those cases who completed a measure or responded to a survey question.[37]

To examine whether estimates in the fall differed significantly from those in the spring, we conducted t tests,[38] reporting those that are statistically significant at the .05 level and lower. Some differences, although statistically significant, are very small and may not always be practically meaningful. We did not make adjustments for multiple comparisons. We examined whether each reported estimate in the fall differed significantly from those in spring. Specifically, significance tests examined whether mean assessment scores differed between fall and spring or whether the percentage of children with a specific characteristic differed between the two time points.[39]

Constructed scores

Child cognitive development. Child assessment scores created in AI/AN FACES 2015 include raw, standard, and Item Response Theory (IRT)–based scores or W scores, depending on the measure. Raw scores refer to counts or averages of the individual items that a child answered correctly. They are indicators of absolute rather than relative performance. Standard scores provide information relative to other children nationally. W scores also provide information on children's absolute rather than relative skills. IRT–based scores allow for measurement of change or growth in performance on the same scale over time. This report focuses on IRT–based and standard scores for children's cognitive development.[40]

IRT–based scores provide information on children's absolute performance at a specific point in time. Changes in these scores across waves indicate that the child is progressing developmentally and his/her skills are increasing in absolute terms. IRT scale scores from the ECLS–B mathematics and letter–sounds assessments are created and reported in the tables.

[36] Sample sizes can provide information on the precision of the estimates, as smaller sample sizes result in a larger standard error, 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).

[37] The number of cases may vary depending on whether a question or measure was not administered by design or if individuals chose not to respond to a particular survey item. For example, depending on whether a child followed the English path in the assessment, a child may be missing scores on certain measures because the child was not administered these measures. Or, in the parent survey, a parent may not have received a question based on a response to an earlier "gateway" question.

[38] Given the weighted nature of the data, we conducted these analyses using SUDAAN PROC DESCRIPT contrasting by wave (fall versus spring).

[39] Data tables presenting information on fall–spring change might have sample sizes lower than the 820 cases with a positive weight. This is because change tables require data on a characteristic in fall and spring, while PRA12WT requires parent data in fall or spring, as well as child data in fall and spring.

[40] We create raw scores for the PPVT–4, EOWPVT–4, and WJ III measures. We create W scores for the PPVT–4 and WJ III measures. These scores are found on the AI/AN FACES 2015 restricted use data file.

These scores provide an estimate of the child's performance as if he/she had taken all items in an assessment (as the child may not receive all items based on basal or ceiling rules, for example).

In contrast, standard scores allow for comparisons of an individual child's performance relative to children of the same age nationally. These scores have a mean of 100 and a standard deviation of 15. Scores above or below the mean indicate that compared to children of the same age nationally, the child's skills are more or less advanced. An increase in a child's standard score toward the mean of 100 indicates that progress is being made relative to others of the same age or that the gap with others of the same age is closing. It is important to take note of the norming sample used for each measure when considering how children compare to a national sample at particular time points. Additionally, norming samples have not typically included large numbers of AI/AN children; however, results from psychometric analyses support use of these scores for AI/AN young children (see Overview of Measures). Standard scores are created and reported in the tables for the PPVT–4, EOWPVT–4, and WJ III measures.[41,42]

Given the range of children's skills and development, we were particularly interested in knowing what percentage of children were within certain ranges from the norm, so we created categories based on the full range of scores. We created five categories of children's skills across the cognitive measures based on standard deviation units: (1) those with scores two or more standard deviations above norms (greater than or equal to 130), (2) those with scores between one and two standard deviations above norms (greater than or equal to 115 and less than 130), (3) those with scores within one standard deviation of norms (greater than 85 and less than 115), (4) those with scores between one and two standard deviations below norms (greater than 70 and less than or equal to 85), and (5) those with scores two standard deviations or more below norms (less than or equal to 70). Generally, standard scores that are two or more standard deviations below norms suggest the need for referral or additional evaluation.[43]

Child social–emotional development. Raw scores for children's teacher–reported cooperative behaviors or social skills, approaches to learning, and problem behaviors in the classroom are derived from the measures described above.[44] Composite scores are calculated as

[41] As in prior FACES reporting, we exclude from the tables all cases who are unable to achieve a basal on the PPVT–4.

[42] In AI/AN FACES, the possible range of scores is 45–155 for the EOWPVT–4. The publisher manual provides information for translating raw scores to standard scores ranging from 55 to 145 based on a traditional approach to report scores 3 standard deviations above or below the mean. This represents 99.7 percent of the distribution. For the remaining 0.3 percent of the distribution, the publisher flags the lowest raw scores as a standard score of "<55" and the highest raw scores as a standard score of ">145". To include all cases with raw scores, we use a "45" for the low end and "155" at the high end to indicate these cases are outside of the range.

[43] All children receive the PPVT–4 to measure English receptive vocabulary regardless of the language they most often use at home and their performance on the language screener. All children receive the EOWPVT–4 to measure English expressive vocabulary regardless of their performance on the language screener. Therefore, some of these children may have scored low on these measures because of low levels of English vocabulary and not because of a developmental language delay.

[44] Raw scores are counts or averages of individual items. They are indicators of absolute performance rather than performance compared to children of the same age.

the sum or mean of items and reflect the extent to which given statements are reflective of a child's behavior.

- *Social Skills* is a summary index based on 12 items with 24 possible points related to children's cooperative behavior and social skills. Higher scores indicate more frequent cooperative behavior.
- *Approaches to Learning* is the mean rating of six items (ranges 0–3) that comprise the Approaches to Learning Scale from the ECLS–K:98. Higher scores indicate more frequent positive approaches to learning behaviors.
- *Problem Behaviors* is a summary index of 14 items with 28 possible points that contains three subscales—Aggressive Behavior (ranges 0–8), Withdrawn Behavior (ranges 0–12), and Hyperactive Behavior (ranges 0–6). Higher scores represent more frequent negative behavior.[45]

Assessor–reported scores of children's behavior during the direct assessment include raw and standard scores derived from the Leiter–R.

- *Attention, organization/impulse control, activity level, and sociability* are raw subscale scores, and cognitive/social total is a raw total score of the subscales. Higher scores reflect better behaviors on these measures. The possible score range for attention is 0–30, 0–24 for organization/impulse control, 0–12 for activity level and 0–15 for sociability.
- *Cognitive/social* standard score has a mean of 100 and a standard deviation of 15, and indicates performance relative to children of the same age nationally.

Child health and physical development. Each child is weighed and their height measured using procedures from the ECLS. Body Mass Index (BMI) is calculated as the ratio of an individual's weight to height (weight in kilograms divided by squared height in meters) and can be used as an indicator of overweight and obese status. BMI calculation is specific to gender and age. According to the Centers for Disease Control and Prevention (CDC), a child is considered to be overweight when his/her BMI score is at or above the 85th percentile and below the 95th percentile for age and gender, and obese if his/her BMI is at or above the 95th percentile for age and gender. Children with a BMI score less than the 5th percentile for age and gender are considered underweight, and those between the 5th and 85th percentile are considered normal weight.

[45] The number of items in the three subscales sum to 13. One additional item that is not included in the subscales is included in the problem behaviors total score. Therefore, there are 14 total items in the problem behaviors total score.

Concluding considerations

The information in this report is descriptive, providing information on Region XI Head Start children as well as their families and Head Start experiences. Several factors, some unique to Region XI, should be considered when interpreting findings. Reported information does not account or control for factors that might influence child and family well–being.[46]

As described earlier, the conceptual framework guiding AI/AN FACES 2015 considers how tribal culture intertwines with experiences in the community, Head Start, and home. All of these can be drivers in understanding AI/AN families and AI/AN children's development. For example, although the influence of historical and intergenerational trauma continues to affect the lives of AI/AN people today, cultural identity can foster protective attributes, such as promoting health, resilience, and well–being (Fleming and Ledogar 2008; LaFromboise et al. 2006; Pu et al. 2013; Wexler 2014). AI/AN FACES 2015 includes a range of information on culturally–specific practices and experiences but does not capture all culturally–linked factors influencing AI/AN children and families in Region XI Head Start.

While available data demonstrates the health and well–being needs of the AI/AN population (Freeman and Fox 2005; Bureau of Labor Statistics 2014), AI/AN cultural traditions and values are a source of strength and resilience, and remain powerful sources of healing. For example, storytelling and the oral tradition are integral parts of American Indian and Alaska Native cultures, and can impart important lessons about how one should act in the world and further convey essential elements of Indigenous ways of knowing.

Moreover, the data may reflect how participants interpreted items on individual experiences by considering the broader experiences and support of the community. For example, parent reports on economic well–being (such as financial needs or strains, food security) reflect their perspective relative to others in their community. Within tribal communities, the community itself is recognized as a unit of identity. Interdependence is valued and traditional notions of kinship extend beyond biological connections and into the broader community family of support.

It is also important to note that Region XI Head Start programs follow federal regulations and standards, some that are specific to Region XI. As described earlier, Region XI Head Start programs support AI/AN families by providing opportunities to engage in traditional language and cultural practices based on community needs and wishes and may embed language and culture directly into programming (for example by using a culturally–based curriculum, or by providing tribal language exposure or instruction). As another example, Region XI programs may enroll participants who do not meet the low–income criteria, as long as these participants comprise less than 50 percent of total enrollment. Some of these differences in regulations can make direct comparisons with other regions challenging, as the children served and context in which services are provided may differ.

[46] 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 factors age and gender in its calculation.

In addition, the federal trust responsibility is a legal doctrine that notes "the undisputed existence of a general trust relationship between the United States and the Indian people" (Administration for Native Americans 2014). The federal trust responsibility was established in 1787 and has been supported by numerous treaties, laws, Supreme Court decisions, and Executive Orders (Indian Health Service 2017). As part of the federal trust responsibility, federal health services and economic and social programs have been provided to AI/AN individuals and families "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 U.S. 1977). Therefore, in both policy and practice, Region XI programs acknowledge the unique contexts in which services are delivered to honor tribal knowledge and communities.

AI/AN FACES 2015 measures a breadth of topics, some of which may be used in future analyses to explore drivers or factors associated with the child and family well–being data presented here. However, factors that are both measured and not measured work together in complex ways to influence Region XI Head Start children and families. Data from this report should be considered in light of these complex drivers, although they are not represented in these tables. These descriptive data provide the first national picture of Region XI Head Start children and families, and can provide a starting point for understanding their strengths and needs.

REFERENCES

Administration for Children and Families. ”About the Office of Head Start.” June 2017 Available at http://www.acf.hhs.gov/programs/ohs/about/head–start. Accessed September 21, 2017.

Administration for Native Americans. “American Indians and Alaska Natives – The Trust Responsibility.” March 19, 2014. Available at https://www.acf.hhs.gov/ana/resource/american–indians–and–alaska–natives–the–trust–responsibility. Accessed November 22, 2017.

Blair, C. “School Readiness: Integrating Cognition and Emotion in a Neurobiological Conceptualization of Children’s Functioning at School Entry.” *American Psychologist*, vol. 57, no. 2, 2002, pp. 111–127.

Bickel, G., M. Nord, C. Price, W. Hamilton, and J. Cook. Guide to Measuring Household Food Security, Revised 2000. Alexandria, VA: U.S. Department of Agriculture, Food and Nutrition Service, March 2000.

Bureau of Labor Statistics, U.S. Department of Labor. “Labor Force Characteristics by Race and Ethnicity, 2013.” *BLS Reports*, no. 1050, August 2014. Available at http://www.bls.gov/opub/reports/cps/race_ethnicity_2013.pdf. Accessed August 20, 2015.

Burts, D.C., C.H. Hart, R. Charlesworth, and L. Kirk. “A Comparison of Frequencies of Stress Behaviors Observed in Kindergarten Children in Classrooms with Developmentally Appropriate Versus Developmentally Inappropriate Instructional Practices.” *Early Childhood Research Quarterly*, vol. 5, 1990, pp. 407–423.

Clifford, R., O. Barbarin, F. Chang, D. Early, D. Bryant, C. Howes, M. Burchinal, and R. Pianta. “What Is Pre–Kindergarten? Characteristics of Public Pre–Kindergarten Programs.” *Applied Developmental Science*, vol. 9, no. 3, 2005, pp. 126–143.

Conger, R. D., K. J. Conger, G. H. Elder, F. O. Lorenz, R. L. Simons, and L. B. Whitbeck. “Family Economic Stress and Adjustment of Early Adolescent Girls.” *Developmental Psychology*, vol. 29, no. 2, 1993, pp. 206.

Congress of the U.S. American Indian Policy Review Commission. Final Report. Volume 1 of 2. ERIC Number ED164229. Washington, DC, May 17, 1977. Available at https://eric.ed.gov/?id=ED164229. Accessed December 1, 2017.

Diamond, A., and C. Taylor. “Development of an Aspect of Executive Control: Development of the Abilities to Remember What I Said and to ‘Do as I Say, Not as I Do.’” *Developmental Psychobiology*, vol. 29, no. 4, 1996, pp. 315–334.

Duncan, S.E., and E. A. DeAvila. *Preschool Language Assessment Survey 2000 Examiner’s Manual: English Forms C and D*. Monterey, CA: CTB/McGraw–Hill, 1998.

Dunn, L.M., and D.M. Dunn. *Peabody Picture Vocabulary Test*. Fourth Edition. Circle Pines, MS: American Guidance Service, 2006.

Entwisle, D.R., K.L. Alexander, and L.S. Olson. Children, Schools, and Inequality. Boulder, CO: Westview Press, 1997.

Fisher, P.A., and T.J. Ball. "Tribal participatory research: mechanisms of a collaborative model." American Journal of Community Psychology, vol. 32, nos. 3–4, 2003, pp. 207–216.

Fleming, J., and R.J. Ledogar. "Resilience, an Evolving Concept: A Review of Literature Relevant to Aboriginal Research." *Journal of Aboriginal and Indigenous Community Health*, vol. 6, no. 2, 2008, pp. 7–23.

Freeman, C., and M.A. Fox. "Status and Trends in the Education of American Indians and Alaska Natives." NCES 2005–108. Washington, DC: National Center for Education Statistics, 2005.

Gresham, F.M., and S.N. Elliot. Social Skills Rating System. Circle Pines, MN: American Guidance Service, 1990.

Harms, T., R. Clifford, and D. Cryer. Early Childhood Environment Rating Scale–Revised (ECERS–R). New York: Teachers College Press, 1998.

Indian Health Service. "About IHS." Available at https://www.ihs.gov/aboutihs/. Accessed December 19, 2017.

LaFromboise, T.D., D.R. Hoyt, L. Oliver, and L.B. Whitbeck. "Family, Community, and School Influences on Resilience among American Indian Adolescents in the Upper MidWest." *Journal of Community Psychology*, vol. 34, no. 2, pp. 193–209, 2006.

Malone, L., A. Kopack Klein, S. Bernstein, B. Carlson, S. Albanese, A. Bloomenthal, J. Baker, M. Cavanaugh, M. Reid, K. Feeney, R. Sutton–Heisey, M. Hepburn, A. Kelly, and G. Lim. "American Indian and Alaska Native Head Start Family and Child Experiences Survey 2015 (AI/AN FACES 2015) User's Manual." Report submitted to the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. Washington, DC: Mathematica Policy Research, February 2018a.

Malone, L., S. Bernstein, S. Atkins–Burnett, and Y. Xue. "Psychometric Analyses of Child Outcome Measures with American Indian and Alaska Native Preschoolers: Initial Evidence from AI/AN FACES 2015." OPRE Report 2018–21. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2018b.

Marks, E.L. and E.T. Graham. "Establishing a Research Agenda for American Indian and Alaska Native Head Start Programs." Report submitted to the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation and Administration on Children, Youth and Families. Calverton, MD: ORC Macro, 2004.

Marks, E.L., M.K. Moyer, M. Roche, and E.T. Graham. "A Summary of Research and Publications on Early Childhood for American Indian and Alaska Native Children." Report submitted to the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation and Administration on Children, Youth and Families. Calverton, MD: ORC Macro, 2003.

Martin, N., and R. Brownell. *Expressive One–Word Picture Vocabulary Test–4th Edition*. Novato, CA: Academic Therapy Publications, 2010.Peterson, J., and N. Zill. "Marital Disruption, Parent–Child Relationships, and Behavior Problems in Children." *Journal of Marriage and the Family,* vol. 48, no. 2, 1986, pp. 295–307.

Pu, J., B. Chewning, I.D. St Clair, P.K. Kokotailo, J. Lacourt, and D. Wilson. "Protective Factors in American Indian Communities and Adolescent Violence." *Maternal and Child Health Journal*, vol. 17, no. 7, 2013, pp. 1199–1207.

Raver, C.C., C. Blair, and M. Willoughby. "Poverty as a Predictor of 4–Year–Olds' Executive Function: New Perspectives on Models of Differential Susceptibility." *Developmental Psychology,* vol. 49, no. 2, 2013, pp. 292.

Roid, G.H., and L.J. Miller. *Examiners Manual: Leiter International Performance Scale–Revised*. Chicago: Stoelting Co., 1997.

Ross, C.E., J. Mirowsky, and J. Huber. "Dividing Work, Sharing Work, and In–Between: Marriage Patterns and Depression." *American Sociological Review,* vol. 48, no. 6, December 1983, pp. 809–823.

Smith–Donald, R., C. Raver, T. Hayes, and B. Richardson. "Preliminary Construct and Concurrent Validity of the Preschool Self–Regulation Assessment (PSRA) for Field–Based Research." *Early Childhood Research Quarterly,* vol. 22, no. 2, 2007, pp. 173–187.

Snow, K., L. Thalji, A. Derecho, S. Wheeless, J. Lennon, S. Kinsey, J. Rogers, M. Raspa, and J. Park. "Early Childhood Longitudinal Study, Birth Cohort (ECLS–B), Preschool Year Data File User's Manual (2005–06)." NCES 2008–024. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2007.

U.S. Department of Education, National Center for Education Statistics. "Early Childhood Longitudinal Study—Kindergarten Class of 1998–99 (ECLS–K), Psychometric Report for Kindergarten Through First Grade." NCES 2002–05. Washington, DC: U.S. Department of Education, Institute of Education Sciences, NCES, 2002.

U.S. Department of Health and Human Services. "2015–2016 Head Start Program Information Report." Available at https://hses.ohs.acf.hhs/. Accessed December 2016.

West, J., N. Aikens, B. Carlson, C. Meagher, L. Malone, A. Bloomenthal, A. Kelly, K. Rall, and R. Zota. "Head Start Family and Child Experiences Survey: 2006 User's Manual." Report submitted to the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. Washington, DC: Mathematica Policy Research, August 2010.

Wexler, L. "Looking Across Three Generations of Alaska Natives to Explore How Culture Fosters Indigenous Resilience." *Transcultural Psychiatry,* vol. 51, no. 1, 2014, pp. 73–92.

Woodcock, R.W., K. McGrew, and N. Mather. *Woodcock–Johnson III Tests of Achievement*. Itasca, IL: Riverside Publishing, 2001.

SECTION A

CHILD CHARACTERISTICS AND FAMILY ENVIRONMENTS: FALL 2015, SPRING 2016 AND FALL 2015–SPRING 2016 CHANGE

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

Table A.1. Demographic characteristics of children in Region XI Head Start, overall and for AI/AN children: Fall 2015

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Demographic characteristics	**n**	**Percentage**	**n**	**Percentage**
Age as of September 1, 2015	882		708	
3 years old or younger		48.8		47.9
4 years old or older		51.2		52.1
Race/ethnicity	880		708	
White, non–Hispanic		13.7		0.0
African American, non–Hispanic		0.0		0.0
Hispanic/Latino		10.8		9.0
American Indian or Alaska Native, non–Hispanic[b]		54.0		66.7
Asian or Pacific Islander, non–Hispanic		0.0		0.0
Multi–racial/bi–racial, non–Hispanic		20.6		24.3
Other, non–Hispanic		0.9		0.0
American Indian or Alaska Native, alone or in combination with another race or ethnicity	880	81.0	708	100.0
Gender	882		708	
Female		47.4		47.7
Male		52.6		52.3
Head Start program exposure	882		708	
Newly entering children		74.2		73.5
Returning children		25.8		26.5
Participated in Early Head Start	875		704	
Yes		55.7		57.0
No		44.3		43.0

Source: Fall 2015 AI/AN FACES Parent Survey and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.

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

[a]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.

[b]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.

Table A.2. Home language environment, overall and for AI/AN children: Fall 2015

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Home language environment	**n**	**Percentage**	**n**	**Percentage**
Language(s) spoken in the home[b]	882		708	
English only		57.2		51.5
Parent/guardian own tribal language		34.6		42.4
Languages of other tribes		3.1		3.9
Spanish		6.9		5.2
Other language		3.6		3.6
Primary home language[c]	882		708	
English		94.3		94.5
Native American or Alaskan language		4.4		5.5
Spanish		1.0		0.0
Other language		0.2		0.0

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.

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

Percentages may not sum to 100 due to rounding.

[a]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.

[b]This characteristic is based on the parent's report of any languages spoken in the home, and therefore may sum to greater than 100 percent if more than one is spoken.

[c]This characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

Table A.3. Household composition, overall and for AI/AN children: Fall 2015

Household composition	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
	n	Percentage	n	Percentage
Household members	817		655	
Biological/adoptive mother and biological/adoptive father		52.1		50.8
Married		29.6		25.0
Registered domestic partnership or civil union		0.5		0.6
Living together in a committed relationship		19.9		22.9
Unmarried		1.9		2.0
Marital status not reported		0.2		0.3
Biological/adoptive mother only		33.5		33.9
Biological/adoptive father only		4.2		4.0
Neither biological/adoptive mother nor biological/adoptive father		10.2		11.3
Child living with grandparent and/or great grandparent[b]	817	22.8	655	25.5
Household composition	**All children (AI/AN and non–AI/AN)**		**AI/AN children only[a]**	
	n	**Mean**	**n**	**Mean**
Number of people in household	817	4.7	655	4.6

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.

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

This table 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 "Biological mother only" category does not mean that the biological/adoptive mother is the only adult in the household, but that she is the only biological/adoptive parent in the household.

[a]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.

[b]This includes children living with and without their biological/adoptive parent(s).

Table A.4. Parent education, overall and for AI/AN children: Fall 2015

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Parent education	**n**	**Percentage**	**n**	**Percentage**
Highest level of education completed by mothers in household	707		559	
Less than high school diploma		15.3		15.1
High school diploma or GED		34.4		35.4
Some college/vocational/technical		40.8		42.0
Bachelor's degree or higher		9.5		7.5
Highest level of education completed by fathers in household	446		345	
Less than high school diploma		21.8		22.7
High school diploma or GED		38.0		40.0
Some college/vocational/technical		34.7		33.0
Bachelor's degree or higher		5.5		4.3
Highest level of education completed by any parent in household	736		582	
Less than high school diploma		12.1		11.7
High school diploma or GED		34.5		35.9
Some college/vocational/technical		42.9		44.0
Bachelor's degree or higher		10.6		8.5

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.

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

Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant percentage calculations for highest level of education.

Households with a mother include those with a mother only and those with both a mother and father. Households with a father include those with a father only and those with both and mother and father. Any parent in the household includes children with one or two parents in the household (that is, mother only, father only, and mother and father) and the highest education level among them when there are two parents in the household. If there is only one parent (mother only or father only), it reflects that parent.

Percentages may not sum to 100 due to rounding.

[a]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.5. Parent employment status, overall and for AI/AN children: Fall 2015

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Parent employment status	**n**	**Percentage**	**n**	**Percentage**
Employment status of mothers in household	702		554	
Working full–time		42.0		42.7
Working part–time		18.3		17.3
Looking for work		15.7		17.6
Not in labor force		24.0		22.5
Employment status of fathers in household	442		342	
Working full–time		66.5		62.7
Working part–time		13.0		14.8
Looking for work		9.6		11.2
Not in labor force		10.8		11.3
Employment status of the most employed of any parent in household	734		580	
Working full–time		63.5		60.5
Working part–time		15.2		15.8
Looking for work		11.7		13.1
Not in labor force		9.6		10.5

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.

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

Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant percentage calculations for employment status.

Households with a mother include those with a mother only and those with both a mother and father. Households with a father include those with a father only and those with both and mother and father. Any parent in the household includes children with one or two parents in the household (that is, mother only, father only, and mother and father) and the highest employment level among them when there are two parents in the household. If there is only one parent (mother only or father only), it reflects that parent.

Percentages may not sum to 100 due to rounding.

[a]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. Household income as a percentage of the federal poverty threshold, overall and for AI/AN children: Fall 2015

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Household income	**n**	**Percentage**	**n**	**Percentage**
Percentage of the federal poverty threshold	764		611	
Below 50 percent		18.4		20.1
50 to 100 percent		26.0		26.9
101 to 130 percent		13.6		13.7
131 to 185 percent		14.0		12.7
186 to 200 percent		4.8		4.1
201 percent or above		23.2		22.6

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.

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

This table summarizes household income, and therefore should not be used to estimate eligibility for Head Start. Head Start qualifying criteria are based on family (not household) income, and there are other (non–income) ways to qualify for the program.

The federal poverty threshold is based on 2015 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2015 was $24,529.

Percentages may not sum to 100 due to rounding.

[a]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.7. Parent's tribal language use in past month, overall, for AI/AN children, and for AI/AN children who have a tribal language spoken at home: Fall 2015

Parent's tribal language use	n	Percentage				
		Very often	Often	Sometimes	Rarely	Never
All children (AI/AN and non–AI/AN)						
Spoke tribal language with child	807	9.3	15.1	23.3	20.0	32.2
Made sure child heard tribal language spoken by others	807	16.7	22.0	21.7	17.5	22.1
Encouraged child to learn tribal language (for example, take classes in school)	808	22.8	27.1	16.4	10.0	23.6
Used tribal language in prayers or songs with child	808	10.0	11.7	18.3	15.8	44.3
Used tribal language in everyday life with child	807	11.4	14.3	16.2	20.9	37.2
Spoke tribal language with other adults when child was around	807	9.3	15.1	23.3	20.0	32.2

Parent's tribal language use	n	Mean
All children (AI/AN and non–AI/AN)		
Level of tribal language use[a]	801	2.6

Parent's tribal language use	n	Percentage				
		Very often	Often	Sometimes	Rarely	Never
American Indian and Alaska Native children only[b]						
Spoke tribal language with child	655	10.8	17.5	24.7	22.3	24.7
Made sure child heard tribal language spoken by others	654	18.7	26.0	22.2	18.5	14.6
Encouraged child to learn tribal language (for example, take classes in school)	654	25.9	30.3	16.0	10.8	17.1
Used tribal language in prayers or songs with child	655	11.7	13.8	20.2	17.8	36.6
Used tribal language in everyday life with child	655	13.5	17.1	17.7	22.2	29.6
Spoke tribal language with other adults when child was around	654	10.8	17.5	24.7	22.3	24.7

Parent's tribal language use	n	Mean
American Indian and Alaska Native children only[b]		
Level of tribal language use[a]	652	2.8

Table A.7 *(continued)*

Parent's tribal language use	n	Percentage				
		Very often	Often	Sometimes	Rarely	Never
American Indian and Alaska Native children who have a tribal language spoken at home[b]						
Spoke tribal language with child	312	22.6	31.2	32.9	11.9	1.4
Made sure child heard tribal language spoken by others	311	33.0	37.1	19.8	9.6	0.5
Encouraged child to learn tribal language (for example, take classes in school)	312	39.9	35.2	14.0	3.8	7.1
Used tribal language in prayers or songs with child	312	22.0	20.9	30.1	13.1	13.8
Used tribal language in everyday life with child	312	27.8	29.8	24.5	14.2	3.6
Spoke tribal language with other adults when child was around	312	21.0	27.5	28.5	13.3	9.7

Parent's tribal language use	n	Mean
American Indian and Alaska Native children who have a tribal language spoken at home[b]		
Level of tribal language use[a]	311	3.7

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.

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

Households that do not include a biological/adoptive mother and/or biological/adoptive father are not included in the relevant percentage calculations for tribal language use.

Percentages may not sum to 100 due to rounding.

[a]Scores can range from 1 to 5 and reflect the average of the six items above.

[b]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.8. Importance that child learns tribal language, overall and for AI/AN children, by languages spoken in the home: Fall 2015

	All children (AI/AN and non–AI/AN)				AI/AN children only[a]			
	English only spoken in child's home		Tribal language spoken in child's home		English only spoken in child's home		Tribal language spoken in child's home	
Importance that child learns tribal language	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Important that child learns tribal language	475		334		347		332	
Very important		35.7		84.6		43.8		84.5
Somewhat important		45.7		14.4		46.7		14.6
Not at all important		18.5		0.9		9.5		0.9

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.

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

Percentages may not sum to 100 due to rounding.

[a]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.9. Parental depressive symptoms, overall and for AI/AN children: Fall 2015

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Parental depressive symptoms (categorical)	**n**	**Percentage**	**n**	**Percentage**
Level of depressive symptoms[b]	811		649	
Not depressed		57.6		58.4
Mildly depressed		24.4		24.7
Moderately depressed		10.0		10.0
Severely depressed		8.0		6.9
	All children (AI/AN and non–AI/AN)		**AI/AN children only[a]**	
Parental depressive symptoms (continuous)	**n**	**Mean**	**n**	**Mean**
Level of depressive symptoms[b]	811	5.3	649	5.1

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.

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

[a]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.

[b]Level of depressive symptoms 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). Total scores range from 0 to 36. Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to14 as moderately depressed; and 15 and above as severely depressed. The CES–D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

Table A.10. Household financial strain, overall and for AI/AN children: Fall 2015

Household financial strain	All children (AI/AN and non–AI/AN) n	All children (AI/AN and non–AI/AN) Percentage	AI/AN children only[a] n	AI/AN children only[a] Percentage
Reported a financial strain in past 12 months[b]	814	26.8	652	26.9
Financial strain(s) reported[c]				
Unable to afford the home they need	811	17.5	649	18.0
Unable to afford the clothing they need	814	10.0	652	10.3
Unable to afford the food they need	814	8.2	652	7.6
Unable to afford the medical care they need	810	12.8	648	12.3
Count of financial strains reported in past 12 months	814		652	
None		73.2		73.1
One		13.8		13.8
Two		7.0		7.3
Three		3.6		3.5
Four		2.4		2.2

Household financial strain	All children (AI/AN and non–AI/AN) n	All children (AI/AN and non–AI/AN) Mean	AI/AN children only[a] n	AI/AN children only[a] Mean
Number of financial strains reported	814	0.5	652	0.5

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.

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

[a]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.

[b]The financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. A family "reported a financial strain" if they disagree or strongly disagree that they have enough money to afford a home, clothing, food, or medical care.

[c]Estimates are reported among all children, not just among those whose parent reported a financial strain.

Table A.11. Household food security, overall and for AI/AN children: Fall 2015

Household food security	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
	n	Percentage	n	Percentage
Food security in past 12 months[b]	814		652	
High/marginal food security		72.8		72.6
Low food security		18.6		19.2
Very low food security		8.6		8.2
Purchased food did not last and there was no money to get more	816		654	
Often true		6.0		6.1
Sometimes true		26.6		28.7
Never true		67.3		65.2
Could not afford to eat balanced meals	814		653	
Often true		3.8		4.3
Sometimes true		23.1		22.3
Never true		73.1		73.4
Adult cut size of or skipped meals because not enough money for food	814	15.9	652	15.0
If cut or skipped meals, frequency	129		92	
Almost every month		19.2		20.7
Some months, but not every month		46.0		45.6
In only 1 or 2 months		34.8		33.7
Parent ate less than should have because not enough money for food	816	17.5	654	17.2
Parent was hungry but did not eat because could not afford enough food	816	8.8	654	8.4

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.

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

Percentages may not sum to 100 due to rounding.

[a]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.

[b]The food security scale is derived from the United States Department of Agriculture's (USDA) Guide to Measuring Household Food Security, Revised 2000 and the USDA's 2006 updates to the security labels. According to USDA guidelines, households are considered food secure if they fall in the high or marginal range. High/marginal food security is defined as no or minimal indications of food–access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food in the house with little or no indication of changes in diets or food intake. Low food security is defined as reports of reduced quality, variety, or desirability of diet, but little or no indication of reduced food intake. Very low food security is defined as reports of multiple indications of disrupted eating patterns and reduced food intake.

Table A.12. Community activities with child in past month, overall and for AI/AN children: Fall 2015

Community activities	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
	n	Percentage	n	Percentage
Type of community activities in which child participated in the past month				
Listened to Elders tell stories	811	45.2	650	46.5
Participated in traditional ways, including carving, harvesting, collecting, hunting, and fishing	817	47.8	655	49.2
Danced, sang, or drummed at a pow–wow or other community cultural activity	816	40.3	655	44.3
Worked on traditional arts and crafts, such as beading, blanket weaving, or making jewelry, a basket, a painting, or pow–wow regalia	817	29.4	655	31.1
Participated in traditional ceremonies	817	31.0	655	34.9
Played American Indian or Alaska Native games	806	22.6	647	24.3
Count of community activities in which child participated in the past month[b]	816		655	
0		21.4		19.5
1		22.0		21.4
2		19.9		18.8
3		12.4		12.9
4		11.3		12.5
5		5.5		6.0
6		7.5		8.8

Community activities	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
	n	Mean	n	Mean
Number of community activities reported[c]	816	2.2	655	2.3

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.

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

[a]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.

[b]Seventy–nine percent of children participated in at least one activity.

[c]Reflects the average number of activities with community members outside of the immediate family.

Table A.13. Frequency of reading and storytelling to child, overall and for AI/AN children: Fall 2015

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Frequency of reading and storytelling to child	**n**	**Percentage**	**n**	**Percentage**
Number of times family member read to child in past week	817		655	
Not at all		2.1		2.3
Once or twice		18.8		19.8
Three or more times, but not every day		43.1		44.6
Every day		36.0		33.2
Number of times family member told child stories in past week	814		652	
Not at all		10.4		10.9
Once or twice		26.8		27.9
Three or more times, but not every day		41.4		41.7
Every day		21.4		19.5

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.
The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

[a]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.13a. Frequency of reading and storytelling to child, overall and for AI/AN children: Spring 2016

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Frequency of reading and storytelling to child	**n**	**Percentage**	**n**	**Percentage**
Number of times family member read to child in past week	802		650	
Not at all		1.4		1.6
Once or twice		20.1		21.6
Three or more times, but not every day		49.2		48.6
Every day		29.2		28.2
Number of times family member told child stories in past week	799		647	
Not at all		9.8		9.6
Once or twice		29.5		30.0
Three or more times, but not every day		40.1		39.6
Every day		20.7		20.7

Source: Spring 2016 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.
The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

[a]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.13b. Change in frequency of reading and storytelling to child, overall and for AI/AN children: Fall 2015–Spring 2016

	All children (AI/AN and non–AI/AN)				AI/AN children only[a]			
		Fall 2015	Spring 2016	Fall–Spring Change		Fall 2015	Spring 2016	Fall–Spring Change
Frequency of reading and storytelling to child	**n**	**Percentage**	**Percentage**	**Percentage**	**n**	**Percentage**	**Percentage**	**Percentage**
Number of times family member read to child in past week	673				536			
Not at all		2.1	1.7	–0.5		2.6	1.9	–0.7
Once or twice		19.8	18.6	–1.2		21.3	19.9	–1.4
Three or more times, but not every day		42.2	50.4	8.3*		43.5	49.7	6.2*
Every day		35.9	29.3	–6.6*		32.6	28.4	–4.2
Number of times family member told child stories in past week	670				533			
Not at all		10.5	9.9	–0.5		10.8	9.8	–0.9
Once or twice		27.3	28.3	1.0		28.7	28.8	0.1
Three or more times, but not every day		41.5	42.2	0.7		42.0	41.9	–0.1
Every day		20.7	19.6	–1.2		18.5	19.4	0.9

Source: Fall 2015 and Spring 2016 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.
The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

*$p \leq .05$. This denotes statistically significant fall–spring change prior to any rounding.

[a]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.14. Family members' activities with child in past week, overall and for AI/AN children: Fall 2015

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Activities with child	n	Percentage	n	Percentage
Told child a story	815	89.7	653	89.1
Taught child letters, words, or numbers	817	96.8	655	96.9
Taught child songs or music	816	82.5	655	82.8
Worked with child on arts and crafts	817	70.3	655	69.5
Played with toys or games indoors	817	98.4	655	98.0
Played a game, sport, or exercised together	817	94.1	655	93.8
Took child along on errands	817	96.5	655	95.7
Involved child in household chores	817	99.0	655	98.9
Talked about what happened in Head Start	817	98.0	655	98.0
Talked about TV programs or videos	817	78.5	655	78.6
Played counting games	817	87.3	655	87.2
Played a board game or a card game	817	42.1	655	41.7
Played with blocks	817	55.4	655	54.8
Counted different things	817	88.1	655	87.8

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Activities with child	n	Mean	n	Mean
Number of activities	817	11.8	655	11.7

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.

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

[a]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.14a. Family members' activities with child in past week, overall and for AI/AN children: Spring 2016

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Activities with child	**n**	**Percentage**	**n**	**Percentage**
Told child a story	802	90.3	650	90.5
Taught child letters, words, or numbers	802	95.1	650	95.3
Taught child songs or music	802	81.2	650	81.3
Worked with child on arts and crafts	802	71.4	650	70.2
Played with toys or games indoors	802	97.6	650	97.6
Played a game, sport, or exercised together	802	94.2	650	93.6
Took child along on errands	802	97.2	650	96.9
Involved child in household chores	802	98.3	650	97.9
Talked about what happened in Head Start	802	97.4	650	97.4
Talked about TV programs or videos	801	83.2	649	82.5
Played counting games	802	90.1	650	90.0
Played a board game or a card game	802	48.7	650	47.1
Played with blocks	802	55.4	650	55.0
Counted different things	802	88.4	650	87.2

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Activities with child	**n**	**Mean**	**n**	**Mean**
Number of activities	802	11.9	650	11.8

Source: Spring 2016 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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

[a]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.14b. Change in family members' activities with child in past week, overall and for AI/AN children: Fall 2015–Spring 2016

	All children (AI/AN and non–AI/AN)				AI/AN children only[a]			
		Fall 2015	Spring 2016	Fall–Spring Change		Fall 2015	Spring 2016	Fall–Spring Change
Activities with child	n	Percentage	Percentage	Percentage	n	Percentage	Percentage	Percentage
Told child a story	672	89.3	90.1	0.8	535	89.0	90.2	1.3
Taught child letters, words, or numbers	673	96.2	94.8	–1.4	536	96.4	95.1	–1.2
Taught child songs or music	672	83.0	80.7	–2.3	536	83.2	80.6	–2.6
Worked with child on arts and crafts	673	68.4	72.3	4.0	536	67.5	71.7	4.2
Played with toys or games indoors	673	98.2	97.5	–0.8	536	97.8	97.4	–0.4
Played a game, sport, or exercised together	673	93.6	94.6	1.0	536	93.3	94.1	0.8
Took child along on errands	673	96.0	97.9	1.9*	536	95.0	97.8	2.8*
Involved child in household chores	673	99.0	98.2	–0.8	536	99.0	97.7	–1.3
Talked about what happened in Head Start	673	97.6	97.3	–0.3	536	97.5	97.3	–0.2
Talked about TV programs or videos	672	77.4	83.1	5.7*	535	77.1	82.2	5.1
Played counting games	673	86.6	90.1	3.4	536	86.4	89.8	3.4
Played a board game or a card game	673	41.1	47.9	6.8*	536	40.3	46.1	5.8*
Played with blocks	673	54.8	55.1	0.3	536	54.5	54.9	0.4
Counted different things	673	87.7	89.2	1.5	536	87.2	88.0	0.8

	All children (AI/AN and non–AI/AN)				AI/AN children only[a]			
		Fall 2015	Spring 2016	Fall–Spring Change		Fall 2015	Spring 2016	Fall–Spring Change
Activities with child	n	Mean	Mean	Mean	n	Mean	Mean	Mean
Number of activities	673	11.7	11.9	0.2*	536	11.6	11.8	0.2

Source: Fall 2015 and Spring 2016 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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

*$p < .05$. This denotes statistically significant fall–spring change prior to any rounding.

[a]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.15. Child's health care home use, overall and for AI/AN children: Fall 2015

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Child's health care home use	**n**	**Percentage**	**n**	**Percentage**
Child has a regular health care provider[b]	816	99.1	654	99.3
Where child usually goes if sick	813		652	
A private doctor, private clinic, or HMO		29.7		20.9
An outpatient clinic run by a hospital		9.6		8.1
The emergency room at a hospital		1.7		1.9
Public health department or community health center		7.5		6.8
A migrant health clinic		0.1		0.1
The Indian Health Service		51.1		61.7
Someplace else		0.4		0.4
Where child usually goes for routine medical care	813		653	
No regular place		0.1		0.1
A private doctor, private clinic, or HMO		32.6		23.4
An outpatient clinic run by a hospital		9.0		7.9
The emergency room at a hospital		0.3		0.4
Public health department or community health center		8.2		8.0
A migrant health clinic		0.1		0.1
The Indian Health Service		49.4		60.1
Someplace else		0.3		0.1
Child use a dentist or dental clinic	815	81.3	653	79.0

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2015.

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

Percentages may not sum to 100 due to rounding.

[a]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.

[b]A child has a regular health care provider if the parent reports taking the child to one of the following locations for routine medical care: a private doctor, private clinic, or HMO; an outpatient clinic run by a hospital; a public health department or community health center; a migrant health clinic; The Indian Health Service; or "someplace else" (in select cases where the parent describes a similar location). A child does not have a regular health care provider if the parent reports taking the child to the emergency room at a hospital for routine medical care, taking the child "someplace else" (in select cases where the parent describes a location similar to the emergency room), that the child does not have a regular place for care.

Table A.16. Parent health behaviors, overall and for AI/AN children: Spring 2016

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Parent health behaviors	**n**	**Percentage**	**n**	**Percentage**
Parent smokes tobacco	796	23.9	644	24.4
Frequency parent drinks alcohol in past month	795		643	
Never		67.7		69.7
Less than once a week to 2 days per week		30.1		28.2
3 or more days per week		2.2		2.1
If parent drinks alcohol, usual number of drinks when drinking	223		166	
1–2 drinks		67.6		62.7
3–4 drinks		21.2		25.2
5 or more drinks		11.2		12.1

Source: Spring 2016 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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

[a]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's cultural connections and identity, overall and for AI/AN children: Spring 2016

Parent's cultural connections and identity	n	Percentage				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
All children (AI/AN and non–AI/AN)						
Being a part of my tribe or cultural group is important to me	766	42.0	29.2	25.0	2.0	1.8
I think a lot about how my life has been affected by me being an American Indian/Alaska Native	741	21.7	25.3	32.6	13.6	6.8
I have a lot of pride in my tribe or cultural group	755	44.4	30.5	20.2	2.1	2.9
I speak or am learning to speak my tribal or cultural language	753	22.4	22.7	28.8	19.4	6.7
I follow religious or spiritual beliefs that are based on traditional cultural beliefs	767	27.0	25.3	29.0	13.8	4.9
I listen to, sing, or dance to traditional tribal music	761	24.4	27.7	26.3	16.0	5.6
I have a strong sense of belonging to my own tribe or cultural group	760	28.9	29.3	27.5	10.3	4.1
I have often talked to other people to learn about my tribe or culture	760	25.8	32.9	24.4	12.1	4.8
I feel good about my cultural and tribal background	758	36.0	37.3	20.2	3.4	3.0
American Indian and Alaska Native children only[a]						
Being a part of my tribe or cultural group is important to me	636	47.0	30.7	19.7	1.8	0.8
I think a lot about how my life has been affected by me being an American Indian/Alaska Native	626	23.6	29.2	28.5	14.5	4.2
I have a lot of pride in my tribe or cultural group	629	50.1	32.3	14.6	1.7	1.3
I speak or am learning to speak my tribal or cultural language	633	24.9	25.6	26.6	19.0	4.0
I follow religious or spiritual beliefs that are based on traditional cultural beliefs	637	29.8	27.5	26.3	13.5	2.9
I listen to, sing, or dance to traditional tribal music	635	27.8	31.3	22.8	14.6	3.5
I have a strong sense of belonging to my own tribe or cultural group	633	33.2	32.1	23.6	9.5	1.6
I have often talked to other people to learn about my tribe or culture	633	29.6	36.3	21.4	10.8	1.9
I feel good about my cultural and tribal background	632	41.8	40.6	14.4	2.3	1.0

Source: Spring 2016 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.
The n column in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

[a]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. Parent's neighborhood characteristics, overall and for AI/AN children: Spring 2016

Parent's neighborhood characteristics	n	Percentage				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
All children (AI/AN and non–AI/AN)						
People around here are willing to help their neighbors	795	19.3	39.3	27.6	10.0	3.7
The place where I live is too noisy or too polluted	791	2.2	5.0	10.1	45.4	37.4
Roads in my community are often difficult or impossible to drive on	795	3.0	10.0	14.9	47.4	24.7
I have to go too far to get things done, like shopping, banking, buying gas, or going to school or work	793	5.1	17.8	14.8	41.7	20.6
American Indian and Alaska Native children only[a]						
People around here are willing to help their neighbors	643	16.4	40.1	27.7	11.9	3.9
The place where I live is too noisy or too polluted	639	2.6	5.7	11.4	46.3	34.0
Roads in my community are often difficult or impossible to drive on	643	2.9	11.2	14.5	48.6	22.7
I have to go too far to get things done, like shopping, banking, buying gas, or going to school or work	642	6.0	17.8	15.5	41.8	18.9

Source: Spring 2016 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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

Percentages may not sum to 100 due to rounding.

[a]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.19. Neighborhood problems, overall and for AI/AN children: Spring 2016

Neighborhood problems	n	Percentage		
		Not a problem	Somewhat of a problem	Big problem
All children (AI/AN and non–AI/AN)				
Run–down houses or abandoned cars	793	58.8	31.7	9.5
Crime	789	47.2	39.1	13.7
Police not being available	789	66.3	21.3	12.4
Public drunkenness/people being high or stoned in public	790	55.2	24.6	20.1
Broken homes and family breakups	787	44.7	36.8	18.5
Physical violence, abuse and neglect	788	55.6	30.5	13.9
Alcohol and/or drug abuse	789	40.3	25.5	34.2
Not enough good housing	789	49.7	29.3	21.1
Not enough jobs in the community	788	30.0	34.4	35.6
American Indian and Alaska Native children only[a]				
Run–down houses or abandoned cars	642	57.9	31.3	10.8
Crime	640	43.0	41.5	15.4
Police not being available	639	64.0	22.8	13.2
Public drunkenness/people being high or stoned in public	638	51.4	26.8	21.8
Broken homes and family breakups	637	41.8	38.3	19.9
Physical violence, abuse and neglect	636	51.0	32.9	16.1
Alcohol and/or drug abuse	640	35.9	26.7	37.4
Not enough good housing	637	45.9	30.0	24.2
Not enough jobs in the community	637	27.1	33.4	39.6

Source: Spring 2016 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.
The n column in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

[a]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

CHILD COGNITIVE DEVELOPMENT: FALL 2015, SPRING 2016, AND FALL 2015–SPRING 2016 CHANGE

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

Table B.1. Reliability of the direct assessments of children's language, literacy, and math development: Fall 2015

Constructs (measures)	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
	Number of items administered	Cronbach's alpha	Number of items administered	Cronbach's alpha
Constructs assessed for all children				
Receptive vocabulary (PPVT–4 standard score)	168	0.97	144	0.97
Expressive vocabulary (EWOPVT–4 standard score)	125	0.96	120	0.93
Constructs assessed for all children taking the direct assessment in English				
Letter–word knowledge (WJ III NU: Letter Word Identification standard score)	39	0.84	18	0.81
Early writing (WJ III NU: Spelling standard score)	20	0.75	16	0.73
Early math (WJ III NU: Applied Problems standard score)	27	0.89	27	0.89
Letter–sounds knowledge (ECLS–B Letter Sounds IRT score)	10	0.87[b]	10	!
Letter–sounds and letter–word knowledge (Combined ECLS–B Letter–Sounds/WJ III Letter–Word Identification IRT score)	49	!	28	!
Early math (ECLS–B Math IRT score)	23	0.71[b]	23	0.70[b]
Number and shape knowledge (ECLS–B Number/Shape IRT–based proficiency probability score)	3	0.56[c]	3	0.46[c]
Early math (Combined ECLS–B/WJ III Applied Problems IRT score)	50	0.89[b]	50	0.87[b]

Source: Fall 2015 AI/AN FACES Direct Child Assessment and Fall 2015 AI/AN FACES Parent Survey.

! This alpha is calculated based on fewer than 30 children who were administered the items. Because scores can be calculated even if some items are missing, later tables present estimates for this measure that are based on more than the responses of 30 children.

[a]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.

[b]For these IRT scores, we present the reliability coefficient of the number right of the items that a measure contributed to the combined IRT score. The reliability of the IRT score is only available for the combined score and is based on the reliability of theta and applies to both letter–sounds (0.73) or early math (0.86) IRT scores. The IRT model is estimated for all children, so there is no separate IRT score reliability for AI/AN children only.

[c]This reliability coefficient is split–half based on 3 items. The proficiency probability score uses information from all administered ECLS–B math items (the theta) to identify the probability that the child answers the 3 items correctly.

Table B.1a. Reliability of the direct assessments of children's language, literacy, and math development: Spring 2016

Constructs (measures)	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
	Number of items administered	Cronbach's alpha	Number of items administered	Cronbach's alpha
Constructs assessed for all children				
Receptive vocabulary (PPVT–4 standard score)	168	0.97	144	0.97
Expressive vocabulary (EWOPVT–4 standard score)	135	0.96	135	0.96
Constructs assessed for all children taking the direct assessment in English				
Letter–word knowledge (WJ III NU: Letter Word Identification standard score)	46	0.88	22	0.86
Early writing (WJ III NU: Spelling standard score)	21	0.80	21	0.80
Early math (WJ III NU: Applied Problems standard score)	29	0.88	29	0.88
Letter–sounds knowledge (ECLS–B Letter Sounds IRT score)	10	0.93[b]	10	0.89[b]
Letter–sounds and letter–word knowledge (Combined ECLS–B Letter–Sounds/WJ III Letter–Word Identification IRT score)	56	0.96[b]	32	0.80[b]
Early math (ECLS–B Math IRT score)	23	0.79[b]	23	0.76[b]
Number and shape knowledge (ECLS–B Number/Shape IRT–based proficiency probability score)	3	0.36[c]	3	0.48[c]
Early math (Combined ECLS–B/WJ III Applied Problems IRT score)	52	0.91[b]	52	0.89[b]

Source: Spring 2016 AI/AN FACES Direct Child Assessment and Fall 2015 AI/AN FACES Parent Survey.

[a]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.

[b]For these IRT scores, we present the reliability coefficient of the number right of the items that a measure contributed to the combined IRT score. The reliability of the IRT score is only available for the combined score and is based on the reliability of theta and applies to both letter–sounds (0.77) or early math (0.88) IRT scores. The IRT model is estimated for all children, so there is no separate IRT score reliability for AI/AN children only.

[c]This reliability coefficient is split–half based on 3 items. The proficiency probability score uses information from all administered ECLS–B math items (the theta) to identify the probability that the child answers the 3 items correctly.

Table B.2. Children's language of direct assessment, overall and for AI/AN children: Fall 2015

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Language of direct assessment	**n**	**Percentage**	**n**	**Percentage**
Direct assessment language[b]	852		688	
Assessed in English		99.7		100.0
Assessed in English, shortened assessment battery		0.3		0.0

Source: Fall 2015 AI/AN FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015.

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

[a]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.

[b]Language of direct assessment is based on parent report of the language the child uses most often at home and the child's performance on the screener.

Table B.2a. Children's language of direct assessment, overall and for AI/AN children: Spring 2016

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Language of direct assessment	**n**	**Percentage**	**n**	**Percentage**
Direct assessment language[b]	848		687	
Assessed in English		99.9		100.0
Assessed in English, shortened assessment battery		0.1		0.0

Source: Spring 2016 AI/AN FACES Direct Child Assessment and Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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

[a]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.

[b]Language of direct assessment is based on parent report of the language the child uses most often at home and the child's performance on the screener.

Table B.3. Summary statistics for children's language, literacy, and math standard and IRT scores for children taking the direct assessment in English, overall and for AI/AN children: Fall 2015

Constructs (measures)	n	Mean	Standard Deviation (SD)	Reported score range	Possible score range	Percentage[a]				
						2 or more SDs below norm	Between 1 and 2 SDs below norm	Within 1 SD of norm	Between 1 and 2 SDs above norm	2 or more SDs above norm
All children (AI/AN and non–AI/AN)										
Receptive vocabulary (PPVT–4 standard score)	803	91.1	13.6	44 – 131	20 – 160	5.6	29.7	59.3	2.3	0.3
Expressive vocabulary (EOWPVT–4 standard score)[b]	847	93.1	17.0	45 – 145	45 – 155	8.0	22.8	59.8	8.7	0.7
Letter–word knowledge (WJ III NU: Letter–Word Identification standard score)	829	90.0	11.6	60 – 147	0 – 200	3.7	33.4	61.6	1.2	0.1
Early writing (WJ III NU: Spelling standard score)	840	84.4	15.1	36 – 121	0 – 200	17.6	32.9	48.2	1.3	0.0
Early math (WJ III NU: Applied Problems standard score)	839	90.8	14.0	51 – 127	0 – 200	8.4	25.0	61.8	4.8	0.0
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	190	0.4	0.6	0.0 – 4.2	0 – 10	n.a.	n.a.	n.a.	n.a.	n.a.
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ III Letter–Word Identification IRT score)	190	9.2	2.9	5.2 – 19.5	0 – 29	n.a.	n.a.	n.a.	n.a.	n.a.
Early math (ECLS–B math IRT score)	833	7.6	3.1	2.7 – 17.4	0 – 22	n.a.	n.a.	n.a.	n.a.	n.a.
Number and shape knowledge (ECLS–B number/shape proficiency probability score[c])	833	0.32	0.31	0.00 – 1.00	0.00 – 1.00	n.a.	n.a.	n.a.	n.a.	n.a.
Early math (Combined ECLS–B/WJ III Applied Problems IRT score)	833	14.9	7.1	3.3 – 34.9	0 – 46	n.a.	n.a.	n.a.	n.a.	n.a.

Table B.3. *(continued)*

Constructs (measures)	n	Mean	Standard Deviation (SD)	Reported score range	Possible score range	Percentage[a]				
						2 or more SDs below norm	Between 1 and 2 SDs below norm	Within 1 SD of norm	Between 1 and 2 SDs above norm	2 or more SDs above norm
American Indian and Alaska Native children[d]										
Receptive vocabulary (PPVT–4 standard score)	649	90.0	13.4	44 – 121	20 – 160	6.5	31.9	57.1	1.4	0.0
Expressive vocabulary (EOWPVT–4 standard score)[b]	688	91.0	16.6	45 – 137	45 – 155	8.8	24.6	58.5	7.6	0.5
Letter–word knowledge (WJ III NU: Letter–Word Identification standard score)	670	89.0	11.2	61 – 117	0 – 200	4.1	36.4	58.8	0.8	0.0
Early writing (WJ III NU: Spelling standard score)	681	83.7	15.0	38 – 118	0 – 200	18.6	32.5	48.5	0.3	0.0
Early math (WJ III NU: Applied Problems standard score)	680	89.7	13.9	51 – 127	0 – 200	9.5	26.6	59.3	4.6	0.0
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	136	0.3	0.5	0.0 – 2.5	0 – 10	n.a.	n.a.	n.a.	n.a.	n.a.
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ III Letter–Word Identification IRT score)	136	8.8	2.7	5.2 – 16.8	0 – 29	n.a.	n.a.	n.a.	n.a.	n.a.
Early math (ECLS–B math IRT score)	675	7.4	3.0	2.7 – 17.4	0 – 22	n.a.	n.a.	n.a.	n.a.	n.a.
Number and shape knowledge (ECLS–B number/shape proficiency probability score[c])	675	0.30	0.29	0.00 – 1.00	0.00 – 1.00	n.a.	n.a.	n.a.	n.a.	n.a.
Early math (Combined ECLS–B/WJ III Applied Problems IRT score)	675	14.3	6.8	3.3 – 34.9	0 – 46	n.a.	n.a.	n.a.	n.a.	n.a.

Source: Fall 2015 AI/AN FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015.

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

Standard scores in this table reflect an individual's performance relative to English–speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT–based scores provide information on children's absolute performance at a specific point in time.

[a]In these columns, reported standard scores have been categorized using standard deviation units: scores at least two standard deviations above norms (greater than or equal to 130), scores between one and two standard deviations above norms (between 115 and 130), scores within one standard deviation of the mean (between 85 and 115), scores between one and two standard deviations below norms (between 70 and 85), and scores at least two standard deviations below norms (less than or equal to 70).

[b]The publisher provides a range of <55 to >145, but in AI/AN FACES we assign scores outside this range as 45 or 155, respectively.

[c]Proficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, 0.40 x 100 = 40 percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

[d]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.

n.a. = not applicable.

Table B.3a. Summary statistics for children's language, literacy, and math standard and IRT scores for children taking the direct assessment in English, overall and for AI/AN children: Spring 2016

Constructs (measures)	n	Mean	Standard Deviation (SD)	Reported score range	Possible score range	Percentage[a]				
						2 or more SDs below norm	Between 1 and 2 SDs below norm	Within 1 SD of norm	Between 1 and 2 SDs above norm	2 or more SDs above norm
All children (AI/AN and non–AI/AN)										
Receptive vocabulary (PPVT–4 standard score)	834	92.3	14.0	44 – 130	20 – 160	5.4	25.9	64.2	4.4	0.1
Expressive vocabulary (EOWPVT–4 standard score)[b]	846	95.1	16.4	45 – 142	45 – 155	6.3	19.6	63.7	7.5	2.9
Letter–word knowledge (WJ III NU: Letter–Word Identification standard score)	837	91.3	12.5	62 – 153	0 – 200	3.0	32.7	60.7	3.3	0.3
Early writing (WJ III NU: Spelling standard score)	842	84.1	16.8	28 – 128	0 – 200	19.4	28.1	50.6	1.9	0.0
Early math (WJ III NU: Applied Problems standard score)	841	93.3	13.5	46 – 133	0 – 200	6.3	18.0	70.8	4.7	0.2
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	327	0.6	0.9	0.0 – 4.5	0 – 10	n.a.	n.a.	n.a.	n.a.	n.a.
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ III Letter–Word Identification IRT score)	327	10.3	3.3	5.0 – 20.0	0 – 29	n.a.	n.a.	n.a.	n.a.	n.a.
Early math (ECLS–B math IRT score)	840	9.5	3.5	2.8 – 19.3	0 – 22	n.a.	n.a.	n.a.	n.a.	n.a.
Number and shape knowledge (ECLS–B number/shape proficiency probability score[c])	840	0.50	0.34	0.00 – 1.00	0.00 – 1.00	n.a.	n.a.	n.a.	n.a.	n.a.
Early math (Combined ECLS–B/WJ III Applied Problems IRT score)	840	19.0	7.6	3.3 – 38.4	0 – 46	n.a.	n.a.	n.a.	n.a.	n.a.

Table B.3a. *(continued)*

Constructs (measures)	n	Mean	Standard Deviation (SD)	Reported score range	Possible score range	Percentage[a]				
						2 or more SDs below norm	Between 1 and 2 SDs below norm	Within 1 SD of norm	Between 1 and 2 SDs above norm	2 or more SDs above norm
American Indian and Alaska Native children[d]										
Receptive vocabulary (PPVT–4 standard score)	679	91.2	13.7	44 – 129	20 – 160	5.8	28.4	62.8	3.1	0.0
Expressive vocabulary (EOWPVT–4 standard score)[b]	687	94.0	15.8	45 – 142	45 – 155	6.8	20.9	63.6	6.6	2.1
Letter–word knowledge (WJ III NU: Letter–Word Identification standard score)	680	90.3	12.2	62 – 134	0 – 200	3.2	35.1	59.0	2.4	0.3
Early writing (WJ III NU: Spelling standard score)	684	83.8	16.3	32 – 122	0 – 200	19.3	29.3	50.1	1.4	0.0
Early math (WJ III NU: Applied Problems standard score)	683	92.2	13.5	49 – 131	0 – 200	7.0	20.5	67.9	4.3	0.2
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	251	0.5	0.7	0.0 – 3.3	0 – 10	n.a.	n.a.	n.a.	n.a.	n.a.
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ III Letter–Word Identification IRT score)	251	10.0	3.0	5.0 – 18.2	0 – 29	n.a.	n.a.	n.a.	n.a.	n.a.
Early math (ECLS–B math IRT score)	682	9.2	3.4	2.8 – 19.3	0 – 22	n.a.	n.a.	n.a.	n.a.	n.a.
Number and shape knowledge (ECLS–B number/shape proficiency probability score[c])	682	0.48	0.34	0.00 – 1.00	0.00 – 1.00	n.a.	n.a.	n.a.	n.a.	n.a.
Early math (Combined ECLS–B/WJ III Applied Problems IRT score)	682	18.4	7.4	3.3 – 38.4	0 – 46	n.a.	n.a.	n.a.	n.a.	n.a.

Source: Spring 2016 AI/AN FACES Direct Child Assessment and Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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

Standard scores in this table reflect an individual's performance relative to English–speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT–based scores provide information on children's absolute performance at a specific point in time.

[a]In these columns, reported standard scores have been categorized using standard deviation units: scores at least two standard deviations above norms (greater than or equal to 130), scores between one and two standard deviations above norms (between 115 and 130), scores within one standard deviation of the mean (between 85 and 115), scores between one and two standard deviations below norms (between 70 and 85), and scores at least two standard deviations below norms (less than or equal to 70).

[b]The publisher provides a range of <55 to >145, but in AI/AN FACES we assign scores outside this range as 45 or 155, respectively.

[c]Proficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, 0.40 x 100 = 40 percent of Head Start children are able to demonstrate these skills at the end of the program year). These scores can take on any value from zero to one.

[d]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.

n.a. = not applicable.

Table B.3b. Change in children's language, literacy, and math standard and IRT scores for children taking the direct assessment in English, overall and for AI/AN children: Fall 2015–Spring 2016

	All children (AI/AN and non–AI/AN)				AI/AN children only[a]			
		Fall 2015	Spring 2016	Fall–Spring Change		Fall 2015	Spring 2016	Fall–Spring Change
Constructs (measures)	n	Mean	Mean	Mean	n	Mean	Mean	Mean
Receptive vocabulary (PPVT–4 standard score)	723	91.3	93.2	1.9*	584	90.2	92.1	2.0*
Expressive vocabulary (EOWPVT–4 standard score)	763	93.2	95.4	2.2*	618	92.0	94.2	2.2*
Letter–word knowledge (WJ III NU: Letter–Word Identification standard score)	741	90.1	91.3	1.2*	598	89.0	90.0	1.0
Early writing (WJ III NU: Spelling standard score)	756	84.4	84.3	–0.1	611	83.7	83.9	0.1
Early math (WJ III NU: Applied Problems standard score)	753	90.9	93.5	2.6*	608	89.9	92.2	2.4*
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	141	0.44	0.94	0.50*	98	0.36	0.79	0.42*
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ III Letter–Word Identification IRT score)	141	9.8	11.8	2.1*	98	9.4	11.5	2.1*
Early math (ECLS–B math IRT score)	750	7.7	9.6	2.0*	605	7.4	9.3	1.9*
Number and shape knowledge (ECLS–B number/shape proficiency probability score[b]	750	0.3	0.5	0.2*	605	0.3	0.5	0.2*
Early math (Combined ECLS–B/WJ III Applied Problems IRT score)	750	15.0	19.3	4.4*	605	14.4	18.7	4.2*

Source: Fall 2015 and Spring 2016 AI/AN FACES Direct Child Assessment and Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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

Standard scores allow for comparisons of an individual's performance to others of the same age (or grade) in the general population. These scores have a mean of 100 and a standard deviation of 15.

*$p \leq .05$. This denotes statistically significant fall–spring change prior to any rounding.

[a]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.

[b]Proficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, 0.40 x 100 = 40 percent of Head Start children are able to demonstrate these skills at the end of the program year). These scores can take on any value from zero to one.

Table B.4. Summary statistics for children's language, literacy, and math standard and IRT scores for children taking the direct assessment in English, by age, overall and for AI/AN children: Fall 2015

	3–year–olds[a]			4–year–olds[a]		
Constructs (measures)	n	Mean	Standard Deviation (SD)	n	Mean	Standard Deviation (SD)
All children (AI/AN and non–AI/AN)						
Receptive vocabulary (PPVT–4 standard score)	351	91.9	13.7	452	90.5	13.4
Expressive vocabulary (EOWPVT–4 standard score[b])	381	93.9	17.1	466	92.5	16.8
Letter–word knowledge (WJ III NU: Letter–Word Identification standard score)	371	91.2	10.7	458	88.9	12.2
Early writing (WJ III NU: Spelling standard score)	379	86.1	14.1	461	82.8	15.8
Early math (WJ III NU: Applied Problems standard score)	377	91.4	14.4	462	90.2	13.6
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	51	0.1	0.2	139	0.4	0.6
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ III Letter–Word Identification IRT score)	51	7.9	2.0	139	9.7	3.0
Early math (ECLS–B math IRT score)	371	6.5	2.6	462	8.6	3.2
Number and shape knowledge (ECLS–B number/shape proficiency probability score[b])	371	0.21	0.25	462	0.42	0.32
Early math (Combined ECLS–B/WJ III Applied Problems IRT score)	371	12.3	6.2	462	17.2	7.0
American Indian and Alaska Native children[c]						
Receptive vocabulary (PPVT–4 standard score)	275	90.8	13.9	374	89.4	12.9
Expressive vocabulary (EOWPVT–4 standard score[b])	301	93.2	17.4	387	90.7	15.7
Letter–word knowledge (WJ III NU: Letter–Word Identification standard score)	291	90.7	10.7	379	87.5	11.4
Early writing (WJ III NU: Spelling standard score)	299	86.5	14.1	382	81.1	15.4
Early math (WJ III NU: Applied Problems standard score)	297	90.7	14.6	383	88.8	13.2
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	36	0.2	0.2	100	0.4	0.5
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ III Letter–Word Identification IRT score)	36	7.9	2.1	100	9.3	2.8
Early math (ECLS–B math IRT score)	292	6.4	2.7	383	8.2	3.0
Number and shape knowledge (ECLS–B number/shape proficiency probability score[b])	292	0.21	0.25	383	0.38	0.30
Early math (Combined ECLS–B/WJ III Applied Problems IRT score)	292	12.0	6.2	383	16.3	6.7

Source: Fall 2015 AI/AN FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015.

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

Table B.4. *(continued)*

Standard scores in this table reflect an individual's performance relative to English–speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT–based scores provide information on children's absolute performance at a specific point in time. See Table B.3 for possible response ranges.

[a]Age as of September 1, 2015.

[b]Proficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, 0.40 x 100 = 40 percent of Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take on any value from zero to one.

[c]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 B.4a. Summary statistics for AI/AN children's language, literacy, and math standard and IRT scores for children taking the direct assessment in English, by age, overall and for AI/AN children: Spring 2016

	3–year–olds[a]			4–year–olds[a]		
Constructs (measures)	n	Mean	Standard Deviation (SD)	n	Mean	Standard Deviation (SD)
All children (AI/AN and non–AI/AN)						
Receptive vocabulary (PPVT–4 standard score)	381	92.6	14.4	453	92.1	13.5
Expressive vocabulary (EOWPVT–4 standard score)	392	95.1	16.3	454	95.1	16.4
Letter–word knowledge (WJ III NU: Letter–Word Identification standard score)	386	92.8	11.6	451	89.9	13.2
Early writing (WJ III NU: Spelling standard score)	388	85.0	15.0	454	83.2	18.3
Early math (WJ III NU: Applied Problems standard score)	389	93.5	14.2	452	93.0	12.7
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	100	0.3	0.4	227	0.7	1.0
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ III Letter–Word Identification IRT score)	100	9.3	2.3	227	10.9	3.5
Early math (ECLS–B math IRT score)	387	8.0	3.0	453	10.9	3.3
Number and shape knowledge (ECLS–B number/shape proficiency probability score[b])	387	0.36	0.31	453	0.63	0.31
Early math (Combined ECLS–B/WJ III Applied Problems IRT score)	387	15.8	6.8	453	22.1	6.9
American Indian and Alaska Native children[c]						
Receptive vocabulary (PPVT–4 standard score)	302	91.3	14.3	377	91.1	13.0
Expressive vocabulary (EOWPVT–4 standard score)	309	94.1	16.2	378	94.0	15.4
Letter–word knowledge (WJ III NU: Letter–Word Identification standard score)	303	92.5	11.8	377	88.3	12.2
Early writing (WJ III NU: Spelling standard score)	306	85.1	14.9	378	82.6	17.5
Early math (WJ III NU: Applied Problems standard score)	307	92.2	14.3	376	92.1	12.8
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	76	0.3	0.4	175	0.6	0.8
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ III Letter–Word Identification IRT score)	76	9.3	2.3	175	10.4	3.3
Early math (ECLS–B math IRT score)	305	7.8	3.0	377	10.6	3.2
Number and shape knowledge (ECLS–B number/shape proficiency probability score[b])	305	0.34	0.31	377	0.61	0.31
Early math (Combined ECLS–B/WJ III Applied Problems IRT score)	305	15.2	6.9	377	21.4	6.7

Source: Spring 2016 AI/AN FACES Direct Child Assessment and Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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

Standard scores in this table reflect an individual's performance relative to English–speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT–based scores provide information on children's absolute performance at a specific point in time. See Table B.3a for possible response ranges.

Table B.4a. *(continued)*

[a]Age as of September 1, 2015.

[b]Proficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, 0.40 x 100 = 40 percent of Head Start children are able to demonstrate these skills at the end of the program year). These scores can take on any value from zero to one.

[c]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 B.4b. Change in children's language, literacy, and math standard and IRT scores for children taking the direct assessment in English, by age, overall and for AI/AN children: Fall 2015–Spring 2016

	3–year–olds[a]				4–year–olds[a]			
		Fall 2015	Spring 2016	Fall–Spring Change		Fall 2015	Spring 2016	Fall–Spring Change
Constructs (measures)	n	Mean	Mean	Mean	n	Mean	Mean	Mean
All children (AI/AN and non–AI/AN)								
Receptive vocabulary (PPVT–4 standard score)	310	91.9	94.3	2.4*	413	90.8	92.2	1.5*
Expressive vocabulary (EOWPVT–4 standard score[b])	340	93.4	95.8	2.5*	423	93.0	95.0	2.0
Letter–word knowledge (WJ III NU: Letter–Word Identification standard score)	328	90.9	92.9	2.0*	413	89.3	89.8	0.4
Early writing (WJ III NU: Spelling standard score)	337	85.9	85.7	–0.2	419	83.0	83.0	0.0
Early math (WJ III NU: Applied Problems standard score)	336	91.2	94.2	3.0*	417	90.6	92.8	2.2*
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	33	0.2	0.4	0.3*	108	0.5	1.1	0.6*
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ III Letter–Word Identification IRT score)	33	8.3	10.3	2.0*	108	10.2	12.4	2.1*
Early math (ECLS–B math IRT score)	330	6.4	8.2	1.8*	420	8.8	10.9	2.1*
Number and shape knowledge (ECLS–B number/shape proficiency probability score[b])	330	0.21	0.39	0.18*	420	0.43	0.63	0.20*
Early math (Combined ECLS–B/WJ III Applied Problems IRT score)	330	12.2	16.3	4.1*	420	17.4	22.0	4.6*
American Indian and Alaska Native children[c]								
Receptive vocabulary (PPVT–4 standard score)	242	90.8	93.3	2.5*	342	89.6	91.2	1.6*
Expressive vocabulary (EOWPVT–4 standard score)	267	92.6	94.5	1.9*	351	91.4	93.9	2.5*
Letter–word knowledge (WJ III NU: Letter–Word Identification standard score)	255	90.3	92.3	2.0*	343	87.9	88.0	0.2
Early writing (WJ III NU: Spelling standard score)	264	86.3	85.6	–0.7	347	81.5	82.3	0.8
Early math (WJ III NU: Applied Problems standard score)	263	90.5	92.7	2.2*	345	89.3	91.9	2.5*
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	23	!	!	!	75	0.4	0.9	0.5*
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ III Letter–Word Identification IRT score)	23	!	!	!	75	9.8	11.9	2.1*
Early math (ECLS–B math IRT score)	257	6.3	8.0	1.6*	348	8.4	10.5	2.2*
Number and shape knowledge (ECLS–B number/shape proficiency probability score[b])	257	0.20	0.36	0.16*	348	0.39	0.60	0.21*
Early math (Combined ECLS–B/WJ III Applied Problems IRT score)	257	11.9	15.6	3.7*	348	16.6	21.3	4.7*

Table B.4b. *(continued)*

Source: Fall 2015 and Spring 2016 AI/AN FACES Direct Child Assessment and Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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

Standard scores in this table reflect an individual's performance relative to English–speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT–based scores provide information on children's absolute performance at a specific point in time. See Table B.3b for possible response ranges.

! Too few cases for a reliable estimate.

*$p \leq .05$. This denotes statistically significant fall–spring change prior to any rounding.

[a]Age as of September 1, 2015.

[b]Proficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, 0.40 x 100 = 40 percent of Head Start children are able to demonstrate these skills at the end of the program year). These scores can take on any value from zero to one.

[c]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.

This page left blank for double–sided printing.

SECTION C

CHILD SOCIAL–EMOTIONAL DEVELOPMENT: FALL 2015, SPRING 2016, AND FALL 2015–SPRING 2016 CHANGE

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

Table C.1. Reliability of children's executive function, social skills, problem behaviors, and approaches to learning scores, overall and for AI/AN children: Fall 2015

Constructs (measures)	Number of items administered[a]	Cronbach's alpha	
		All children (AI/AN and non–AI/AN)	AI/AN children only[b]
Direct child assessment			
Executive function (pencil tapping[c])	16	0.85	0.83
Teacher child report			
Social skills[d]	12	0.90	0.89
Problem behaviors total score[d]	14	0.86	0.86
Aggressive behavior	4	0.84	0.84
Hyperactive behavior	3	0.78	0.78
Withdrawn behavior	6	0.69	0.70
Approaches to learning (ECLS–K)	6	0.92	0.92
Assessor rating during direct assessment			
Cognitive/social behavior (Leiter–R)			
Total score	4	0.89	0.89
Attention	10	0.97	0.97
Organization/impulse control	8	0.94	0.93
Activity level	4	0.90	0.90
Sociability	5	0.88	0.88
Total standard score[e]	4	0.89	0.89

Source: Fall 2015 AI/AN FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, and Parent Survey.

[a]Reliability for all children and for AI/AN children is based on the same number of items.

[b]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.

[c]In the pencil tapping task, children are asked to inhibit the natural response to imitate the adult assessor exactly (or to tap repeatedly) and instead to keep in mind that the rule is to do the opposite of what the assessor does. Reported scores reflect the percentage of times the child tapped correctly. They can take on any value from 0 to 100, with higher scores indicating better skills on the task. The task is only administered to children age 4 and older at the time of the direct assessment.

[d]Social skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[e]This standard score has a mean of 100 and a standard deviation of 15.

Table C.1a. Reliability of children's executive function, social skills, problem behaviors, and approaches to learning scores, overall and for AI/AN children: Spring 2016

Constructs (measures)	Number of items administered[a]	Cronbach's alpha	
		All children (AI/AN and non–AI/AN)	AI/AN children only[b]
Direct child assessment			
Executive function (pencil tapping[c])	16	0.92	0.92
Teacher child report			
Social skills[d]	12	0.90	0.90
Problem behaviors total score[d]	14	0.88	0.87
Aggressive behavior	4	0.86	0.85
Hyperactive behavior	3	0.76	0.76
Withdrawn behavior	6	0.78	0.78
Approaches to learning (ECLS–K)	6	0.92	0.92
Assessor rating during direct assessment			
Cognitive/social behavior (Leiter–R)			
Total score	4	0.90	0.90
Attention	10	0.97	0.97
Organization/impulse control	8	0.95	0.95
Activity level	4	0.89	0.89
Sociability	5	0.90	0.90
Total standard score[e]	4	0.90	0.90

Source: Spring 2016 AI/AN FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, and Fall 2015 AI/AN FACES Parent Survey.

[a]Reliability for all children and for AI/AN children is based on the same number of items.

[b]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.

[c]In the pencil tapping task, children are asked to inhibit the natural response to imitate the adult assessor exactly (or to tap repeatedly) and instead to keep in mind that the rule is to do the opposite of what the assessor does. Reported scores reflect the percentage of times the child tapped correctly. They can take on any value from 0 to 100, with higher scores indicating better skills on the task. The task is only administered to children age 4 and older at the time of the direct assessment.

[d]Social skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[e]This standard score has a mean of 100 and a standard deviation of 15.

Table C.2. Summary statistics for children's executive function, social skills, problem behaviors, and approaches to learning scores, overall and for AI/AN children: Fall 2015

	All children (AI/AN and non–AI/AN)				AI/AN children only[a]				
Constructs (measures)	n	Mean	Standard Deviation (SD)	Reported score range	n	Mean	Standard Deviation (SD)	Reported score range	Possible score range[e]
Direct child assessment									
Executive function (pencil tapping[b])	516	40.4	32.2	0 – 100	426	37.7	31.7	0 – 100	0 – 100
Teacher child report									
Social skills[c]	840	15.3	5.1	0 – 24	670	15.2	5.2	0 – 24	0 – 24
Problem behaviors total score[c]	840	4.7	4.7	0 – 25	670	4.7	4.7	0 – 25	0 – 28
Aggressive behavior	840	1.4	1.9	0 – 8	670	1.4	1.8	0 – 8	0 – 8
Hyperactive behavior	840	1.4	1.6	0 – 6	670	1.3	1.6	0 – 6	0 – 6
Withdrawn behavior	840	1.5	1.9	0 – 11	670	1.5	1.9	0 – 11	0 – 12
Approaches to learning (ECLS–K)	840	1.7	0.7	0 – 3	670	1.7	0.7	0 – 3	0 – 3
Assessor rating during direct assessment									
Cognitive/social behavior (Leiter–R)									
Total score	848	70.1	14.5	2 – 81	687	69.3	15.0	2 – 81	0 – 81
Attention	849	25.4	6.3	0 – 30	687	25.1	6.5	0 – 30	0 – 30
Organization/impulse control	849	20.8	4.5	0 – 24	687	20.6	4.6	0 – 24	0 – 24
Activity level	849	10.0	2.6	0 – 12	687	9.9	2.7	0 – 12	0 – 12
Sociability	848	13.9	2.2	2 – 15	687	13.7	2.3	2 – 15	0 – 15
Total standard score[d]	848	103.3	14.5	43 – 126	687	102.4	14.7	43 – 126	40 – 126

Source: Fall 2015 AI/AN FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015.

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 scores.

Raw scores are reported unless noted otherwise.

[a]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.

[b]In the pencil tapping task, children are asked to inhibit the natural response to imitate the adult assessor exactly (or to tap repeatedly) and instead to keep in mind that the rule is to do the opposite of what the assessor does. Reported scores reflect the percentage of times the child tapped correctly. They can take on any value from 0 to 100, with higher scores indicating better skills on the task. The task is only administered to children age 4 and older at the time of the direct assessment.

[c]Social skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[d]This standard score has a mean of 100 and a standard deviation of 15.

[e]The possible score range is the same for all children and for AI/AN children only.

Table C.2a. Summary statistics for children's executive function, social skills, problem behaviors, and approaches to learning scores, overall and for AI/AN children: Spring 2016

	All children (AI/AN and non–AI/AN)				AI/AN children only[a]				
Constructs (measures)	n	Mean	Standard Deviation (SD)	Reported score range	n	Mean	Standard Deviation (SD)	Reported score range	Possible score range[e]
Direct child assessment									
Executive function (pencil tapping[b])	678	49.1	33.4	0 – 100	554	48.1	32.9	0 – 100	0 – 100
Teacher child report									
Social skills[c]	862	16.8	5.0	0 – 24	705	16.8	5.0	0 – 24	0 – 24
Problem behaviors total score[c]	861	4.4	4.7	0 – 28	704	4.3	4.7	0 – 28	0 – 28
Aggressive behavior	861	1.4	1.9	0 – 8	704	1.4	1.9	0 – 8	0 – 8
Hyperactive behavior	859	1.3	1.5	0 – 6	702	1.2	1.5	0 – 6	0 – 6
Withdrawn behavior	860	1.4	2.0	0 – 12	704	1.4	2.0	0 – 12	0 – 12
Approaches to learning (ECLS–K)	861	1.9	0.7	0 – 3	704	1.9	0.7	0 – 3	0 – 3
Assessor rating during direct assessment									
Cognitive/social behavior (Leiter–R)									
Total score	846	70.9	14.6	0 – 81	686	70.9	14.8	0 – 81	0 – 81
Attention	846	26.1	5.9	0 – 30	686	26.0	6.0	0 – 30	0 – 30
Organization/impulse control	846	21.0	4.7	0 – 24	686	21.1	4.7	0 – 24	0 – 24
Activity level	846	9.9	2.7	0 – 12	686	10.0	2.7	0 – 12	0 – 12
Sociability	846	13.9	2.2	0 – 15	686	13.9	2.2	0 – 15	0 – 15
Total standard score[d]	846	103.4	14.9	40 – 126	686	103.4	15.0	40 – 124	40 – 126

Source: Spring 2016 AI/AN FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, and Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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 scores.

Raw scores are reported unless noted otherwise.

[a]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.

[b]In the pencil tapping task, children are asked to inhibit the natural response to imitate the adult assessor exactly (or to tap repeatedly) and instead to keep in mind that the rule is to do the opposite of what the assessor does. Reported scores reflect the percentage of times the child tapped correctly. They can take on any value from 0 to 100, with higher scores indicating better skills on the task. The task is only administered to children age 4 and older at the time of the direct assessment.

[c]Social skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[d]This standard score has a mean of 100 and a standard deviation of 15.

[e]The possible score range is the same for all children and for AI/AN children only.

Table C.2b. Summary statistics for children's executive function, social skills, problem behaviors, and approaches to learning scores, overall and for AI/AN children: Fall 2015–Spring 2016

	All children (AI/AN and non–AI/AN)				AI/AN children only[a]			
		Fall 2015	Spring 2016	Fall–Spring Change		Fall 2015	Spring 2016	Fall–Spring Change
Constructs (measures)	n	Mean	Mean	Mean	n	Mean	Mean	Mean
Direct child assessment								
Executive function (pencil tapping[b])	464	40.9	54.2	13.3*	383	38.5	52.6	14.1*
Teacher child report								
Social skills[c]	763	15.4	16.7	1.3*	612	15.3	16.7	1.3*
Problem behaviors total score[c]	762	4.6	4.5	–0.1	611	4.6	4.5	–0.1
Aggressive behavior	762	1.4	1.5	0.1	611	1.4	1.5	0.1
Hyperactive behavior	760	1.3	1.3	0.0	609	1.3	1.3	0.0
Withdrawn behavior	761	1.5	1.4	–0.1	611	1.5	1.4	–0.1
Approaches to learning (ECLS–K)	762	1.7	1.9	0.2*	611	1.7	1.9	0.1*
Assessor rating during direct assessment								
Cognitive/social behavior (Leiter–R)								
Total score	763	70.6	71.2	0.6	616	69.8	71.1	1.3
Attention	764	25.6	26.2	0.6	616	25.3	26.1	0.8
Organization/impulse control	764	20.9	21.1	0.2	616	20.7	21.1	0.4
Activity level	764	10.1	10.0	–0.1	616	10.0	10.0	0.0
Sociability	763	13.9	13.9	0.0	616	13.8	13.9	0.1
Total standard score[d]	763	103.7	103.6	–0.1	616	102.8	103.5	0.7

Source: Fall 2015 and Spring 2016 AI/AN FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, and Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.
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 scores.
Raw scores are reported unless noted otherwise.

*$p \leq .05$. This denotes statistically significant fall–spring change prior to any rounding.

[a]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.

[b]In the pencil tapping task, children are asked to inhibit the natural response to imitate the adult assessor exactly (or to tap repeatedly) and instead to keep in mind that the rule is to do the opposite of what the assessor does. Reported scores reflect the percentage of times the child tapped correctly. They can take on any value from 0 to 100, with higher scores indicating better skills on the task. The task is only administered to children age 4 and older at the time of the direct assessment.

[c]Social skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

[d]This standard score has a mean of 100 and a standard deviation of 15.

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

SECTION D

CHILD HEALTH AND PHYSICAL DEVELOPMENT: FALL 2015, SPRING 2016, AND FALL 2015–SPRING 2016 CHANGE

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

Table D.1. Teacher report of children's disability status, impairment type, and IEP or IFSP status, overall and for AI/AN children: Fall 2015

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Report of disability	**n**	**Percentage**	**n**	**Percentage**
Children with disabilities	836	14.2	666	14.3
Type of impairment among children with disabilities	118		94	
Speech or language impairment		76.7		78.1
Cognitive impairment[b]		33.7		29.5
Behavioral/emotional impairment[c]		8.1		9.2
Sensory impairment[d]		6.4		5.7
Physical impairment[e]		7.0		6.9
Children with disabilities that have multiple impairments	118	25.7	94	23.4
Children with disabilities that have IEP or IFSP	113	60.3	90	60.3

Source: Fall 2015 AI/AN FACES Teacher Child Report and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015.

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

Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and if so, to indicate the specific need or disability.

Percentages do not add to 100 because children can be reported to have more than one impairment across the impairment categories.

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

[a]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.

[b]Cognitive impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

[c]Behavioral/emotional impairment includes: behavior problems, hyperactivity, and attention deficit.

[d]Sensory impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

[e]Physical impairment includes: motor impairment.

Table D.1a. Teacher report of children's disability status, impairment type, and IEP or IFSP status, overall and for AI/AN children: Spring 2016

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Report of disability	**n**	**Percentage**	**n**	**Percentage**
Children with disabilities	859	15.6	702	16.6
Type of impairment among children with disabilities	128		107	
Speech or language impairment		75.0		73.6
Cognitive impairment[b]		38.5		37.3
Behavioral/emotional impairment[c]		9.8		8.3
Sensory impairment[d]		9.9		7.5
Physical impairment[e]		13.5		15.0
Children with disabilities that have multiple impairments	128	35.9	107	32.7
Children with disabilities that have IEP or IFSP	127	71.0	106	69.3

Source: Spring 2016 AI/AN FACES Teacher Child Report and Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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

Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and if so, to indicate the specific need or disability.

Percentages do not add to 100 because children can be reported to have more than one impairment across the impairment categories.

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

[a]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.

[b]Cognitive impairment includes: developmental delay, mental retardation, and autism or pervasive developmental delay.

[c]Behavioral/emotional impairment includes: behavior problems, hyperactivity, and attention deficit.

[d]Sensory impairment includes: deafness, hearing impairment/hard of hearing, blindness, and vision impairment.

[e]Physical impairment includes: motor impairment.

Table D.2. Parent–reported child health status, overall and for AI/AN children: Fall 2015

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Child health status	**n**	**Percentage**	**n**	**Percentage**
Health status	816		654	
Excellent/very good		89.6		90.7
Good		8.1		8.0
Fair/poor		2.3		1.2

Source: Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015.

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

Percentages may not sum to 100 due to rounding.

[a]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 D.2a. Parent–reported child health status, overall and for AI/AN children: Spring 2016

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Child health status	**n**	**Percentage**	**n**	**Percentage**
Health status	797		645	
Excellent/very good		87.3		88.4
Good		9.8		9.5
Fair/poor		2.9		2.2

Source: Fall 2015 and Spring 2016 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.
The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

[a]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 D.2b. Change in parent–reported child health status, overall and for AI/AN children: Fall 2015–Spring 2016

	All children (AI/AN and non–AI/AN)				AI/AN children only[a]			
		Fall 2015	Spring 2016	Fall–Spring Change		Fall 2015	Spring 2016	Fall–Spring Change
Child health status	n	Percentage	Percentage	Percentage	n	Percentage	Percentage	Percentage
Health status	672				535			
Excellent/very good		88.6	87.8	–0.8		90.2	88.9	–1.3
Good		9.1	9.7	0.6		8.9	9.5	0.6
Fair/poor		2.3	2.5	0.2		1.0	1.6	0.7

Source: Fall 2015 and Spring 2016 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.
The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.
Percentages may not sum to 100 due to rounding.

*$p \leq .05$. This denotes statistically significant fall–spring change prior to any rounding.

[a]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 D.3. Children's height and weight, overall and for AI/AN children: Fall 2015

Height and weight measures	All children (AI/AN and non–AI/AN) n	All children (AI/AN and non–AI/AN) Mean	AI/AN children only[a] n	AI/AN children only[a] Mean
Height (in inches)	823	40.9	664	41.0
Weight (in pounds)	824	40.3	665	40.7
Body Mass Index (BMI)	823	16.8	664	16.9

Height and weight measures	All children (AI/AN and non–AI/AN) n	All children (AI/AN and non–AI/AN) Percentage	AI/AN children only[a] n	AI/AN children only[a] Percentage
BMI categories[b]	823		664	
Child is underweight		3.0		2.5
Child is normal weight		55.5		53.3
Child is overweight		22.2		23.3
Child is obese		19.2		20.8

Source: Fall 2015 AI/AN FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015.

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

Percentages may not sum to 100 due to rounding.

[a]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.

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

Table D.3a. Children's height and weight, overall and for AI/AN children: Spring 2016

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Height and weight measures	**n**	**Mean**	**n**	**Mean**
Height (in inches)	823	42.0	669	42.1
Weight (in pounds)	823	42.3	669	42.7
Body Mass Index (BMI)	823	16.8	669	16.9

	All children (AI/AN and non–AI/AN)		AI/AN children only[a]	
Height and weight measures	**n**	**Percentage**	**n**	**Percentage**
BMI categories[b]	823		669	
Child is underweight		3.8		2.6
Child is normal weight		55.3		54.7
Child is overweight		18.6		19.3
Child is obese		22.3		23.4

Source: Spring 2016 AI/AN FACES Direct Child Assessment and Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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

[a]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.

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

Table D.3b. Change in children's height and weight, overall and for AI/AN children: Fall 2015–Spring 2016

	All children (AI/AN and non–AI/AN)				AI/AN children only[a]			
		Fall 2015	Spring 2016	Fall–Spring Change		Fall 2015	Spring 2016	Fall–Spring Change
Height and weight measures	n	Mean	Mean	Mean	n	Mean	Mean	Mean
Height (in inches)	731	41.0	42.1	1.1*	589	41.0	42.1	1.1*
Weight (in pounds)	732	40.3	42.5	2.1*	590	40.6	42.8	2.1*
Body Mass Index (BMI)	731	16.8	16.7	0.0	589	16.9	16.8	–0.1

	All children (AI/AN and non–AI/AN)				AI/AN children only[a]			
		Fall 2015	Spring 2016	Fall–Spring Change		Fall 2015	Spring 2016	Fall–Spring Change
Height and weight measures	n	Percentage	Percentage	Percentage	n	Percentage	Percentage	Percentage
BMI categories[b]	731				589			
Child is underweight		3.4	3.6	0.2		2.8	2.6	–0.2
Child is normal weight		56.5	57.0	0.5		54.2	55.8	1.6
Child is overweight		21.3	17.8	–3.5*		22.5	19.2	–3.3
Child is obese		18.9	21.7	2.8		20.5	22.5	2.0

Source: Fall 2015 and Spring 2016 AI/AN FACES Direct Child Assessment and Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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

Percentages may not sum to 100 due to rounding.

*$p \leq .05$. This denotes statistically significant fall–spring change prior to any rounding.

[a]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.

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

SECTION E

CHILDREN'S CLASSROOM, CENTER AND PROGRAM CULTURAL AND LANGUAGE ENVIRONMENT: SPRING 2016

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

Table E.1. Percentage of AI/AN children in children's classrooms: Spring 2016

AI/AN children in children's classrooms	n	Percentage of children
Percentage of children in classroom who are American Indian or Alaska Native (AI/AN)	730	
0 to 24 percent		4.9
25 to 49 percent		10.5
50 to 74 percent		19.9
75 to 100 percent		64.6

Source: Spring 2016 AI/AN FACES Teacher Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

Percentages may not sum to 100 due to rounding.

Table E.2. Race/ethnicity of children's classroom staff: Spring 2016

Race/ethnicity of children's classroom staff	n	Percentage of children
Lead teacher race/ethnicity	849	
White, non–Hispanic		48.1
African American, non–Hispanic		0.0
Hispanic/Latino		4.5
American Indian or Alaska Native, non–Hispanic[a]		39.6
Asian or Pacific Islander, non–Hispanic		0.1
Multi–racial/bi–racial, non–Hispanic		7.8
Other, non–Hispanic		0.0
Lead teacher is American Indian or Alaska Native (AI/AN), alone or in combination with another race or ethnicity	811	50.4
Classroom staff is AI/AN		
At least one lead teacher, assistant teacher, or paid aide is AI/AN	797	83.6
At least one lead teacher is AI/AN	752	55.1
At least one assistant teacher is AI/AN	750	59.5
At least one paid aide is AI/AN	654	45.7

Source: Spring 2016 AI/AN FACES Teacher Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

Percentages may not sum to 100 due to rounding.

[a]This category includes teachers who only selected American Indian or Alaska Native for race and did not identify as being Hispanic or another race.

Table E.3. Children's classroom, center, and program staff connection to community: Spring 2016

Staff's connection to community	Teacher		Center director		Program director	
	n	Percentage of children	n	Percentage of children	n	Percentage of children
Connection to the community as a tribal member or community member	849		851		851	
Member of the same tribe		30.9		62.2		68.7
Member of a different tribe		12.4		6.5		11.9
Community member with tribal relatives		26.3		31.0		9.8
Not a tribal or community member		36.7		19.1		13.2
Live in/member of community		6.1		10.9		4.4

Source: Spring 2016 AI/AN FACES Teacher Survey, Center Director Survey, and Program Director Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 71 teachers who completed a teacher survey, 35 center directors who completed a center director survey, and 21 program directors who completed a program director survey.

Table E.4. Children's observed classroom exposure to cultural items: Spring 2016

Exposure to cultural items and practices	Item(s) present		If present, item(s) used by children or staff	
	n	Percentage of children	n	Percentage of children
Type of cultural items in the classroom				
Cultural books	884	47.1	380	17.7
Tribal language labels	884	51.0	452	6.6
Cultural displays	884	61.7	527	9.8
Native music and instruments	872	60.1	459	61.4
Natural objects	876	31.0	264	20.1
Animal puppets	876	1.2	14	!
Native dwellings	865	10.7	93	47.8
Native dress or regalia	876	36.6	327	45.4
Native foods	876	14.1	103	45.8
Other	809	8.0	42	0.0
At least one type of cultural item in the classroom	884	86.4	757	57.7

Exposure to cultural items and practices	Item(s) present		If present, item(s) used by children or staff	
	n	Mean and range in children's classrooms	n	Mean and range in children's classrooms
Number of cultural items in the classroom	884		757	
Mean (Standard Deviation)		3.2 (2.3)		1.0 (1.1)
Range[a]		0–9		0–4

Source: Spring 2016 AI/AN FACES Classroom Observation.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

The n column in this table includes unweighted sample sizes to identify the number of children with valid classroom observation data on each of the constructs. Observations were completed in 76 classrooms.

! Too few cases for a reliable estimate.

[a]The maximum number of items was 10, though "Other" responses could include more than one item.

Table E.5. Children's observed classroom exposure to cultural practices: Spring 2016

Exposure to cultural practices	n	Percentage of children
Tribal language use occurred in classroom	884	62.0
If tribal language used, how tribal language use occurred[a]	520	
Formally		82.8
Informally		52.8
Storytelling occurred in the classroom	884	6.7

Source: Spring 2016 AI/AN FACES Classroom Observation.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

The n column in this table includes unweighted sample sizes to identify the number of children with valid classroom observation data on each of the constructs. Observations were completed in 76 classrooms.

[a]Informal use indicates tribal language used as part of a conversation, while formal tribal language use is part of a planned lesson.

Table E.6. Cultural/language elder or specialist resource in children's classrooms, centers, and programs: Spring 2016

Cultural/language elder or specialist	Classroom		Center		Program	
	n	Percentage of children	n	Percentage of children	n	Percentage of children
Cultural/language elder or specialist available	849	46.0	851	74.8	885	70.6
Among children with resource, cultural/language elder or specialist is[a]	327		633		634	
A spiritual leader		0.0		0.0		0.0
An influential member of the tribe		29.1		13.3		9.6
A member of the tribal community		68.2		47.6		48.9
A Head Start staff member		9.3		24.0		47.3
Other[b]		17.7		19.8		14.4

Source: Spring 2016 AI/AN FACES Teacher Survey, Center Director Survey and Program Director Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

The n columns in this table includes unweighted sample sizes to identify the number of children with valid teacher survey, center director survey, program director survey data on each of the constructs. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms), 35 center directors who completed a center director survey, and 21 program directors who completed a program director survey.

[a]Teachers, center directors, and program directors could select more than one more than one type of person serving as a resource, so percentages may sum greater than 100.

[b]"Other" cultural/language elders or specialists include relatives and tribal college staff, for example.

Table E.7. Culture and tribal language exposure in children's classrooms and centers: Spring 2016

Culture and tribal language	n	Percentage of children
Teacher speaks a language other than English	835	46.9
Among teachers who speak a language other than English, those who speak a tribal language either in classroom or at home	432	93.2
Child's primary home language used for classroom instruction[a]	825	86.4
Language(s) used for instruction in classroom[b]	849	
English		87.3
Tribal language(s)		65.4
Spanish		12.8
Other		0.8
Language(s) used when reading to children in classroom[b]	849	
English		96.0
Tribal language(s)		24.9
Spanish		2.3
Other		1.4
Language(s) used in printed classroom material[b]	839	
English		96.8
Tribal language(s)		37.0
Spanish		21.8
Other		5.7
Classroom receives tribal language lessons	849	55.5
Among classrooms with lessons, tribal language lessons taught by[b]	479	
Lead teacher		62.2
Assistant teachers		44.3
Paid aides		8.1
Cultural/language elder or specialist		58.1
Center serves children or families that speak a language other than English at home	851	55.8
Among centers serving children or families that speak a language other than English at home, center staff and family languages match[c]	476	50.6

Source: Spring 2016 AI/AN FACES Teacher Survey and Center Director Survey, and Fall 2015 AI/AN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms), 35 center directors who completed a center director survey, and 21 program directors who completed a program director survey.

Table E.7. (*continued*)

[a]This characteristic is based on the teacher's report of the language(s) used for instruction in the classroom, as well as the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

[b]Teachers could select more than one option for this item, so percentages may sum greater than 100.

[c]Center directors report on the number of family languages spoken by teachers in the center and the number of languages spoken by all families in the center.

Table E.8. Cultural curricula, assessment tools, and activities in children's classrooms: Spring 2016

Cultural curricula, assessment tools, and activities	n	Percentage of children
Classroom uses cultural curriculum	849	22.5
Classroom uses locally designed/tribal specific tool to assess native language development or cultural practices	835	19.5
Approach to cultural and language activities in classroom	836	
Integrate throughout the day		45.7
Offer separate cultural activities/areas within the classroom		11.3
Conduct a pull–out program		0.0
Use a combination of the above		42.9

Source: Spring 2016 AI/AN FACES Teacher Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

Percentages may not sum to 100 due to rounding.

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

SECTION F

CHILDREN'S CLASSROOM AND TEACHER CHARACTERISTICS: SPRING 2016

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

Table F.1. Reliability of children's classroom quality observation scales: Spring 2016

Classroom quality observation scales	Number of items[a]	Number of classrooms	Cronbach's alpha
ECERS–R Short Form Total for Global Quality	33	76	0.86
ECERS–R Teaching and Interactions	11	76	0.86
ECERS–R Provisions for Learning	12	76	0.76
CLASS Instructional Support	3	76	0.95
Concept Development	4	76	0.75
Quality of Feedback	4	76	0.77
Language Modeling	4	76	0.78
CLASS Emotional Support	4	76	0.77
Positive Climate	4	76	0.74
Negative Climate	4	76	0.78
Teacher Sensitivity	4	76	0.87
Regard for Student Perspectives	4	76	0.81
CLASS Classroom Organization	3	76	0.79
Behavior Management	4	76	0.84
Productivity	4	76	0.81
Instructional Learning Formats	4	76	0.81

Source: Spring 2016 AI/AN FACES Classroom Observation.

Two factors reported in the Multi–State Study of Prekindergarten represent the key dimensions of quality tapped by the full ECERS–R: Provisions for Learning and Teaching and Interactions. The short form total score reported here is calculated by taking the mean of all of the items in ECERS–R Teaching and Interactions and Provisions of Learning factors, a total of 21 items across the two factors (two items overlap across the two factors).

ECERS–R = Early Childhood Environment Rating Scale–Revised; CLASS = Classroom Assessment Scoring System.

[a]CLASS domain scores (Instructional Support, Emotional Support, and Classroom Organization) are calculated based on the dimensions listed below each.

Table F.2. Summary statistics for children's classroom quality observation scales: Spring 2016

Classroom quality observation scales	n	Mean	Standard Deviation (SD)	Reported response range	Possible response range
ECERS–R Short Form Total for Global Quality	884	4.7	0.78	3.0 – 6.0	1 – 7
ECERS–R Teaching and Interactions		5.4	1.01	2.6 – 7.0	1 – 7
ECERS–R Provisions for Learning		4.1	0.77	2.3 – 5.8	1 – 7
CLASS Instructional Support	884	2.4	0.90	1.0 – 5.3	1 – 7
Concept Development		2.2	0.87	1.0 – 5.3	1 – 7
Quality of Feedback		2.4	0.95	1.0 – 5.3	1 – 7
Language Modeling		2.5	1.00	1.0 – 5.3	1 – 7
CLASS Emotional Support	884	5.7	0.44	4.7 – 6.5	1 – 7
Positive Climate		5.6	0.48	4.5 – 6.5	1 – 7
Negative Climate		1.1	0.27	1.0 – 2.3	1 – 7
Teacher Sensitivity		5.2	0.68	3.7 – 6.5	1 – 7
Regard for Student Perspectives		5.0	0.74	3.3 – 6.5	1 – 7
CLASS Classroom Organization	884	5.0	0.66	3.0 – 6.3	1 – 7
Behavior Management		5.3	0.73	3.0 – 6.3	1 – 7
Productivity		5.1	0.70	3.3 – 6.5	1 – 7
Instructional Learning Formats		4.5	0.88	2.5 – 6.0	1 – 7
Child/adult ratio	884	5.6	1.68	2.6 – 14.0	n.a.
Group size	884	13.5	2.71	6.0 – 18.0	n.a.

Source: Spring 2016 AI/AN FACES Classroom Observation.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

The n column in this table includes unweighted sample sizes to identify the number of children with valid classroom observation data on each of the constructs. Observations were completed in 76 classrooms.

Two factors reported in the Multi–State Study of Prekindergarten represent the key dimensions of quality tapped by the full ECERS–R: Teaching and Interactions and Provisions for Learning. The short form total score reported here is calculated by taking the mean of all of the items in ECERS–R Teaching and Interactions and Provisions of Learning factors, a total of 21 items across the two factors (two items overlap across the two factors).

ECERS–R = Early Childhood Environment Rating Scale–Revised; CLASS = Classroom Assessment Scoring System

n.a. = not applicable.

Table F.3. Frequencies of reading and language activities in children's classrooms, as reported by lead teachers: Spring 2016

Reading and language activities	n	Percentage of children			
		Never	Monthly	Weekly	Daily or almost daily
Work on letter naming	849	0.0	1.4	7.6	91.0
Practice writing letters	849	0.0	4.6	19.0	76.4
Discuss new words	849	0.0	5.6	19.9	74.5
Dictate stories to an adult	849	1.4	9.3	33.9	55.4
Work on phonics	849	4.1	6.5	23.6	65.8
Listen to teacher read stories where they see the print	849	0.0	3.5	13.4	83.0
Listen to teacher read stories where they don't see the print	849	26.3	35.1	9.4	29.1
Retell stories	849	0.0	11.0	47.8	41.3
Learn about conventions of print	849	0.0	9.1	26.3	64.6
Write own name	849	1.6	7.7	11.7	79.0
Learn about rhyming words and word families	849	1.6	17.8	29.8	50.8
Learn about common prepositions	849	0.8	12.4	26.0	60.8

Source: Spring 2016 AI/AN FACES Teacher Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

Percentages may not sum to 100 due to rounding.

Table F.4. Frequencies of math activities in children's classrooms, as reported by lead teachers: Spring 2016

Math activities	n	Percentage of children			
		Never	Monthly	Weekly	Daily or almost daily
Count out loud	849	0.0	0.0	7.3	92.7
Work with geometric manipulatives	849	0.0	0.0	27.2	72.8
Work with counting manipulatives	849	0.0	2.4	36.0	61.6
Play math–related games	849	1.4	6.5	43.0	49.1
Use music to understand math concepts	849	11.7	29.5	30.8	28.1
Use creative movement or creative drama to understand math concepts	849	6.8	29.9	35.4	28.0
Work with rulers or other measuring instruments	849	0.0	17.7	33.0	49.3
Engage in calendar–related activities	823	6.0	20.2	5.7	68.1
Engage in activities related to telling time	849	8.8	33.0	20.8	37.4
Engage in activities that involve shapes and patterns	849	0.0	3.4	18.1	78.5

Source: Spring 2016 AI/AN FACES Teacher Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

Percentages may not sum to 100 due to rounding.

Table F.5. Curricula and assessment tools used in children's classrooms: Spring 2016

Curricula and assessment tools	n	Percentage of children
Primary curriculum[a,b]	770	
Creative Curriculum		75.0
HighScope Curriculum		18.9
Locally designed curriculum		0.0
Widely available curriculum[c]		2.1
Other		2.6
Use multiple curricula equally		1.5
Primary assessment tool	818	
Teaching Strategies GOLD assessment[d]		65.9
HighScope Child Observation Record (COR)		10.9
Galileo		0.0
Ages and Stages Questionnaire		1.4
Desired Results Developmental Profile (DRDP)		0.0
Working sampling system for Head Start		16.0
Learning Accomplishment Profile Screening (LAP)		0.0
Hawaii Early Learning Profile (HELP)		0.0
Brigance Preschool Screen for three and four year old children		5.8
Locally designed		0.0
Other		0.0
Uses aligned curriculum and assessment tool[e]	720	73.4

Source: Spring 2016 AI/AN FACES Teacher Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 71 teachers who completed a teacher survey.

Percentages may not sum to 100 due to rounding.

[a]Percentages represent the primary curriculum used by teachers in the classroom, regardless of whether the teacher uses only one curriculum or if he/she uses a combination of curricula.

[b]Table E.8 reports on whether cultural curricula are used in children's classrooms.

[c]"Widely available" curricula are those curricula (other than Creative and HighScope) with printed materials available for use in implementation and information on the goals related to the specific curriculum. Examples include High Reach, Let's Begin with the Letter People, Montessori, Bank Street, Creating Child Centered Classrooms–Step by Step, and Scholastic.

[d]This assessment tool was formally known as the Creative Curriculum Developmental Continuum Assessment Toolkit.

[e]Among classrooms using a curriculum with an available aligned assessment tool. Aligned assessment tools are available for Creative Curriculum, HighScope, Montessori, and Galileo.

Table F.6. Children's lead teacher experience, credentials, education, and earnings: Spring 2016

Teacher experience, credentials, and education	n	Percentage of children
Years teaching in Head Start or Early Head Start	849	
Less than 1 year		2.2
1 – 2 years		14.3
3 – 4 years		22.3
5 – 9 years		25.1
10+ years		36.2
Highest level of education	849	
High school diploma or equivalent or less		4.8
Some college		13.3
Associate's degree (AA)		38.2
Bachelor's degree (BA)		43.7
Graduate or professional degree		0.0
Field of study includes early childhood education	674	62.6
Has state–sponsored credentials		
Child development associate (CDA)	840	46.6
State–awarded certificate	826	21.0
Teaching certificate or license	840	29.4
Has BA or higher and state–sponsored credential	840	29.3
Teacher earnings	**n**	**Mean of children's teachers**
Annual salary	553	$27,977

Source: Spring 2016 AI/AN FACES Teacher Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 71 teachers who completed a teacher survey.

Percentages may not sum to 100 due to rounding.

Table F.7. Mentoring receipt and frequency reported by children's lead teachers: Spring 2016

Mentoring and frequency	n	Percentage of children
Teacher has mentor	812	45.1
If teacher has mentor, mentoring usually conducted by	359	
Another teacher		8.1
Education coordinator, specialist		72.8
Center/program director		18.0
Someone from outside the program		1.1
Other		0.0
If teacher has mentor, frequency mentor visits classroom	359	
Once a week or more		56.9
Once every two weeks		12.2
Once a month		23.8
Less than once a month		7.1

Source: Spring 2016 AI/AN FACES Teacher Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 71 teachers who completed a teacher survey.

Table F.8. Children's lead teacher depressive symptoms: Spring 2016

Teacher depressive symptoms (categorical)	n	Percentage of children
Level of depressive symptoms[a]	849	
Not depressed		65.6
Mildly depressed		18.8
Moderately depressed		10.8
Severely depressed		4.8
Teacher depressive symptoms (continuous)	**n**	**Mean of children's teachers**
Level of depressive symptoms[a]	849	4.6

Source: Spring 2016 AI/AN FACES Teacher Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 71 teachers who completed a teacher survey.

[a]Level of depressive symptoms 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). Total scores range from 0 to 36. Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to14 as moderately depressed; and 15 and above as severely depressed. The CES–D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

Table F.9. Children's lead teacher attitudes and job satisfaction: Spring 2016

Attitudes and job satisfaction	n	Percentage of children
Enjoys present teaching job[a]	841	92.4
Is making a difference in the lives of children s/he teaches[a]	841	97.9
Would choose teaching again as career[a]	841	81.3

Attitudes and job satisfaction	n	Mean
Level of teacher satisfaction[b]	841	4.4
Level of teacher attitudes[c]	832	
Developmentally Appropriate Attitudes Scale		7.7
Didactic Scale		2.5
Child Initiated Scale		4.5

Source: Spring 2016 AI/AN FACES Teacher Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 71 teachers who completed a teacher survey.

[a]Percentages reflect teachers who agree or strongly agree with this item.

[b]Scores range from 1 to 5 and reflect the average of the three items above.

[c]Teacher Attitudes are measured using 15 items from the Teacher Beliefs Scale (Burts et al. 1990) that consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or to reflect a lack of these attitudes and knowledge. Teachers rate the degree to which they agree with each statement on a 5–point scale ranging from "strongly disagree" to "strongly agree." The Developmentally Appropriate Practice subscale is a summary scale based on nine items and has a possible range of 1 to 10. The Child–Initiated Practice Subscale is a mean scale based on five items and has a possible range of 1 to 5. The Didactic Subscale is a mean scale based on six items and has a possible range of 1 to 5. Negatively worded items are reverse coded for creation of the scales. Higher scores indicate stronger agreement with the construct being measured.

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

SECTION G

CHILDREN'S CENTER AND PROGRAM CHARACTERISTICS: SPRING 2016

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

Table G.1. Children's program enrollment for Region XI Head Start programs in the AI/AN FACES 2015 sample

Program enrollment	n	Mean and range in children's programs
Proportion of program enrollees who are American Indian or Alaska Native[a]	885	
Mean		78.6
Range		50 – 100
Total program enrollment[b]	885	
Mean		186.2
Range		42 – 730

Source: 2014–2015 Program Information Report (PIR), an annual report of grantee–level data.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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 21 AI/AN FACES 2015 programs.

[a]The PIR defines American Indian or Alaska Native as a person having origins in any of the original peoples of North and South America or Central America, and who maintains tribal affiliation or community attachment.

[b]Total enrollment is based on cumulative enrollment reported in the 2014–2015 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.

Table G.2. Children's program day characteristics for Region XI Head Start programs in the AI/AN FACES 2015 sample

Program day characteristics	n	Percentage of children
Head Start program day[a,b]	885	
Full–day for all children		40.3
Part–day for all children		32.9
Full–day and part–day available to children		26.8
Length of Head Start program year[c]	885	
Full–year		12.5
Part–year		87.5
Full–year and full–day program	885	
Full–year and full–day for all children		3.4
Full–year and full–day for >=75 percent but not all children		0.0
Full–year and full–day for >=50 to 75 percent of children		0.0
Full–year and full–day for <50 percent of all children		5.6

Source: 2014–2015 Program Information Report (PIR), an annual report of grantee–level data.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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 21 AI/AN FACES 2015 programs.

[a]Full–day services are provided for more than six hours per day. Part–day services are provided for six hours or less per day. Note that the length of the program day is likely to vary across centers in a program, and then within those centers.

[b]Each year, programs report funded enrollment (the number of enrollment slots the program is funded to serve through ACF and non–federal sources) by program option. Funded enrollment is based on the center–based and family child care (FCC) options only; home–based and combination options are not included. PIR reports reflect the program option used for the greatest part of the year when more than one program option is used. For center–based programs, PIR respondents identify the number of funded enrollment slots that are part–day or full–day. All FCCs are assumed to offer full–day services.

[c]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 in length from 8 months to just under 11 months.

Table G.3. Lead teacher staffing and turnover in children's centers: Spring 2016

Staffing and recruitment	n	Mean and range in children's centers
Number of lead teachers employed in centers	839	
Mean		4.1
Range		1 – 11
Lead teacher turnover in centers[a]	839	
Mean percentage		13.5
Range		0 – 100

Source: Spring 2016 AI/AN FACES Center Director Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 35 center directors who completed a center director survey.

[a]Turnover is defined as the number of teachers that left and had to be replaced in the last 12 months divided by the total number of teachers currently employed at the center. Center directors reported the number of teachers that left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more and more than 3 teachers left (in all of these cases, the center was assigned a value of 3 for calculating turnover).

Table G.4. Professional development supports offered to children's teachers, as reported by center directors: Spring 2016

Professional development supports offered	n	Percentage of children
Regular meetings with teachers to talk about work and progress	851	99.0
Attendance at early childhood conferences	851	91.7
Paid preparation or planning time	831	99.0
Mentoring or coaching	825	90.6
Workshops/trainings sponsored by program	851	100.0
Support to attend workshops/trainings by other organizations	843	95.3
Visits to other classrooms or centers	838	62.9
Community of learners facilitated by an expert	838	36.2
Incentives such as gift cards for T/TA participation	838	12.6
Collaboration/ joint trainings with other tribal services/offices	834	90.7
Other	345	8.9

Source: Spring 2016 AI/AN FACES Center Director Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 35 center directors who completed a center director survey.

Table G.5. Parent education or support curricula in children's centers: Spring 2016

Parent support curriculum	n	Percentage of children
Center uses parent education or parent support curriculum	746	21.3
If child is in center that uses parent curriculum, which curriculum[a]	157	
Second Step		68.8
Parents as Teachers (PAT)		31.2
Systematic Training for Effective Parenting (STEP)		7.9
Positive Solutions for Families (Center on The Social Emotional Foundations for Early Learning)		31.2
Improving Parent–Child Relationships		31.2
Touchpoints		55.4
Positive Indian Parenting		7.9
Parents Reaching Out		7.9
Other[b]		31.2

Source: Spring 2016 AI/AN FACES Center Director Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 35 center directors who completed a center director survey.

[a]Percentages do not add to 100 because the center director could identify more than one curriculum. Data reflects children's centers based on responses from 4 center directors.

[b]"Other" parent education or support curricula include such widely available materials as 123 Magic and Pyramid Plus.

Table G.6. Center director and program director education, credentials, and experience: Spring 2016

Director education and credentials	Center		Program	
	n	Percentage of children	n	Percentage of children
Highest level of education	851		851	
High school diploma or equivalent or less		2.4		0.0
Some college		19.4		0.0
Associate's degree (AA)		35.8		34.1
Bachelor's degree (BA)		30.2		36.9
Graduate or professional degree		12.3		29.0
Has state–sponsored credentials				
Child Development Associate (CDA)	617	40.7		n.a.
State–awarded preschool certificate	617	12.8		n.a.
Teaching certificate or license	547	18.8		n.a.
Early childhood program or school license/certificate/credential in administration	806	70.8	851	55.0
Any state sponsored credential	851	70.4		n.a.
Has BA or higher and state–sponsored credential	851	31.2	851	25.6

Director experience	Center director		Program director	
	n	Mean and range among children's centers	n	Mean and range among children's programs
Years of experience as Head Start director[a] prior to current year				
In current program	758		772	
Mean		12.1		13.0
Range		0 – 35		0 – 42
In any program	742		769	
Mean		12.7		13.5
Range		0 – 35		0 – 42

Source: Spring 2016 AI/AN FACES Center Director and Program Director surveys.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

The n columns in this table includes unweighted sample sizes to identify the number of children with valid center director survey and program director survey data on each of the constructs. There are 35 center directors who completed a center director survey and 21 program directors who completed a program director survey.

Percentages may not sum to 100 due to rounding.

n.a. = not applicable

Table G.7. Top three areas children's center and program directors report they need additional support to lead more effectively: Spring 2016

Areas directors need additional support to lead more effectively[a]	Center director		Program director	
	n	Percentage of children	n	Percentage of children
Area directors need additional support	851		885	
Educational/curriculum leadership		18.6		15.0
Child assessment		11.9		3.3
Creating positive learning environments		0.5		0.0
Working with parents, extended family and community caregivers		24.3		24.1
Program improvement planning		39.4		44.4
Budgeting		19.5		39.9
Integrating tribal culture and language into the curriculum		24.9		36.7
Leadership skills		15.5		7.3
Staffing (hiring)		37.0		35.2
Building relationships with tribal leaders		14.6		2.2
Establishing good relationships with OHS, program and/or grant specialist		0.0		7.8
Teacher evaluation		6.1		1.5
Evaluation of other staff		1.5		5.6
Teacher professional development		17.6		11.7
Data–driven decision making		20.0		48.6

Source: Spring 2016 AI/AN FACES Center Director and Program Director surveys.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

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. There are 35 center directors who completed a center director survey and 21 program directors who completed a program director survey.

[a]Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their program or center more effectively.

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

APPENDIX A

AI/AN FACES 2015 WORKGROUP

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

The Administration for Children and Families, Office of Head Start and Office of Planning, Research, and Evaluation planned the study to be responsive of the needs of Region XI Head Start children, families, and programs. The study design reflected advice from members of the AI/AN FACES 2015 Workgroup, comprised of Region XI Head Start directors, researchers, and federal officials. The members of the Workgroup shared a commitment to addressing cultural issues in how the study was carried out and findings shared with the Head Start community.

Member	Organizational Affiliation
Tribal Head Start Partners	
Willow Abrahamson*(12/2013–12/2014)	Shoshone–Bannock Tribes
Collette Berg*(12/2013–12/2014)	Cheyenne & Arapahoe Tribes
Patty Brown	Karuk Tribe Head Start
Ann Cameron	Inter–Tribal Council of Michigan Head Start
Myrna Dingman*(6/2014–1/2017)	Pueblo of San Felipe Head Start
Lana Garcia	Pueblo of Jemez Head Start
Jacki Haight	Port Gamble S'Klallam Tribe Head Start
Kirstin (Hisatake) Nilles*(12/2013–8/2015)	Confederated Tribes of Warm Springs Head Start
Charmaine Lundy	Kenaitze Indian Tribe Head Start
Racquel Martinez*(12/2013–7/2017)	Tanana Chiefs Conference Head Start
Laura McKechnie	Sault Ste. Marie Tribe Head Start
Sharon Singer*(1/2015–7/2017)	Navajo Nation Head Start
Teresa Smith	Kenaitze Indian Tribe Head Start
Mavany Calac Verdugo	Rincon Band of Luiseno Indians Head Start
University Research Partners	
Jessica Barnes–Najor	Michigan State University, Tribal Early Childhood Research Center
Hiram Fitzgerald	Michigan State University, Tribal Early Childhood Research Center
Douglas Novins*(12/2013–7/2014)	University of Colorado Anschutz Medical Campus, Centers for American Indian & Alaska Native Health, 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
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
Study Research Partners	
Sara Bernstein	Mathematica Policy Research
Barbara Lepidus Carlson	Mathematica Policy Research
Lizabeth Malone	Mathematica Policy Research
Jerry West	Mathematica Policy Research
Federal Partners	
Meryl Barofsky	Office of Planning, Research, and Evaluation
Robert Bialas*(12/2013–11/2015)	Office of Head Start
Angie Godfrey	Office of Head Start
Laura Hoard	Office of Planning, Research, and Evaluation
Aleta Meyer	Office of Planning, Research, and Evaluation
Mary Mueggenborg	Office of Planning, Research, and Evaluation
WJ Strickland	Office of Head Start
Maria Woolverton	Office of Planning, Research, and Evaluation

Note. Individual's organizational affiliation reflects that at the time of the study design.

* Indicates a former member as of August 2017 and dates of service

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

AI/AN FACES 2015 COPYRIGHT PERMISSIONS

This page has been left blank for double–sided printing.

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