

The 2021–2022 Study of Family and Staff Experiences in American Indian and Alaska Native Head Start FACES Programs: Fall 2021 Data Tables and Study Design

OPRE Report 2024-135

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The Office of Planning, Research, and Evaluation and the Office of Head Start, both in the Administration for Children and Families, planned this study to respond to the needs of children, families, and programs in Region XI Head Start during the COVID-19 pandemic. The study was conducted in consultation with members of the American Indian and Alaska Native Head Start Family and Child Experiences Survey (AIAN FACES) Workgroup, which included Region XI Head Start directors, child development researchers with expertise in tribal communities, Mathematica researchers, and federal officials. The Workgroup members are committed to addressing cultural issues in determining how the study is conducted and how the findings are reported to the Head Start community. The views expressed in this publication do not reflect the views of these members.

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*Indicates a former member as of November 2023; dates of service are in parentheses.

OVERVIEW

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

As part of its management of Head Start, the federal government divides Head Start programs into 12 regions. Regions I through X are the 10 geographically based Head Start regions across the nation. Regions XI and XII are not based on geography; instead, Head Start defines the regions by the populations they serve. Region XI serves children and families in programs operated by federally recognized American Indian and Alaska Native tribes. Region XII serves migrant and seasonal farmworkers and their families. Since 1997, the Head Start Family and Child Experiences Survey (FACES) has been a major source of information on the Head Start program and the preschool children ages 3 to 5 who attend the program. FACES collects data on Head Start programs, staff, children, and families from Regions I through X. In 2015, a new study focused on children and families in Region XI—the American Indian and Alaska Native Head Start Family and Child Experiences Survey (AIAN FACES 2015). A second round of this national study built on the strong foundation of AIAN FCES 2015 (AIAN FACES 2019).[1]

Introduction

The 2021–2022 Study of Family and Staff Experiences in American Indian and Alaska Native Head Start Family and Child Experiences Survey Programs (the 2021-2022 study) builds on the AIAN FACES 2015 and AIAN FACES 2019 studies. Mathematica conducted the study for the Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. The tables in this report describe the children enrolled in Region XI Head Start programs in fall 2021; their family background and home environments; and the characteristics of their lead teachers.

In addition, the report provides information on the 2021–2022 Study methodology, sample, and analytic methods. The study team collaborated extensively with a workgroup made up of (1) Region XI Head Start program directors, (2) early childhood researchers experienced in working with Native

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

communities, (3) Mathematica researchers, and (4) federal government officials. The 2021–2022 Study had its own workgroup, with a similar composition as the 2015 and 2019 workgroups. The Workgroup advised on conducting a new data collection in Region XI in 2021–2022 in light of the broader contextual challenges (for example, the COVID-19 pandemic). The Workgroup also provided invaluable guidance and perspective to help the study team navigate unique challenges as they arose through program recruitment and data collection.

The sample for the 2021–2022 Study was based on children in 18 Region XI programs across the country. The study team invited the 22 randomly selected programs that participated in AIAN FACES 2019 to participate in the 2021–2022 Study. Four programs declined to participate in fall 2021, resulting in 18 participating programs. In fall 2021, the study collected data from children, parents, and teachers. Teachers reported on themselves through teacher surveys and reported on individual children through teacher child reports (TCRs).

Fall 2021 data collection for the 2021–2022 Study occurred during the COVID-19 pandemic and participation and response rates were low. The data in this report provide a window into the experiences of a small number of Region XI children, their families, and their teachers who were able to participate in fall 2021 data collection between November 2021 and January 2022. The data do not represent all Region XI Head Start children, their families, and their teachers nationally. They provide a snapshot of the experiences of children in Region XI Head Start children, their families, and their teachers during this difficult time.

The tables in this report describe children, their families, and teachers in fall 2021 as COVID-19 continued to impact the country.

Topics

1. Children's characteristics, family background, and home environment
2. Children's social-emotional and learning skills
3. Children's disability status and physical health
4. Children's lead teacher characteristics

Purpose

The purpose of this report is to (1) provide information about the 2021–2022 Study, including the background, design, methodology (including the impact of the COVID-19 pandemic on data collection), and analytic methods; and (2) report detailed descriptive statistics (averages, response ranges, and percentages) in a series of tables containing information on children, their families, and their lead teachers.

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

Findings and highlights

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

- Demographic characteristics (for example, age, race/ethnicity, language(s) spoken in the home, who lives in the household)
- Participation in an Early Head Start program serving infants and toddlers
- Parents' education and employment status including changes in employment due to the COVID-19 pandemic
- Household income as a percentage of the federal poverty threshold and changes in household income during the COVID-19 pandemic
- Parents' depressive and anxiety symptoms scores
- Parent health status
- Parenting behaviors, stress, and experiences with COVID-19
- Sources of safety net programs the household participated in
- Activities families do with children, such as how often parents and children read books and tell stories together

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

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

For children's lead teacher characteristics, the Section D tables show the following information:

- Children's lead teachers' experience, credentials, education, and earnings
- Children's lead teachers' depressive symptoms, job satisfaction, and feelings about their jobs due to the COVID-19 pandemic
- Children's lead teachers' parenting experiences

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

Methods

We invited the 22 programs that participated in AIAN FACES 2019 to participate in the new study. Four programs declined to participate in fall 2021, resulting in 18 participating programs. In the 18 participating programs, we sampled 43 centers and 88 teachers and asked them to participate in the study in fall 2021. All sampled teachers were considered study participants. In fall 2021, 47 out of 88 teachers (53%) completed a teacher survey. We sampled 1,022 children who were enrolled in a sampled Head Start center at the time of data collection. Of the 1,022 sampled children, 118 children received parental consent to participate in the study in the fall of 2021. Out of these 118 children, 83 (70%) had a complete TCR, and 75 (64%) had a complete parent survey.

We report unweighted statistics for children's characteristics, family background, and home environment; children's social-emotional and learning skills; and children's disability status and physical health. Parent consent rates were low in fall 2021, which resulted in very few completed parent surveys and TCRs. Therefore, we do not adjust for sampling, program nonparticipation, parental consent, or nonresponse to the surveys. Instead, we report unweighted statistics for the children in the study. Unweighted data represent only those who completed the instruments.

We reported weighted statistics at the child level for children's lead teacher characteristics. The data are weighted to adjust for the probability of selection. They are also weighted, with limited success, to account for (1) programs that chose not to participate and (2) nonresponse to the teacher survey. Because participation and response rates were low, readers should not consider weighted statistics in this report to be nationally representative. Estimates are based on respondents who were willing and able to respond to the surveys during the COVID-19 pandemic. These respondents likely differ from the full Region XI population.

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EXHIBITS

TABLES

KEY TERMS

2021–2022 Study. The 2021–2022 Study of Family and Staff Well-Being in American Indian and Alaska Native Head Start Family and Child Experiences Survey Programs

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

Analysis weights. A value applied to each child to help results better represent the broader population of Region XI Head Start children's teachers.

Anxiety. Feelings of nervousness, worrying, or restlessness.

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

Composite. A characteristic created from more than one question.

Covariate. A variable, or data item, that is plausibly related to key study outcomes.

COVID-19 (coronavirus disease 2019). An infectious disease that was declared a pandemic by the World Health Organization and a public health emergency by the U.S. Centers for Disease Control and Prevention in March 2020; the public health emergency ended in May 2023.

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

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

Nonresponse bias analysis. An analysis examining (1) whether important outcomes seem like they might be biased because of the people who did not respond and (2) whether weights the researcher has applied lessen the severity of this bias for the items tested.

Previous Head Start experience. Length of time in the program, specifically whether children are newly entering Head Start for the first time or returning for a second year. Previous experience in Early Head Start is not considered previous Head Start experience.

Standard deviation. The amount of variation or spread of a set of scores or values.

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

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

Weighted percentage of children. Analysis weights were applied to child-level data from the teacher survey so estimates would better represent the broader population of Region XI Head Start children's teachers.

ACRONYMS

AIAN FACES	American Indian and Alaska Native Head Start Family and Child Experiences Survey
CCEE	Child care and early education
CDA	Child Development Associate
CDC	Centers for Disease Control and Prevention
CES–D	Center for Epidemiological Studies Depression Scale
COVID-19	Coronavirus disease 2019 (year of origin)
ECLS–K	Early Childhood Longitudinal Study, Kindergarten Class of 1998–99
FACES	Head Start Family and Child Experiences Survey
GAD–7	Generalized Anxiety Disorder seven-item scale
TCR	Teacher child report

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I. INTRODUCTION

Head Start is a national program that helps young children from families with low incomes get ready to succeed in school. It does this by working to promote their early learning and health and their families' well-being. Head Start connects families with medical, dental, and mental health services to be sure that children are receiving the services they need to develop well. Head Start also involves parents in their children's learning and development and helps parents make progress on their own goals, such as housing stability, continuing education, and financial security (Administration for Children and Families 2020).

Head Start programs are organized into 12 regions. Regions I through X are geographically based, and Regions XI and XII are defined by the populations they serve. All Region XI Head Start programs are operated by federally recognized tribes; Region XII encompasses Head Start programs that serve migrant and seasonal workers' children and their families. There are 155 Region XI Head Start programs across the U.S., serving around 17,000 children (U.S. Department of Health and Human Services 2023). Most of the children in these programs (85 percent) are American Indian or Alaska Native (AIAN) (U.S. Department of Health and Human Services 2023). Understanding that communities have unique needs and priorities, Region XI programs also offer a variety of services related to children's home language or Native language and culture.

In 2021, the Office of Planning, Research, and Evaluation in the Administration for Children and Families, U.S. Department of Health and Human Services, contracted with Mathematica to design and conduct the 2021–2022 Study of Family and Staff Experiences in American Indian and Alaska Native Head Start Family and Child Experiences Survey Programs (the 2021–2022 Study).

The 2021–2022 Study has the base of two earlier studies, the American Indian and Alaska Native Head Start Family and Child Experiences Survey (AIAN FACES) 2015 and AIAN FACES 2019. AIAN FACES 2015 was the first national study focused on the children and families in Region XI, and AIAN FACES 2019 was the second round of the study.[2] To learn more about AIAN FACES 2015 and 2019, see Bernstein et al. 2018; Bernstein et al. 2021; and Sarche et al. 2022. The 2021–2022 Study and both AIAN FACES studies, from design and implementation to dissemination of findings, are informed through collaboration with the study Workgroup to ensure Native voices are at the forefront. That workgroup is comprised of (1) Region XI Head Start program directors, (2) early childhood researchers experienced in working with Native communities, (3) Mathematica researchers, and (4) federal government officials. The workgroup was not asked to provide consensus advice; rather, members provided a range of perspectives.

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

The 2021–2022 Study

The 2021–2022 Study differs from AIAN FACES 2015 and 2019 in three key ways.

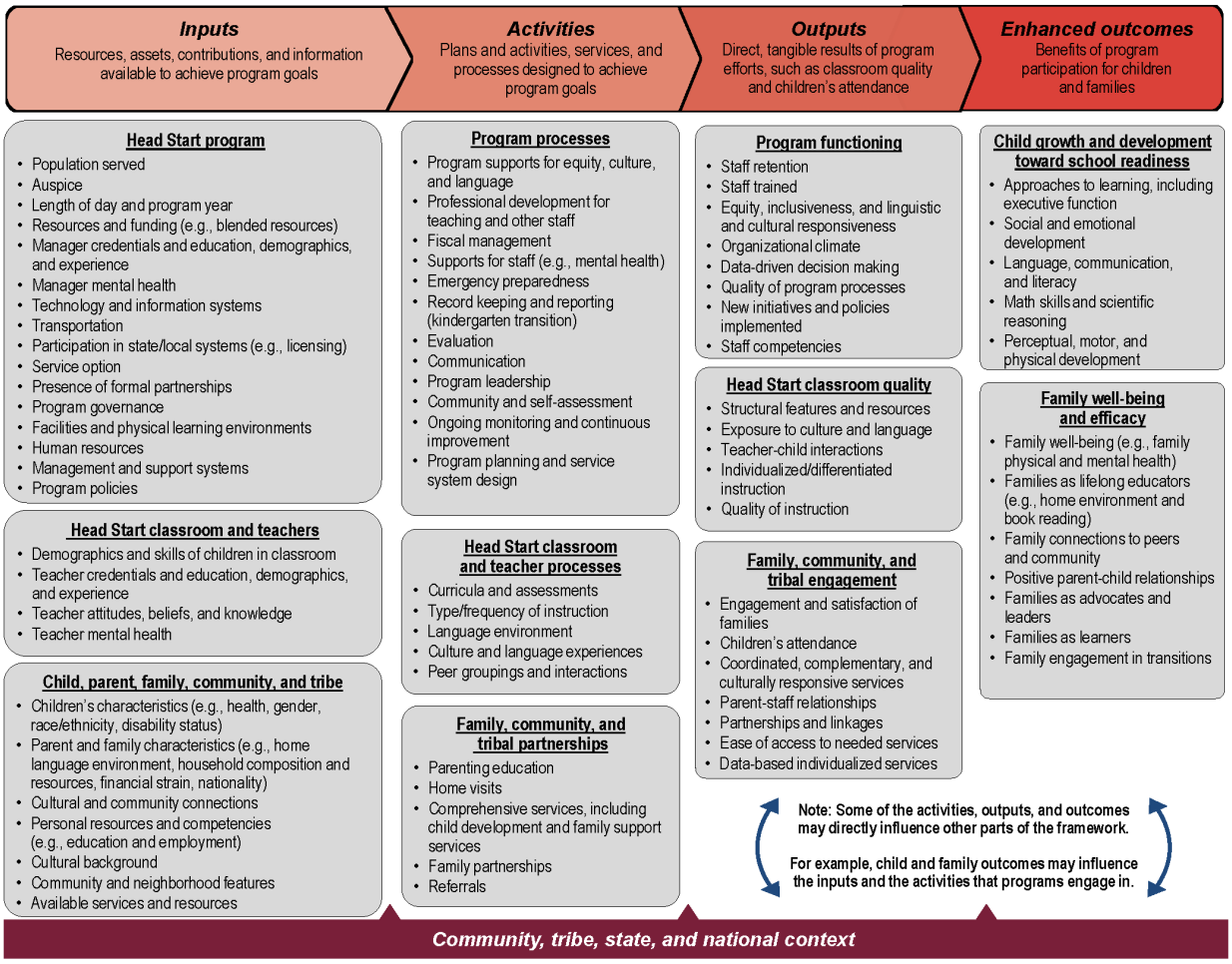
1. The responding sample for the 2021–2022 Study is not representative of Region XI Head Start children and their families in 2021–2022. We invited the 22 programs that participated in AIAN FACES 2019 to participate in the new study. Although we selected a nationally representative sample of programs in 2019, several programs dropped out of the study between then and the 2021–2022 Study and we did not replace them. We selected new samples of centers, teachers, and children within those programs for 2021–2022, but the programs from which they were selected are not representative of Region XI programs in 2021–2022. See "Overview of Sample and Data Collection Methods" section for more information on response rates.
2. The 2021–2022 Study focused on family and staff well-being. These topics are of particular importance given that the impact of the pandemic was especially severe in AIAN communities (National Academies of Science, Engineering, and Medicine 2023).
3. Due to health and safety precautions because of the ongoing COVID-19 pandemic, we were unable to be conduct recruitment activities in person or collect direct child assessments.

Data tables in the current report

In the following tables, we present findings on children and their families, and on children's teachers, from fall 2021. Fall data were collected from November 2021 to January 2022. The data reported in the tables are based on aspects of the logic model for Head Start shown in Exhibit 1, which suggests that program inputs (such as resources and funding or staff characteristics) are linked with the activities provided by Head Start (such as staff support, curricula, and assessments). Those activities in turn produce key outputs (such as quality of instruction and children's attendance) that lead to child and family development and well-being outcomes (Reid et al. 2024). Due to small sample sizes, we cannot look at the links between program inputs and activities and key outputs and outcomes. Detailed information on survey topics and their relationship to the study research questions are described in the 2021–2022 Study User's Manual (Reid et al. 2024).

Fall 2021 data collection occurred during the COVID-19 pandemic and participation was low. The data in this report provide a window into the experiences of a small number of Region XI children, their families, and their teachers who were able to participate in fall 2021 data collection between November 2021 and January 2022. The data do not represent all Region XI Head Start children, their families, and their teachers nationally. They provide a snapshot of the experiences of children in Region XI Head Start children, their families, and their teachers during this difficult time.

Exhibit 1. Logic model for Head Start



Note: The logic model depicts Head Start more generally, beyond what the study can measure.

Data tables in Chapter V of the report present findings on children and their families, based on information collected from children's parents and teachers. All statistics reported in Sections A, B, C are unweighted and are not nationally representative. Data only include the children enrolled in Region XI Head Start programs that participated in the 2021–2022 Study, whose parents agreed to participate in the study, and whose parents and teachers responded to the surveys.

Data tables in Chapter VI present information on children's lead teachers. These data are not nationally representative of children's lead teachers. Response rates for the teacher survey were low, but higher when compared to the parent survey and teacher child report (TCR). Unlike Sections A through C, all statistics reported in Section D are weighted (Exhibit 2). This means that we adjust for the probability of selection. We also attempt, with limited success, to adjust for programs that did not participate, and for nonresponse to the teacher survey.

Exhibit 2. Description of Data Tables in the Current Report

Data Sections	Description	Instruments	Statistics type
Section A	Children's characteristics, family background, and home environment	Parent survey	Unweighted
Section B	Children's social-emotional and learning skills	Teacher child report, Parent survey	
Section C	Children's disability status and physical health	Teacher child report, Parent survey	
Section D	Children's lead teacher characteristics	Teacher survey	Weighted

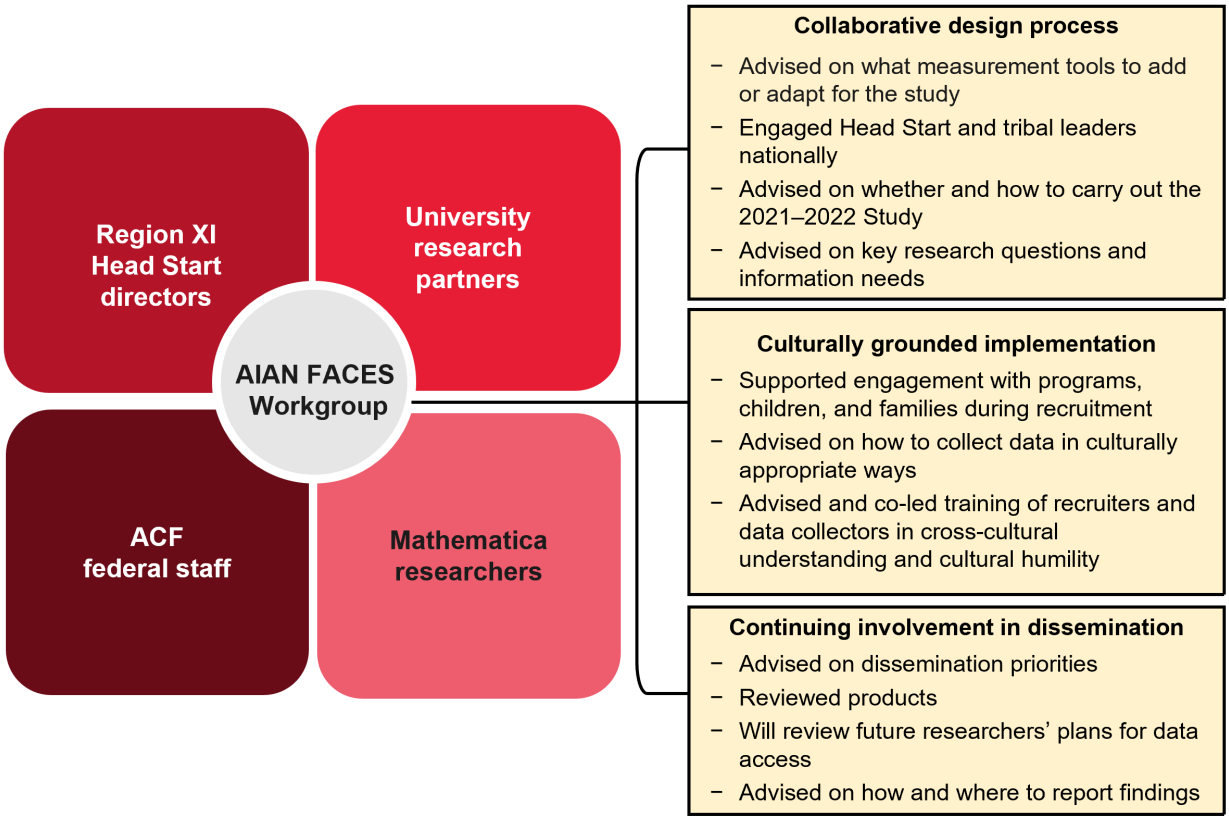
In this report, we use several specialized terms that are commonly used in the early childhood field. We define those terms in a list of key terms (page xvii). Also included is a list of acronyms (page xix).

II. COLLABORATIVE PLANNING PROCESS FOR THE 2021–2022 STUDY

The 2021–2022 Study convened a Workgroup to provide input on how to carry out the study. The 2021–2022 Study Workgroup was comprised of (1) Region XI Head Start program directors, (2) early childhood researchers experienced in working with Native communities, (3) Mathematica researchers, and (4) federal government officials (Exhibit 3).

Prior to launching the 2021–2022 effort, the study team convened the Workgroup for guidance on whether attempting a new data collection in Region XI—in light of the broader contextual challenges (for example, the COVID-19 pandemic)—was appropriate and solicited advice on unique considerations for the study given its timing. Once the Administration for Children and Families decided to proceed with the 2021–2022 Study, the Workgroup advised on decisions across the study lifecycle. For example, the Workgroup recommended specific response options to include in items about programs' emergency planning, including an option for making facility improvements to support continued operations during emergencies. The Workgroup also provided invaluable guidance and perspective to help the study team navigate unique challenges as they arose through program recruitment and data collection. For example, conversation with the Workgroup informed the development of new consent collection strategies, such as a new option for parents to provide verbal consent to participate in the study. The Workgroup also provided input on drafts of written products and counseled on how and where to report findings (Exhibit 3).

Exhibit 3. The 2021–2022 Study Workgroup and study development process[1]



[1] The following items were updated, compared to descriptions of the Workgroup in AIAN FACES 2015 and 2019 reports: Advised on whether and how to carry out the 2021–2022 Study; Advised on key research questions and information needs; and Advised on how and where to report findings.

III. OVERVIEW OF SAMPLE AND DATA COLLECTION METHODS

The COVID-19 pandemic has had a significant impact around the world, in the U.S., and Tribal Nations. We recognize the pandemic has affected AIAN communities especially hard and acknowledge the loss among communities. Data collection for the 2021–2022 Study took place during this difficult time. Readers should reflect on this context as they consider the findings in this report. Most important, we express our deepest appreciation to the parents, teachers, and center and program directors who took time away in such a chaotic and difficult time to contribute to the study.

The COVID-19 pandemic increased unemployment and income instability, which has had negative consequences for child and family well-being (Gassman-Pines and Gennetian 2020). Children's education and health care were disrupted (Williams and Drake 2022). Faced with employment challenges and difficulty balancing work and child care, parents reported experiencing poor mental health, including depression and anxiety (RAPID-EC 2022). Most child care and early education (CCEE) settings, including Head Start programs, had reopened their physical buildings by the start of the fall 2021 data collection; however most CCEE settings faced more stringent health and safety protocols and staffing challenges, as compared to before the pandemic (Grose 2021). Many CCEE staff reported feeling more stressed, burned out, or anxious than before the pandemic because of staffing shortages at work and financial insecurity (RAPID-EC 2021; Bassok et al. 2023).

In the U.S., AIAN communities have felt a disproportionate share of the impact of the pandemic (Hatcher et al. 2020). COVID-19 cases, hospitalizations, and deaths in AIAN communities have been higher than in other racial and ethnic groups in the U.S. (Centers for Disease Control and Prevention 2021; Hooper et al. 2020; Tsethlikai et al. 2020; Ward et al. 2022). Due to health disparities and systemic inequities, AIAN communities may be at particular risk of poor health outcomes stemming from exposure to COVID-19 (Kakol et al. 2020; Rodriguez-Lonebear et al. 2020). Beyond the direct effects on health, AIAN communities have dealt with severe individual- and community-level impacts, including worsening mental health (Burton et al. 2020), greater food insecurity and declining access to sources of healthy and affordable food (Hoover 2020; Quintero et al. 2021), and increasing unemployment (Feir and Golding 2020; Lozar et al. 2020). We recognize that data collection for the 2021–2022 Study took place during this difficult time, when many children and families in AIAN communities and the Region XI Head Start programs that serve them were experiencing serious hardship, including the loss of tribal elders who bear knowledge of cultural language and traditions (Healy 2021). Elders provide strength and resilience in AIAN communities as they pass forward valuable histories and teachings to the community (Baldwin et al. 2023; van Doren et al. 2023). In light of disproportionate impact AIAN communities faced due to the COVID-19 pandemic, we are thankful to the Region XI programs who participated in data collection during this difficult time.

Sampling, recruitment, and data collection took place remotely because the COVID-19 pandemic continued to have widespread effects. All data were collected during November 2021 through January 2022. The two key components of the fall 2021 data collection were (1) gaining program

participation and obtaining parent consent, and (2) fielding a parent survey, a teacher survey, and the TCR. Some of the data came from the Survey Management System (SMS), which is the system the study team uses to track respondent information. The SMS contains information from the parental consent forms for each child, such as child age.

In fall 2021, Region XI Head Start programs continued to be impacted by the COVID-19 pandemic. The COVID-19 Delta variant was active between July to October 2021 (Adjei et al. 2022), a critical time in the 2021–2022 Study's recruitment. Then, in January 2022, the Omicron variant coincided with the time for obtaining parental consent and completing the data collection (Adjei et al. 2022). Many Region XI Head Start programs shut down and were unable to distribute consent forms to parents or to collect them once completed. As a result, participation and response rates for data collection in the fall of 2021 were much lower than expected. We discuss implications of these response rates in the Overview of Analytic Methods sections.[3]

Sample and data collection. The sample for 2021–2022 Study built on the sample for AIAN FACES 2019. Forty-one programs were invited to participate in AIAN FACES 2019, and 22 agreed to participate in AIAN FACES 2019. In the fall of 2021, we invited the 22 programs that participated in AIAN FACES 2019 to participate in the 2021–2022 Study. If a program from AIAN FACES 2019 declined to participate, we did not invite a new program to replace it. Among the 22 programs that participated in AIAN FACES 2019, four programs declined, resulting in 18 participating programs.[4] Within participating programs, we then selected a new sample of centers, teachers, and children. To account for the loss in programs, we sampled three centers per program (where possible), two teachers per center, and ultimately all children served by each teacher. The number of centers and teachers varied depending on the program structure: for example, a program might have only one center or only one teacher in a center.

Response rates. Exhibit 4 includes the details about the selected and participating samples and instrument response rates among participants in fall 2021:

- For programs, participation meant that programs were recruited into the study and allowed the study team to select centers. Of the 22 programs that participated in AIAN FACES 2019, 18 agreed to participate in the fall 2021.[5]
- For centers, participation meant they did not refuse to participate in the study and provided teacher lists for the study team to sample classrooms and enrollment rosters to allow the

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

[4] To select the program sample for AIAN FACES 2019, we combined states into five geographic regions based on guidance provided by Workgroup members. We selected programs within strata based on the program's geographic region and whether it had more than one center. The sample of 18 programs that participated in the 2021–2022 Study includes programs from all five geographic regions across the U.S.

[5] In the 18 programs that agreed to participate, 17 programs had at least one teacher complete the teacher survey. A total of 75 parents from 12 programs completed the parent survey, and teachers completed TCRs for 83 children in 10 programs.

study team to sample children. In fall 2021, 43 centers were selected to participate within the 18 participating programs, and all agreed to participate.

- All sampled teachers were considered study participants. In fall 2021, 88 teachers were selected to participate within the 18 participating programs.
- For children, participating meant that parents consented to participate in the study. Of the 1,022 children in the sample whose parents were selected to participate in the spring data collection, parents of 118 children agreed to participate.

Marginal participation rates are the percentage of sampled participants that agreed to participate. Marginal response rates are the percentage of respondents that completed data collection among those who agreed to participate. Exhibit 4 shows that marginal participation rates and marginal response rates were lower than expected, which was consistent with other CCEE research during the pandemic (Tout et al. 2023). We discuss implications of these response rates in the Overview of Analytic Methods sections.

Exhibit 4. Fall 2021 response rates

Instrument	Level	Selected sample in the 2021–2022 Study	Participants in fall 2021[1]	Participation rate[2] in fall 2021 (percentage)	Number that completed the instruments in fall 2021	Response rate[3] in fall 2021 (percentage)
Teacher Survey	Teacher	88 teachers	88 teachers	100%	47	53%
Parent Survey[4]	Child	1022 children	118 children	12%	75	64%
TCR	Child	1022 children	118 children	12%	83	70%

[1]Participation in this table means they did not refuse to participate in the study. They may not have completed all the relevant instruments. All sampled teachers are considered study participants. Participating children are those for whom parents consented to participate in the study.

[2]This is a marginal (not cumulative) unweighted participation rate.

[3]This is a marginal (not cumulative) unweighted response rate.

[4] The child's primary caregiver completed the parent survey, regardless of whether this person identified as the child's parent.

Note: TCR = teacher child report.

Of the parents and teachers who completed surveys, most did so in December 2021 and January 2022, during the beginning of the Omicron wave of the pandemic. Exhibit 5 shows the number of parents and teachers who completed surveys and the number of children with completed TCRs in each month.

Exhibit 5. Completed parent surveys, teacher surveys, and TCRs, by month

Instrument	November	December	January	Total
Parent survey	12	40	23	75
Teacher survey	2	1	44	47
TCR	8	7	68	83

Note: A total of 118 children were sampled, eligible, and had parental consent for the fall 2021 data collection, which is 12 percent of sampled eligible children.

TCR = teacher child report.

The child's primary caregiver completed the parent survey, regardless of whether this person identified as the child's parent. In fall 2021, 83 percent of respondents to the parent survey identified themselves as the child's biological mother and 6 percent identified themselves as the child's biological father. Four percent identified themselves as the child's grandmother. Four percent identified themselves as the child's foster parent. The remaining three percent of respondents identified themselves as a non-relative.

We discuss the implications of these response rates in Chapters V and VI in the Overview of Analytic Methods sections.[6]

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

IV. CONSIDERATIONS FOR READERS

This report describes the Region XI Head Start children, their families, and their teachers who participated in the 2021–2022 Study. Readers should keep in mind the context of both Region XI and the time period in the COVID-19 pandemic. In fall 2021, 47 out of 88 sampled teachers (53%) completed a teacher survey. Of the 1,022 sampled and eligible children, 118 children (12%) received parental consent to participate in data collection. Out of these 118 children, 83 (70%) had a complete TCR, and 75 (64%) had a complete parent survey.

The data in this report provide a window into the experiences of a small number of Region XI children, their families, and their teachers who were able to participate in fall 2021 data collection between November 2021 and January 2022. The data do not represent all Region XI Head Start children, their families, and their teachers nationally. They provide a snapshot of the experiences of children in Region XI Head Start children, their families, and their teachers during this difficult time. The tables in this report describe children, their families, and teachers in fall 2021 as COVID-19 continued to impact the country.

The 2021–2022 Study includes a range of information on culturally specific practices and experiences, health, and well-being. Although available data reveal the many needs of the AIAN community in terms of health and well-being (Bureau of Labor Statistics 2023; DeVoe and Darling-Churchill 2008; Oré et al. 2016), particularly in the wake of the COVID-19 pandemic (Centers for Disease Control and Prevention 2021; Hooper et al. 2020; Tsethlikai et al. 2020), AIAN cultural traditions and values are a powerful source of strength, resilience, and healing. For example, storytelling and the oral tradition are integral parts of AIAN cultures that can impart important lessons about how to act in the world and convey essential elements of Indigenous ways of experiencing the world. The data provided here can begin to reveal some of the ways in which children in Region XI Head Start experienced this source of resilience in their homes and communities during the COVID-19 pandemic (van Doren et al. 2023).

As another consideration, the data in this report may reflect participants' perceptions of their own experiences relative to the community's broader experiences and support. For example, parent reports on economic well-being (such as financial needs or strains or food security) reflect their perspective in the context of others in their community—whether parents report experiencing financial strain may not mean the same thing as whether their family income is below the federal poverty threshold. In addition, AIAN communities value interdependence and recognize the community itself as a unit of identity. Traditional notions of kinship extend beyond biological relationships and into the broader community family. Building on AIAN FACES 2019, the 2021–2022 Study asked parents about sources of social and community supports to help us develop our understanding of how this interdependence might manifest itself.

Significantly, Region XI is set apart from all other Head Start regions by the federal trust responsibility that the U.S. has for all AIAN people. The federal trust, a legal doctrine established in 1787, mandates that the federal government provide AIAN individuals and families with federal health services and economic and social programs "to raise the standard of living and social well-

being of the Indian people to a level comparable to the non-Indian society" (U.S. Congress 1977). The federal trust responsibility has been supported by numerous treaties, laws, Supreme Court decisions, and executive orders (Indian Health Service n.d.). Therefore, in both policy and practice, the Office of Head Start and Region XI programs acknowledge the unique contexts in which they deliver services and work to honor Indigenous knowledge and communities.

V. CHILD AND FAMILY CHARACTERISTICS

This chapter provides an overview of the analytic methods and composites and scores used in tables reporting on children and their families.

Overview of analytic methods for data tables on children and their families (Sections A-C)

Because participation and response rates were low, readers should not consider unweighted statistics in this report to be nationally representative. The findings in this section provide a snapshot of the experiences of children in Region XI Head Start children and their families during this difficult time.

Response rates for the parent survey and the TCR for fall 2021 were low, which is consistent with other CCEE research during the pandemic (Tout et al. 2023). Programs that did not participate cited:

- that they were experiencing an increase in the number of COVID-19 cases and did not have the capacity for the study;
- program staff had health issues; and
- there were program challenges related to staffing struggles and COVID-related closures.

Parent consent rates for children were also low, which may have been because many consents for children were released after December 1, 2021, and programs may have had physical closures during the holiday season and during the COVID-19 Omicron variant surge in early 2022.

Because parent consent rates were so low in fall 2021, which resulted in very few completed parent surveys and TCRs, we did not adjust the sampling weights for program nonparticipation, parental consent, or nonresponse to the surveys. Instead, for all data tables in this section on children and their families, we report **unweighted statistics** for the sample of children who met all three of the following conditions:

- They were enrolled in participating Region XI Head Start programs in the fall of the 2021–2022 program year.
- Their parents agreed to participate in the 2021–2022 Study.
- Their parents completed the parent survey and/or their teachers completed the TCR.

- **Unweighted data** represent only those who completed the instruments.
- **Weighted data** try to use a sample to represent a larger population.

Fall 2021 data collection occurred during the COVID-19 pandemic, and readers should keep in mind that findings describe the characteristics of children whose families were willing and able to participate in the study during this period of time. These children and families likely differ from the full population of children and families in Region XI. As a result, these findings should be considered exploratory for hypothesis-generating purposes and not nationally representative (Reid et al. 2024). Additionally, we do not report statistics with small sample size to protect respondent confidentiality.

V. Child and Family Characteristics

Chapter V of the current report presents data tables with unweighted data on the following topics:

- Children's characteristics, family background, and home environment (Section A)
- Children's social-emotional and learning skills (Section B)
- Children's disability status and physical health (Section C)

Overview of composites and scores on children and their families (Sections A–C)

Members of the 2021–2022 Study Workgroup advised on what measurement tools to add or adapt to the study to help ensure it was appropriate and meaningful for understanding AIAN children and their families. For example, the Workgroup provided guidance on appropriate survey items for describing characteristics of children's homes and families.

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

An example of a composite is *who is living in child's household*. This composite uses data from two items from the parent survey: the people living in the child's house and the relationship of each member of the household to the child. Together, these two items make up the composite that indicates who is living in the child's household. More information about how we constructed variables and handled missing data can be found in the 2021–2022 Study User's Manual (Reid et al. 2024).

Children's characteristics, family background, and home environment

Parents reported on characteristics of their households (such as income and languages spoken in the home), the household members (including their relationship to the child in the sample), their own symptoms of depression (if any), and their health status, among other subjects.[7]

We created composites to describe children and family characteristics. We describe these composites below.

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

- First, we define *child race/ethnicity* from two questions asking parents whether the child belongs to one or more race categories and whether the child is Spanish, Hispanic, Latino/a/x, or Chicano/a/x. If the parent indicated that the child's ethnicity was Spanish, Hispanic, Latino/a/x, or Chicano/a/x, then we categorized the child as Hispanic/Latino/a/x or Chicano/a/x regardless of the race categories that they selected. If the parent indicated that the child was not Spanish, Hispanic/Latino/a/x, or Chicano/a/x, then we used the one or more race categories they selected to categorize them as follows: White, non-Hispanic; African American, non-Hispanic; AIAN, non-Hispanic; Asian or Pacific Islander, non-Hispanic; Multiracial/biracial, non-Hispanic; and another race, non-Hispanic.

[7] For simplicity, we use the term "parents" throughout this report to represent the child's primary caregiver who completed the parent survey. In the 2021–2022 Study's sample, 89 percent of respondents to the parent survey were biological or adoptive parents of the child. The remaining 11 percent of respondents to the parent survey were other primary caregivers, such as grandparents, foster parents, or other nonrelatives.

- Second, we identify American Indian and Alaska Native children based on the parent's report of whether the child is AIAN only, or AIAN in combination with another race or Hispanic ethnicity. This definition is broader than child race/ethnicity: it includes children who are (1) only AIAN and not Hispanic/Latino/a/x or Chicano/a/x, (2) AIAN and Hispanic/Latino/a/x or Chicano/a/x, and (3) AIAN and another race, but not Hispanic/Latino/a/x or Chicano/a/x.[8]

Previous Head Start experience shows the percentage of children who were newly entering Head Start versus those who were returning for a second year in fall 2021. Information comes from Head Start programs (the child's date of birth and the date the child first enrolled in any Head Start program).

Native culture and language are a fundamental part of AIAN children's experiences in the community, Head Start, and home. In turn, these experiences can be critical to understanding AIAN families and AIAN children's development. For example, although historical and intergenerational trauma continue to affect the lives of AIAN people, cultural identity can be a protective factor against the effects of trauma because it promotes health, resilience, and well-being (Brown et al. 2023; Fleming and Ledogar 2008; LaFromboise et al. 2006; Oré et al. 2016; Pu et al. 2013; Wexler 2014). Connections across generations can also be an important source of support (Thompson et al. 2013). We created composites to describe two potential sources of children's connections to their Native language and culture.

- *Language that is always or usually spoken to the child in the home* is constructed from parent report of the language they always or usually use with the child at home. If parents reported speaking only one language in the home, the study considered that to be the one they always spoke to the child. If parents reported using more than one language in the home, we then asked them which language was usually spoken with the child. We then used the "usually spoken" language with the child has the home language. Categories include English, the parent's own Native (AIAN) language, another Native (AIAN) language, Spanish, and other language.[9]

Child's primary caregiver(s) in the household is constructed from parent report of the people who live in the household. The six categories are the child living with two biological or adoptive parents; living with one biological or adoptive parent; living with one biological or adoptive parent and one nonbiological or nonadoptive parent; living with two nonbiological or nonadoptive parents; living with biological or adoptive grandparent(s) without parents; and living with another primary caregiver. These categories focus on biological or adoptive parents and do not include other adults, such as parents' romantic partners, stepparents, foster parents, or grandparents. For example, the "one biological or adoptive parent" category indicates that the biological or adoptive parent is the only

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

[9] The parent survey asks a question. "Is any language other than English spoken in your home? This includes an American Indian or Alaska Native language that may be spoken in your home." Parents who responded "yes" to this question could specify a language on "Your Native language" and/or "Other Native language" response options on the parent survey. In a few cases, parents entered a Native language under the "Other language" option. In these cases, we categorize the language that is always or usually spoken to the child in the home as "Another Native language."

biological or adoptive parent in the household; it does not necessarily mean the parent is the only adult in the household. Using the same reports from parents of people who live in the household, we also created a composite for *children living with a grandparent and/or great-grandparent*. Response options include (1) Yes, with parent(s) in the household; (2) Yes, without parent(s) in the household; and (3) No.

We show marital status among households in two ways:

1. Marital status of two-parent households includes households in which children live with their biological or adoptive mother and biological or adoptive father. Marital status categories include married, unmarried, and registered domestic partnership or civil union.
2. Marital status of all households includes households in which the child's primary caregiver may not be a biological or adoptive parent or where the child lives with only one biological or adoptive parent. Marital status categories include married, unmarried, and registered domestic partnership or civil union.

Highest level of education of parent(s) in the household is constructed from parent report of who lives in the household and the highest level of education. Categories include less than high school diploma; high school diploma or GED; some college/vocational/technical or associate's degree; and bachelor's degree or higher. Children in one- or two-parent households with biological or adoptive parents are included in this construct; we exclude the 9 percent of children whose households do not include a biological or adoptive parent. When there are two parent households, it indicates the highest education level between them. For example, if a child lives in a two-parent household where one parent has a high school diploma and the other parent has a bachelor's degree, the child would be included in the "bachelor's degree or higher" category.

Level of education of mother(s) and/or father(s) in the household is constructed from parent report of who lives in the household and their highest level of education. Children in one- or two-parent households with biological or adoptive parents are included in this construct; we exclude the 9 percent of children whose households do not include a biological or adoptive parent. Children are included in either the mother or the father category if they have a mother or a father in the household, respectively.

Parents' employment status is constructed from parent report of who lives in the household and their current employment status. Categories include two parents working full time; single parent working full time; one parent working full time and one parent working part time or less; two parents working part time or less; and single parent working part time or less. Children in one- or two-parent households with biological or adoptive parents are included in this construct; we exclude the 9 percent of children whose households do not include a biological or adoptive parent.

Employment status of mother(s) and/or father(s) in the household is constructed from parent report of who lives in the household and their current employment status. We only asked for the employment status of parents who live with the child. Categories include working full time; working part time; looking for work; and not in the labor force. Children in one- or two-parent households with

biological or adoptive parents are included in this construct; we exclude the 9 percent of children whose households do not include a biological or adoptive parent. Children are included in either the mother or father category if they have a mother or father in the household, respectively.

Total household income in the past 12 months as a percentage of the federal poverty threshold uses 2020 thresholds set by the U.S. Census Bureau. These are determined by household income relative to the number of family members. In 2020, for example, 100 percent of the federal poverty threshold for a family of four was $26,496.

We also report *annual household income*, which includes all contributions from members of the household, safety net programs, and other sources of income such as rental income, interest, dividends, and tribal subsidies or per capita distributions.[10] It does not include stimulus payments from the government. Household income is not used to determine eligibility for Head Start.[11]

Parents' depressive symptoms are from the short form of the Center for Epidemiological Studies Depression (CES–D) Scale (Ross et al. 1983). Parents reported how often each item in a list of 12 statements applied to them in the past week using a 4-point scale: (1) rarely or never, (2) some or little, (3) occasionally or moderately, and (4) most or all of the time. Responses of "rarely or never" are recoded as 0; "some or a little" are recoded as 1; "occasionally or moderately" are recoded as 2; and "most or all of the time" are recoded as 3. Scores of the recoded items were summed for a possible range of 0 to 36. Total depressive symptoms scores are categorized as no to few (0 to 4), mild depressive symptoms (5 to 9), moderate depressive symptoms (10 to 14), and severe depressive symptoms (15 and above). The CES–D is a screening tool, not a diagnostic tool, but scores have been correlated with clinical ratings of depression (Radloff 1977) and the tool has been used with Native populations previously (Frankel et al. 2014).

Parents' anxiety symptoms are from the Generalized Anxiety Disorder seven-item scale (GAD–7) scale (Spitzer et al. 2006). Parents reported how often each of seven statements applied to them over the past two weeks on a 4-point scale: (1) not at all, (2) several days, (3) more than half the days, and (4) nearly every day. Responses of "not at all" are recoded as 0; "several days" are recoded as 1; "more than half the days" recoded as 2; and "nearly every day" are recoded as 3. Scores of the recoded items were summed for a possible range of 0 to 21. Total anxiety symptom scores are categorized as no to minimal anxiety symptoms (0 to 4), mild anxiety symptoms (5 to 9), moderate anxiety symptoms (10 to 14), and severe anxiety symptoms (15 and above). The GAD–7 is a screening tool, not a diagnostic tool, but scores have been correlated with clinical diagnosis (Plummer et al. 2016) and the tool has been used with Native populations previously (Dickerson et al. 2020).

Parenting stress or anxiety compared to before March 2020 is constructed using parent report of whether their parenting stress or anxiety increased since March 2020 due to the COVID-19 pandemic

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

[11] Head Start uses family income – the reported income of the child's parents or legal guardians – to determine program eligibility.

or events related to racial injustice in the country. Responses of (1) much lower, (2) somewhat lower, and (3) about the same are categorized as "no." Responses of (4) somewhat higher and (5) much higher are categorized as "yes." These questions were adapted from the Build it Back Better Survey (South Carolina Early Childhood Advisory Council 2020).

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

Number of hours child sleeps in a typical night is constructed using parent report of their child's bedtime and wake-up time. The number of hours a child sleeps in a typical night is calculated by taking the difference between a child's wake-up time (the time they usually awaken on a weekday) and bedtime (the time they usually go to bed).

Findings on these topics are reported in Section A.

Children's social-emotional and learning skills

We used data from the TCR and parent survey to get multiple perspectives on children's positive and challenging behavior, which could affect their ability to learn and interact with other children of the same age and with adults. Because of the COVID-19 pandemic, we did not collect direct assessments (and assessor ratings) as was done in AIAN FACES 2015 and AIAN FACES 2019.

Lead teachers reported on children's cooperative classroom behavior or social skills (for example, following the teacher's directions or complimenting classmates) and on their problem behaviors (for example, the child hits or fights with others) in the classroom by using items taken from the Behavior Problems Index (Peterson and Zill 1986), the Personal Maturity Scale (Entwisle et al. 1997), and the Social Skills Rating System (Gresham and Elliott 1990). Lead teachers reported on children's literacy skills (for example, recognizing letters) by using adapted items from the National Household Education Survey. Lead teachers and parents also rated children's approaches to learning (children's motivation, attention, organization, persistence, and independence in learning) using the Early Childhood Longitudinal Study, Kindergarten Class of 1998 Approaches to Learning Scale (ECLS–K; U.S. Department of Education 2002). These scores are based on lead teachers' and parents' ratings of children; all scores are indicators of absolute performance, not performance compared to other children.

- *Social skills score* is a sum of 12 items with 24 possible points, all related to children's cooperative behavior and social skills. The items come from the Personal Maturity Scale and the Social Skills

Rating System. Lead teachers reported on behaviors such as cooperation, empathy, and responsibility. Higher scores indicate the child exhibits cooperative behavior more frequently.

- *Problem behaviors total score* is a sum of 14 items that contains three subscale scores—Aggressive Behavior (four items), Withdrawn Behavior (six items), and Hyperactive Behavior (three items).[12] The items come from an abbreviated adaptation of the Personal Maturity Scale and from the Behavior Problems Index. Lead teachers reported on behaviors such as anti-social behavior, hyperactivity, and anxiety. Higher scores indicate the child exhibits negative behavior more frequently.
- *Literacy skills score* is a sum of five items. The score ranges from 0 to 7. These items are adapted from the National Household Education Survey. Lead teachers reported on the child's ability to read and write. For example, the lead teacher reported whether the child mostly writes and draws rather than scribbles. Higher scores indicate greater literacy skills.
- *Approaches to learning score* is a mean (average) rating of six items that make up the Approaches to Learning Scale from the ECLS–K. Lead teachers and parents[13] reported on behaviors such as organization, attention and motivation in learning. Higher scores indicate the child exhibits positive approaches to learning behaviors more frequently.

Findings on these topics are reported in Section B.

Children's disability status and physical health

The 2021–2022 Study measured children's disability status and physical health in several ways. Lead teachers reported on aspects of children's disability status and developmental conditions or concerns.

- For children with a teacher-reported disability[14], lead teachers reported on the following:
  - The type of disability
  - Actions to address the child's condition thus far (including whether the child had an individualized education program [IEP] or Individual Family Service Plan [IFSP]).
- For children without a teacher-reported disability, lead teachers reported on the following:
  - Whether there was a concern reported about the child's health or development since the child enrolled in Head Start.

Parents also rated their child's overall health status. Findings on these topics are reported in Section C. In Chapter VI, we present characteristics of children's lead teachers.

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

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

[14] Lead teachers were asked whether a professional such as a doctor or other health or education professional mentioned the child had a developmental problem or delay.

SECTION A

CHILDREN'S CHARACTERISTICS, FAMILY BACKGROUND, AND HOME ENVIRONMENT

Return to description of Section A topics and composites.

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Table A.1. Demographic characteristics of Region XI children

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Age as of September 1, 2021	75		54	
3 years old or younger		62.7		57.4
4 years old or older		37.3		42.6
Race/ethnicity	75		54	
American Indian or Alaska Native, non-Hispanic[b]		54.7		75.9
Multiracial/ biracial, non-Hispanic		17.3		16.7
White, non-Hispanic		14.7		0.0
Hispanic/Latino/a/x or Chicano/a/x		10.7		7.4
African American, non-Hispanic		1.3		0.0
Asian or Pacific Islander, non-Hispanic		1.3		0.0
Another race, non-Hispanic		0.0		0.0
American Indian or Alaska Native, alone or in combination with another race or ethnicity	75		54	
Yes		72.0		100.0
No		28.0		0.0
Gender[c]	75		54	
Boy		53.3		48.1
Girl		46.7		51.9
Prefer not to answer		0.0		0.0
Another gender identity		0.0		0.0

Table A.1 (continued)

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Previous Head Start program experience	75		54	
Newly entering child		93.3		98.1
Returning child		6.7		1.9
Participated in Early Head Start	74		53	
Yes		5.4		5.7
No		94.6		94.3

Source: Fall 2021 Parent Survey and Survey Management System.

Note: These statistics are unweighted and are not nationally representative. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total of 75 parents, which includes a maximum of 54 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN)" children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[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, non-Hispanic."

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

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

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
All languages spoken in the home	75		54	
English		100.0		100.0
Parent's own Native language		36.0		50.0
Spanish		13.3		9.3
A Native language other than the parent's		2.7		3.7
Other language[b]		2.7		0.0
Only English spoken in the home	75		54	
Yes		50.7		48.1
No		49.3		51.9
Any Native language spoken in the home[c]	75		54	
Yes		36.0		50.0
No		64.0		50.0
Language that is always or usually spoken to the child in the home[d]	75		54	
English		97.3		96.3
A Native language		1.3		1.9
Spanish		0.0		0.0
Other language[b]		1.3		1.9

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[b]"Other language" includes Romanian and Tongan.

[c]"Any Native language spoken in the home" includes parents' own Native language or another Native language.

Table A.2 (continued)

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

Table A.3. Child's primary caregiver, parent marital status, and who was living in the child's household

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Primary caregiver(s) in household[b]	75		54	
Two biological or adoptive parents		52.0		42.6
One biological or adoptive parent		37.3		44.4
Biological or adoptive grandparent(s) without parents		2.7		1.9
One biological or adoptive parent and one non-biological or non-adoptive parent		1.3		1.9
Two non-biological or non-adoptive parents		0.0		0.0
Another primary caregiver[c]		6.7		9.3
Marital status of two-parent households[b]	32		18	
Married		78.1		66.7
Unmarried		21.9		33.3
Registered domestic partnership or civil union		0.0		0.0
Marital status of all households[b]	63		44	
Married		42.9		29.5
Unmarried		57.1		70.5
Registered domestic partnership or civil union		0.0		0.0
Child was living with temporary household members[d]	73		53	
Yes		2.7		3.8
No		97.3		96.2
Child was living with grandparent and/or great grandparent[e]	75		54	
Yes, with parent(s) in the household		13.3		14.8
Yes, without parent(s) in the household		2.7		1.9
No		84.0		83.3

Table A.3 (continued)

	All children (AIAN and non-AIAN)			AIAN children only[a]		
	Unweighted total sample size (n)	Unweighted mean	Reported range	Unweighted total sample size (n)	Unweighted mean	Reported range
Number of people in household[f]	75	2.9	2-5	54	2.8	2-5

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[b]This section focuses on biological or adoptive parents and does not include other adults, such as parents' romantic partners or foster parents. Thus, for example, the "One biological or adoptive parent" category indicates that the biological or adoptive parent is the only biological or adoptive parent in the household; it does not mean the parent is the only adult in the household. An example of non-two-parent households include one biological or adoptive parent and a grandparent.

[c]"Another primary caregiver" includes examples such as Foster parent; Other relative or in-law. These caregivers were categorized into the "Another primary caregiver" category due to the small number of respondents.

[d]"Temporary household members" include someone who usually lives somewhere else but is temporarily staying in the household.

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

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

Table A.4. Level of education parents completed[a]

	All children (AIAN and non-AIAN)		AIAN children only[b]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Highest level of education of parent(s) in the household[c]	68		48	
Less than high school diploma		7.4		8.3
High school diploma or GED		27.9		31.3
Some college/vocational/technical/associate's degree		38.2		37.5
Bachelor's degree or higher		26.5		22.9
Level of education of mother(s) in the household[d]	66		46	
Less than high school diploma		9.1		10.9
High school diploma or GED		31.8		28.3
Some college/vocational/technical/associate's degree		34.8		39.1
Bachelor's degree or higher		24.2		21.7
Level of education of father(s) in the household[e]	41		25	
Less than high school diploma		14.6		16.0
High school diploma or GED		34.1		40.0
Some college/vocational/technical/associate's degree		34.1		32.0
Bachelor's degree or higher		17.1		12.0

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]Data include households with at least one biological or adoptive parent. We exclude the 9.3 percent of children whose households do not include a biological or adoptive parent.

[b]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

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

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

Table A.4 (continued)

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

Table A.5. Whether families shared housing or moved in the last 12 months because the family could not afford where they were living

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Housing situation	75		54	
Family lives in a house, apartment, or trailer with their family only		93.3		92.6
Family lives in a house, apartment, or trailer they share with one or more families		4.0		3.7
Family lives in a transitional housing or apartment, or a homeless shelter		1.3		1.9
Family lives somewhere else[b]		1.3		1.9
Number of moves in the last 12 months because the family could not afford where they were living	75		54	
None		100.0		100.0
One		0.0		0.0
Two		0.0		0.0
Three or more		0.0		0.0

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[b]"Lives somewhere else" includes situations such as tribal housing with family only.

Table A.6. Parents' employment status[a]

	All children (AIAN and non–AIAN)		AIAN children only[b]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Employment status of parent(s) in the household[c]	67		47	
Two parents working full time		31.3		29.8
Single parent working full time		25.4		29.8
One parent working full time; one parent working part time or less		20.9		12.8
Two parents working part time or less		6.0		6.4
Single parent working part time or less		16.4		21.3
Employment status of mother(s) in the household[d]	66		46	
Full-time		62.1		67.4
Part-time		18.2		15.2
Looking for work		9.1		10.9
Not in labor force		10.6		6.5
Employment status of father(s) in the household[e]	41		25	
Full-time		80.5		72.0
Part-time		0.0		0.0
Looking for work		7.3		12.0
Not in labor force		12.2		16.0

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]Includes households with at least one biological or adoptive parent. We exclude the 9.3 percent of children whose households do not include a biological or adoptive parent.

[b]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

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

Table A.6 (continued)

[d]"Employment status of mother(s) in the household" includes children with a biological or adoptive mother in the household, whether alone or with another parent.

[e]"Employment status of father(s) in the household" includes children with a biological or adoptive father in the household, whether alone or with another parent.

Table A.7. Changes in parents' employment due to the COVID-19 pandemic[a]

	All children (AIAN and non-AIAN)		AIAN children only[b]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
At least one parent experienced a change in employment status[c,d]	68		48	
Yes		75.0		79.2
No		25.0		20.8
Mother(s) experienced a change in employment status[d,e]	66		46	
Yes		63.6		73.9
No		36.4		26.1
Father(s) experienced a change in employment status[d,f]	41		25	
Yes		68.3		68.0
No		31.7		32.0
At least one parent worked more hours or more jobs[c]	68		48	
Yes		22.1		22.9
No		77.9		77.1
Mother(s) worked more hours or more jobs[e]	56		41	
Yes		16.1		14.6
No		83.9		85.4
Father(s) worked more hours or more jobs[f]	39		23	
Yes		20.5		26.1
No		79.5		73.9
At least one parent worked fewer hours, lost their job, or were furloughed[c]	68		48	
Yes		29.4		29.2
No		70.6		70.8
Mother(s) worked fewer hours, lost their job, or were furloughed[e]	66		46	
Yes		15.2		19.6
No		84.8		80.4
Father(s) worked fewer hours, lost their job, or were furloughed[f]	41		25	
Yes		24.4		20.0
No		75.6		80.0

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in

Table A.7 (continued)

the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]Includes households with at least one biological or adoptive parent. We exclude the 9.3 percent of children whose households do not include a biological or adoptive parent.

[b]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[c]This category includes children with one or two biological or adoptive parents in the household and whether either parent experienced a change in employment related to the COVID-19 pandemic. If there is only one parent, this category reflects that parent.

[d]Parents that experienced a change in employment status indicated that they experienced at least one change as a direct result of the COVID-19 pandemic (such as working from home instead of in person, changing jobs, or having a less predictable work schedule).

[e]This category includes children with a biological or adoptive mother, whether alone or with another parent.

[f]This category includes children with a biological or adoptive father, whether alone or with another parent.

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

All children (AIAN and non–AIAN)			
	Unweighted total sample size (n)	**Unweighted mean**	**Range**
Annual household income	75	$43,588	$4,944-75,000
	n		**Percentage**
Annual household income categories	75		
<$10,000			6.7
$10,001-$20,000			13.3
$20,001-$30,000			12.0
$30,001-$40,000			14.7
$40,001-$50,000			12.0
>$50,000			41.3
AIAN children only[c]			
	Unweighted total sample size (n)	**Unweighted mean**	**Range**
Annual household income	54	$39,254	$4,944-75,000
	n		**Percentage**
Annual household income categories	54		
<$10,000			9.3
$10,001-$20,000			18.5
$20,001-$30,000			9.3
$30,001-$40,000			16.7
$40,001-$50,000			13.0
>$50,000			33.3

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a total of a maximum total 75 parents, which includes a maximum of 54 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

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

Table A.8 (continued)

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

[c]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

Table A.9. Total household income in the past 12 months, as a percentage of federal poverty threshold[a,b]

	All children (AIAN and non–AIAN) Unweighted total sample size n=75	AIAN children only[c] Unweighted total sample size n=54
	Unweighted percentage	Unweighted percentage
Below 50 percent	6.7	9.3
50 to 100 percent	13.3	16.7
101 to 130 percent	6.7	7.4
131 to 185 percent	14.7	14.8
186 to 200 percent	5.3	5.6
201 percent or above	53.3	46.3

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

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

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

[c]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

Table A.10. Changes to household income during the COVID-19 pandemic and whether someone in the household received a stimulus payment

	All children (AIAN and non–AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Changes to household income[b]	75		54	
Decreased very much		13.3		13.0
Decreased somewhat		14.7		16.7
Stayed the same		49.3		48.1
Increased somewhat		21.3		20.4
Increased very much		1.3		1.9
Someone in the household received a stimulus payment[c]	75		54	
Yes		100.0		100.0
No		0.0		0.0

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

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

[c]Respondents were asked whether they or anyone in their household received a stimulus payment from the government since the start of the COVID-19 pandemic.

Table A.11. Parents' total depressive symptoms scores

	All children (AIAN and non–AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Total depressive symptoms score categories[b]	75		54	
No to few (0 to 4)		49.3		51.9
Mild (5 to 9)		24.0		24.1
Moderate (10 to 14)		12.0		9.3
Severe (15 to 36)		14.7		14.8

	Unweighted total sample size (n)	Unweighted mean	Reported range[c]	Unweighted total sample size (n)	Unweighted mean	Reported range[c]
Total depressive symptoms score[b]	75	6.8	0-28	54	6.7	0-25

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[b]The "total depressive symptoms score" is the total score on the Center for Epidemiological Studies Depression Scale (CES–D) short form (12 items on a 4–point scale for frequency in the past week), which has been used with Native populations previously (Frankel et al. 2014).

[c]Possible scores range from 0 to 36. The publisher reports that depressive symptoms scores have been correlated with clinical diagnosis, but the CES-D is a screening tool and not used to formally diagnose depression (Radloff 1977).

Table A.12. Parents' total anxiety symptoms scores

	All children (AIAN and non–AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Total anxiety symptoms score (categories)[b]	75		54	
Minimal (0 to 4)		70.7		72.2
Mild (5 to 9)		18.7		18.5
Moderate (10 to 14)		6.7		7.4
Severe (15 to 21)		4.0		1.9

	Unweighted total sample size (n)	Unweighted mean	Reported range[c]	Unweighted total sample size (n)	Unweighted mean	Reported range[c]
Total anxiety symptoms score[b]	75	3.7	0-19	54	3.4	0-17

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[b]The "total anxiety symptoms score" is the total score on the Generalized Anxiety Disorder–7 (GAD–7) scale (7 items on a 4-point scale for frequency in the past two weeks), which has been used with Native populations previously (Dickerson et al. 2020).

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

Table A.13. Parent-reported stress or anxiety level compared to their stress and anxiety before March 2020[a]

	All children (AIAN and non–AIAN)		AIAN children only[b]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Current level of parenting stress or anxiety compared to before March 2020	75		54	
Much lower		9.3		9.3
Somewhat lower		5.3		3.7
About the same		38.7		37.0
Somewhat higher		34.7		38.9
Much higher		12.0		11.1
Stress or anxiety as a parent is somewhat higher or much higher compared to before March 2020	75		54	
Yes		46.7		50.0
No		53.3		50.0

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]March 2020 coincided with the declaration of the COVID-19 pandemic by the World Health Organization and a public health emergency by the U.S. Centers for Disease Control and events related to racial injustice in the country.

[b]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

Table A.14. Parent health status

	All children (AIAN and non–AIAN) Unweighted total sample size n=74	AIAN children only[a] Unweighted total sample size n=54
	Percentage	Percentage
Excellent	16.2	16.7
Very good	31.1	33.3
Good	44.6	42.6
Fair	8.1	7.4
Poor	0.0	0.0

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

"Unweighted total sample size" refers to number of children with valid parent survey data on the construct.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

Table A.15. Parenting behaviors and stress[a]

		All children (AIAN and non–AIAN)				
		Unweighted percentage				
	Unweighted total sample size (n)	Rarely or never	A little of the time	Some of the time	A good part of the time	Always or most of the time
Parent has a plan for their child or children's behavior management[b]	73	9.6	2.7	20.5	30.1	37.0
Parent's child or children frustrates them	75	60.0	20.0	20.0	0.0	0.0
Parent feels confident in their parenting[b]	75	1.3	1.3	9.3	25.3	62.7
Parenting involves more work than parent is able to manage	74	71.6	12.2	12.2	0.0	4.1
Parent feels that they are meeting their child or children's needs[b]	75	2.7	0.0	2.7	16.0	78.7
Parent has time to themselves to relax, think, plan[b]	75	28.0	8.0	26.7	10.7	26.7

	Unweighted total sample size (n)	Unweighted mean	Reported range[d]
Parenting behaviors and stress[c]	75	1.9	1-4

		AIAN children only[e]				
		Unweighted percentage				
	Unweighted total sample size (n)	Rarely or never	A little of the time	Some of the time	A good part of the time	Always or most of the time
Parent has a plan for their child or children's behavior management[b]	53	13.2	3.8	20.8	24.5	37.7
Parent's child or children frustrates them	54	66.7	14.8	18.5	0.0	0.0
Parent feels confident in their parenting[b]	54	1.9	0.0	9.3	22.2	66.7
Parenting involves more work than parent is able to manage	53	73.6	9.4	13.2	0.0	3.8
Parent feels that they are meeting their child or children's needs[b]	54	3.7	0.0	0.0	18.5	77.8
Parent has time to themselves to relax, think, plan[b]	54	29.6	3.7	24.1	11.1	31.5

	Unweighted total sample size (n)	Unweighted mean	Reported range[d]
Parenting behaviors and stress[c]	54	1.8	1-4

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

Table A.15 (continued)

[a]Parent survey respondents were shown six statements about how parents may behave or feel, and were asked to indicate how frequently they behaved or felt each way.

[b]These items were reverse coded. That is, we changed the low score values to high score values and high score values to low score values of these four items to align with higher scores indicating more frequency of stress.

[c]"Parenting behaviors and stress" reflects the mean of the six items shown in the top of the table.

[d]The possible range is 1 to 5. Higher scores indicate more parenting stress.

[e]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

Table A.16. Safety net programs the household participated in during the past six months

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Welfare or Temporary Assistance to Needy Families (TANF)	75		54	
Yes		13.3		16.7
No		86.7		83.3
Unemployment insurance	75		54	
Yes		9.3		11.1
No		90.7		88.9
Food Stamps or Supplemental Nutrition Assistance Program (SNAP)	75		54	
Yes		52.0		57.4
No		48.0		42.6
WIC or the Special Supplemental Nutrition Program for Women, Infants, and Children	75		54	
Yes		34.7		44.4
No		65.3		55.6
Child support	75		54	
Yes		12.0		11.1
No		88.0		88.9
Supplemental Security Income (SSI) or Social Security Retirement, Disability, or Survivor's benefits	75		54	
Yes		6.7		3.7
No		93.3		96.3
Foster care, guardianship, or adoption assistance or payments	75		54	
Yes		6.7		9.3
No		93.3		90.7
Energy assistance	75		54	
Yes		13.3		16.7
No		86.7		83.3
Food assistance from a Native or tribal community source[b]	75		54	
Yes		18.7		25.9
No		81.3		74.1

Source: Fall 2021 Parent Survey.

Table A.16 (continued)

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[b]"Food assistance from a Native or tribal community source" include commodities (supplemental foods distributed by Native or tribal sources), tribal community food bank, or the Food Distribution Program Indian Reservation (FDPIR).

Table A.17. How often a family member read to or told story to child in the past week

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Number of times family a member read to the child	75		54	
Not at all		1.3		1.9
Once or twice		24.0		27.8
Three or more times, but not every day		42.7		42.6
Every day		32.0		27.8
Number of times a family member told the child stories	75		54	
Not at all		1.3		1.9
Once or twice		29.3		29.6
Three or more times, but not every day		40.0		38.9
Every day		29.3		29.6

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

Table A.18. Child bedtime and family dinner routines

	All children (AIAN and non–AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Child has a regular bedtime	75		54	
Yes		94.7		92.6
No		5.3		7.4
Number of days per week the family eats dinner together (categories)	75		54	
0-2		1.3		0.0
3-4		6.7		7.4
5-6		14.7		16.7
7		77.3		75.9

	Unweighted total sample size (n)	Unweighted mean	Reported range[b]	Unweighted total sample size (n)	Unweighted mean	Reported range[b]
Number of hours the child sleeps in a typical night[b]	73	10.3	8-12	52	10.4	9-12

	Unweighted total sample size (n)	Unweighted mean	Reported range	Unweighted total sample size (n)	Unweighted mean	Reported range
Number of days per week the family eats dinner together[c]	75	6.4	2-7	54	6.5	3-7

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[b]"Number of hours the child sleeps in a typical night" is calculated by taking the average of the difference between a child's wake time and bed time.

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

Table A.19. Families' experiences with COVID-19

	All children (AIAN and non–AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Parent, someone in household, or close friends or family had COVID-19	75		54	
Yes		84.0		85.2
No		16.0		14.8
Parent had COVID-19	75		54	
Yes		32.0		33.3
No		68.0		66.7
Child had COVID-19	75		54	
Yes		25.3		22.2
No		74.7		77.8
Someone else in the household had COVID-19	75		54	
Yes		42.7		42.6
No		57.3		57.4
Among those who had someone else in the household with COVID-19				
Someone in the household passed away	32		23	
Yes		6.3		8.7
No		93.8		91.3
A close friend or family member not in the household had COVID-19	75		54	
Yes		76.0		77.8
No		24.0		22.2
Among those with a close friend or family member not in the household with COVID-19				
A close friend or family member passed away	57		42	
Yes		43.9		47.6
No		56.1		52.4

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of

Table A.19 (continued)

a maximum total 75 parents, which includes a maximum of 54 AIAN parents. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

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SECTION B

CHILDREN'S SOCIAL-EMOTIONAL AND LEARNING SKILLS

Return to description of Section B topics and composites.

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

		Cronbach's alpha	
	Number of items administered	All children (AIAN and non–AIAN)	AIAN children only[a]
Lead teachers' report of children's behavior			
Social skills score[b]	12	0.87	0.89
Problem behaviors total score[b]	14	0.88	0.90
Aggressive behavior subscale score	4	0.86	0.86
Hyperactive behavior subscale score	3	0.85	0.84
Withdrawn behavior subscale score	6	0.79	0.75
Approaches to learning score (ECLS–K)[c]	6	0.93	0.93
Child literacy skills scored	6	0.73	0.71
Parent report of children's behavior			
Approaches to learning score (ECLS–K)[c]	6	0.70	0.69

Source: Fall 2021 Teacher child report and Fall 2021 Parent Survey.

Note: Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

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

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

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

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

	All children (AIAN and non–AIAN)				AIAN children only[a]				
	Unweighted total sample size (n)	Unweighted mean	SD	Reported score range	Unweighted total sample size (n)	Unweighted mean	SD	Reported score range	Possible score range[b]
Lead teachers' report of children's behavior									
Social skills score[c]	83	16.9	4.9	2-24	44	16.6	5.3	2-24	0 - 24
Problem behaviors total score[c]	83	6.0	5.5	0-21	44	6.4	5.6	0-21	0 - 28
Aggressive behavior subscale score	83	1.8	2.1	0-8	44	2.0	2.2	0-8	0 - 8
Hyperactive behavior subscale score	83	1.7	1.9	0-6	44	1.7	1.8	0-6	0 - 6
Withdrawn behavior subscale score	83	1.9	2.2	0-10	44	2.0	2.1	0-7	0 - 12
Approaches to learning score (ECLS–K)[d]	83	2.9	0.8	2-4	44	2.7	0.7	2-4	1 - 4
Parent report of children's behavior									
Approaches to learning (ECLS–K)[d]	75	3.0	0.5	2-4	54	2.9	0.5	2-4	1 - 4

Source: Fall 2021 Teacher child report and Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. For lead teachers' report of children's behavior, this includes the number of children's teachers who responded to each of the items, out of a maximum total 83 children's teachers, which includes 44 AIAN children's teachers. For parent report of children's behavior, this includes the number of children's parents who responded to each of the items, and a maximum 75 parents, which includes a maximum of 54 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

SD = Standard deviation

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[b]"Possible score range" is the same for all children and for AIAN children only

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

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

Table B.3. Children's lead teacher-reported early literacy skills

	All children (AIAN and non–AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Child demonstrates a beginning understanding of the relationship between sounds and letters[b]	83		44	
Not at all		31.3		29.5
For one or two letters		37.3		45.5
For a few (up to 5) letters		22.9		15.9
For several (6 or more) letters		8.4		9.1
Child can recognize[c]	83		44	
None of the letters of the alphabet		25.3		22.7
Some of them		44.6		45.5
Most of them		19.3		18.2
All of them		10.8		13.6
Child likes to write or pretend to write[c]	83		44	
Never		10.8		11.4
Has done it once or twice		22.9		27.3
Sometimes		33.7		34.1
Often		32.5		27.3
Child mostly writes and draws rather than scribbles[c]	83		44	
Yes		61.4		54.5
No		38.6		45.5
Child writes their first name even if some of the letters are backward[c]	83		44	
Yes		60.2		59.1
No		39.8		40.9
Child recognizes their own first name in writing or in print[c]	83		44	
Yes		80.7		84.1
No		19.3		15.9
Child can read other words in writing or print	83		44	
Yes		21.7		27.3
No		78.3		72.7
Child can identify rhyming words	83		44	
Yes		30.1		31.8
No		69.9		68.2

Table B.3 (continued)

	All children (AIAN and non-AIAN)			AIAN children only[a]		
	Unweighted total sample size (n)	Unweighted mean	Reported range[d]	Unweighted total sample size (n)	Unweighted mean	Reported range[d]
Child literacy skills score[d]	83	3.8	0-7	44	3.8	0-7

Source: Fall 2021 Teacher child report.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's teachers who responded to each of the items, out of a maximum total 83 children's teachers, which includes 44 AIAN children's teachers.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

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

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

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

Table B.4. Children's lead teacher-reported math knowledge and skills

	All children (AIAN and non–AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Child can count	83		44	
Not at all		7.2		6.8
Up to 5		27.7		25.0
Up to 10		38.6		38.6
Up to 20		20.5		25.0
Up to 50		6.0		4.5
Up to 100 or more		0.0		0.0
Child can identify basic shapes such as triangle, rectangle, circle, or square	83		44	
None of them		3.6		2.3
Some of them		25.3		18.2
Most of them		25.3		22.7
All of them		45.8		56.8
Among children who can identify at least some basic shapes, can child describe the differences between a rectangle and a triangle	80		43	
Yes		60.0		67.4
No		40.0		32.6
Child can sort objects by any of the following attributes[b]	83		44	
Color		95.2		100.0
Shape		60.2		61.4
Size		51.8		52.3
Function (for example, things we use to write, things we sit on)		27.7		29.5
No opportunity to observe		4.8		0.0
Child can put more than three things in order by length and height	59		32	
Yes		66.1		68.8
No		33.9		31.3
No opportunity to observe		0.0		0.0
If child is shown some objects (for example, several toy cars), child can consistently tell how many objects there are without counting	74		39	
Not consistently for even 1 or 2		20.3		17.9
Up to 2 objects		23.0		23.1
Up to 3 objects		23.0		23.1
Up to 4 objects		9.5		7.7
Up to 5 objects		24.3		28.2
No opportunity to observe		0.0		0.0

Table B.4 (continued)

	All children (AIAN and non–AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	66		36	
Yes		31.8		36.1
No		68.2		63.9
No opportunity to observe		0.0		0.0

Source: Fall 2021 Teacher child report.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's teachers who responded to each of the items, out of a maximum total 83 children's teachers, which includes 44 AIAN children's teachers. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[b]Lead teachers marked all responses that applied.

Table B.5. Parent-report of changes in the child's behavior since March 2020[a]

	All children (AIAN and non–AIAN)		AIAN children only[b]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Types of changes in child's behavior				
Child developed new fears that previously did not bother them	75		75	
Yes		6.7		9.3
No		93.3		90.7
Child experienced an increase in acting out or tantrums	75		75	
Yes		37.3		40.7
No		62.7		59.3
Child complained of physical ailments (for example, stomachaches, headaches)	74		74	
Yes		16.2		18.5
No		83.8		81.5
Child experienced disrupted sleep (for example, more difficulty going to sleep, waking frequently, nightmares)	74		74	
Yes		21.6		18.5
No		78.4		81.5
At least one change experienced in child's behavior	74		74	
Yes		48.6		50.0
No		51.4		50.0

	Unweighted total sample size (n)	Unweighted mean	Reported score range[c]	Unweighted total sample size (n)	Unweighted mean	Reported score range[c]
Number of changes in child's behavior[c]	74	0.8	0-3	54	0.9	0-3

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 75 parents, which includes a maximum of 54 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]March 2020 coincided with the declaration of the COVID-19 pandemic by the World Health Organization and a public health emergency by the U.S. Centers for Disease Control and events related to racial injustice in the country.

[b]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[c]Possible range for the number of changes in child's behavior is 0 to 4.

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SECTION C

CHILDREN'S DISABILITY STATUS AND PHYSICAL HEALTH

Return to description of Section C topics and composites.

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Table C.1. Lead teacher report of children's disability and how disability has been addressed[a]

	All children (AIAN and non–AIAN)		AIAN children only[b]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Child has a disability or disabilities	83		44	
Yes		12.0		11.4
No		88.0		88.6
Among children with a disability or disabilities				
Type of disability[c]	10		5	
Speech or language		100.0		!
Cognitive[d]		20.0		!
Physical[e]		20.0		!
Sensory[f]		10.0		!
Behavioral/emotional[g]		0.0		!
Child has multiple disabilities[h]	10		5	
Yes		30.0		!
No		70.0		!
Child has IEP or IFSP	10		5	
Yes		50.0		!
No		50.0		!
Actions done so far to address the child's condition	10		5	
Discussions/plans are in progress		68.8		!
Observed or evaluated the child		68.8		!
Made modifications or accommodations to the classroom or class activities		50.0		!
Contacted other consultants or specialists		37.5		!
Developed an IEP or IFSP		37.5		!
Contacted a mental health specialist		18.8		!
Made a meeting with the parents and the disability services team		18.8		!

Source: Fall 2021 Teacher child report.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's teachers who responded to each of the items, out of a maximum total 83 children's teachers, which includes 44 AIAN children's teachers. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

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

Table C.1 (continued)

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

! This statistic is not reported because fewer than 10 respondents answered this question.

[a]Surveys asked lead teachers whether a professional, such as a doctor or other health or education professional, had indicated that the child had a developmental problem, delay, concern, or disability, and if so, to specify the developmental concern or disability.

[b]American Indian and Alaska Native (AIAN) children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[c]Data include only children with disabilities. We exclude the 88.0 percent of children for whom a professional had not indicated that the child had a developmental problem, delay, concern, or disability. Lead teachers could select all developmental problems, delays, concerns, or disabilities that applied.

[d]"Cognitive disability" includes: developmental delay, mental impairment, and autism or pervasive developmental delay.

[e]"Physical disability" includes: motor impairment.

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

[g]"Behavioral/emotional disability" includes: behavior problems and hyperactivity or attention deficit (ADD or ADHD).

[h]"Child has multiple disabilities" includes: children whose lead teachers have reported more than one of the five types of disability listed in the survey, including a speech or language, cognitive, behavioral/emotional, sensory, and/or physical disability.

Table C.2. Lead teacher report of children's health or development concerns and actions to address children's concerns, among children not reported to have a disability[a]

	All children (AIAN and non-AIAN)		AIAN children only[b]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Children has a disability or disabilities[a]	83		44	
Yes		12.0		11.4
No		88.0		88.6
Among children not reported to have a disability[c]	73		39	
Concern reported about child's health or development since child has enrolled in Head Start[d]	69		38	
Yes		8.7		10.5
No		91.3		89.5

Source: Fall 2021 Teacher child report.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's teachers who responded to each of the items, out of a maximum total 83 children's teachers, which includes 44 AIAN children's teachers. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

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

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

[a]Surveys asked lead teachers whether a professional, such as a doctor or other health or education professional, had indicated that the child had a developmental problem, delay, concern, or disability. Among the children not reported to have a disability, lead teachers were asked if anyone had reported concerns about the child's health or development since the child had been enrolled in Head Start.

[b]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[c]Data include only children without disabilities. We exclude the 12.0 percent of children for whom a professional had indicated that the child had a developmental problem, delay, concern, or disability. Lead teachers could select all developmental problems, delays, concerns, or disabilities that applied.

[d]Due to small sample sizes, two items were not included in the table, among children with a concern reported about their health and development: (1) Areas of child's health and development that appear to be of concern (All children, n=5; AIAN children only, n=3); (2) Actions done so far to address concerns about the child's health and development (All children, n=4; AIAN children only, n=3).

Table C.3. Lead teacher report of children who have an IEP or an IFSP[a,b]

	All children (AIAN and non-AIAN)		AIAN children only[c]	
	Unweighted total sample size (n)	Unweighted percentage	Unweighted total sample size (n)	Unweighted percentage
Child has IEP or IFSP	82		44	
Yes		7.3		9.1
No		92.7		90.9

Source: Fall 2021 Teacher child report.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

The n columns in this table include sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's teachers who responded to each of the items, out of a maximum total 83 children's teachers, which includes 44 AIAN children's teachers. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

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

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic

[a]Surveys asked lead teachers what has been done thus far to address the child's condition or concerns about the child's health and development. The survey defined an IFSP and IEP as a written plan that describes goals for this child and the services they should receive. This question was asked for children reported to have a disability or a health or development concern. Children without disabilities or health or development concerns are categorized as not having an IEP or IFSP.

[b]Due to small sample sizes, three items were not included in the table: (1) Lead teacher participated in the IEP or IFSP meeting (All children, n=6; AIAN children only, n=4); (2) Services child received (All children, n=6; AIAN children only, n=4); (3) How services were delivered (All children, n=4; AIAN children only, n=3).

[c]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

Table C.4. Parent report of child health status

	All children (AIAN and non–AIAN) Unweighted total sample size n=75	AIAN children only[a] Unweighted total sample size n=54
	Percentage	Percentage
Excellent	49.3	42.6
Very good	37.3	40.7
Good	10.7	13.0
Fair	2.7	3.7
Poor	0.0	0.0

Source: Fall 2021 Parent Survey.

Note: These statistics are unweighted and data only represent children whose parents completed the parent survey. Percentages and/or means are based on children enrolled in Region XI Head Start programs that participated in AIAN FACES in the 2021–2022 program year and whose parents agreed to participate in the Study. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

"Unweighted total sample size" refers to number of children with valid parent survey data on the construct.

[a]"American Indian and Alaska Native (AIAN) children" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

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VI. CHILDREN'S LEAD TEACHER CHARACTERISTICS

This chapter provides an overview of the analytic methods and composites and scores used in tables reporting on children and their families.

Overview of analytic methods for data tables on children's lead teachers (Section D)

Because participation and response rates were low, readers should not consider weighted statistics in this report to be nationally representative. Estimates are based on respondents who were willing and able to respond to the surveys during the COVID-19 pandemic. These respondents likely differ from the full Region XI population. The findings in this section provide a snapshot of the experiences of children's teachers in Region XI Head Start programs during this difficult time.

Given the low participation and response rates, in this section we discuss how we assessed nonresponse and the limitations of our nonresponse bias analysis. Then, we describe who the estimates in the data tables do and do not represent when weighted.

Features and limitations of nonresponse bias analysis

Nonresponse bias can occur when people who did not complete the survey (nonrespondents) would have responded differently enough from those who did participate (respondents) to change the results. That is, the results before weighting adjustments may be biased because nonrespondents did not participate. This is of particular concern when response rates are low. A lower response rate does not necessarily indicate the presence of nonresponse bias but does increase the risk for nonresponse bias.

Bias cannot be measured directly. This is because we do not know how nonrespondents would have answered a given question, so we are unable to measure bias in our survey outcomes (for example, we cannot know whether nonrespondents have different levels of depressive symptoms than respondents). Instead, we conducted a nonresponse bias analysis (Bose 2001; U.S. Census Bureau 2023). We were only able to indirectly test for potential bias using information (covariates) we had for both respondents and nonrespondents (for example, child age and number of months enrolled in Head Start).

Specifically, we tested whether 24 covariates differed for respondents and nonrespondents. To conduct the nonresponse bias analysis, we applied weights that adjust for the probability of selection and the effects of survey nonresponse. For the 24 covariates, we examined whether the nonresponse-adjusted weights had lessened differences between the weighted respondents' estimate and the full sample, thus lessening the risk for bias.

We conducted two nonresponse bias analyses in fall 2021, one for program participation and the other for teacher survey response. Results from the nonresponse bias analysis for fall 2021 showed the following:

- **At the program level**, we compared the 18 participating fall 2021 programs with the 41 programs that were invited to participate in AIAN FACES 2019. We found differences between the weighted estimates of the covariates for participating programs and the full sample (of participating and nonparticipating programs) that were large enough to conclude there are remaining indicators of nonresponse bias after weighting. As program-level participation is a building block for other weights, any remaining indicators of nonresponse bias could carry through to teacher estimates. For example, we still see potentially meaningful differences in program characteristics such as program enrollment, staff turnover, and the percentage of enrolled children who are AIAN.

- **For teacher survey response (at the child level)**, results of the nonresponse bias analysis for teacher survey response suggest that analysis weights for the child-level teacher survey data mitigated differences between children with and without teacher surveys in the 18 participating study programs (but not in all Region XI AIAN Head Start programs). However, weighted results are not representative of the Region XI AIAN Head Start child population because of the indicators of meaningful nonresponse for program participation. In addition, we do not know if the weights mitigated the likelihood of bias for those variables that we could not test because the data was not available for nonrespondents.

For the 2021–2022 Study, although we selected a nationally representative sample of Region XI Head Start programs and teachers, fewer programs agreed to participate and fewer teachers completed surveys than expected. **Program-level participation is a building block for other weights and nonresponse bias analyses, so this evidence of nonresponse bias at the program level means there is a concern about nonresponse bias for all data collected in the 2021–2022 Study.**

Weighted results are not representative of the Region XI AIAN Head Start child population because of the indicators of meaningful nonresponse for program participation. We do not know if the weights mitigated bias for variables where data was not available for nonrespondents.

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

Weighting for sample selection and nonresponse

For all data tables in this section on children's lead teachers, we applied a weight to children who were enrolled in Region XI Head Start in fall 2021 and whose lead teacher completed a fall teacher survey. Although weighted estimates are not nationally representative, there is still value in reporting data from the fall teacher survey data using the analysis weights. For example, using analysis weights reduces the potential bias in findings associated with differential selection and nonresponse. That is, not all programs, centers, and teachers had an equal probability of selection. Also, not all sampled programs and teachers participated in the study. Thus, the data are weighted to adjust for the

probability of selection. They are also weighted, with limited success, to account for (1) programs that chose not to participate and (2) nonresponse to the teacher survey. Given lower than expected response rates and because there are some differences between the full sample and weighted respondents' estimates that are not mitigated by the analysis weights (based on observable covariates), there is risk of nonresponse bias.

Precision of Estimates

All data included in this report are presented at the child level. By child level we mean that estimates should be interpreted as the **percentage of children.**

As with the parent survey and TCR, we had lower than expected response rates to the teacher survey, and this is consistent with other CCEE research during the pandemic (Tout et al. 2023). Of the 1,086 eligible children in the sample, 1,022 were still at the sampled Head Start center at the time of data collection, and 561 children had a lead teacher who completed the teacher survey.

Forty-seven eligible participating lead teachers in the sample completed the teacher survey. The teacher sample sizes are too small to report results at the teacher level. **Small sample sizes increase the potential for estimation error. Therefore, the child is always the unit of analysis in AIAN FACES,** thus teacher survey data are reported at the child level. For example, when speaking about teacher education, one would make inferences about education for children's teachers, not for teachers.

The tables in this report include unweighted sample sizes, which give a sense of the precision of the estimates in the 2021–2022 Study. A precise estimate is one that is close to the true value in the population. Tables include a notation indicating estimates with low precision. An estimate with low precision is an estimate where the standard error represents more than 30 percent of the estimate, which indicates the true population value could have a large range of actual values (National Center for Health Statistics, 2015). Therefore, readers should interpret estimates with low precision with caution because they are unreliable.

Chapter VI of the current report presents data tables with weighted data on children's lead teacher characteristics (Section D).

Overview of composites and scores for data tables on children's lead teachers (Section D)

Members of the 2021–2022 Study Workgroup advised on what measurement tools to add or adapt to the study to help ensure it was appropriate and meaningful for understanding AIAN children's lead teachers. For example, the Workgroup provided guidance on appropriate survey items for describing characteristics of children's lead teachers' characteristics and feelings. In this section, we discuss how we measured the children's lead teacher constructs, which come from the teacher survey. We give details about composites, which are variables that are constructed from more than one survey item, and details about scores, which are calculated by adding or averaging the item values in an assessment or scale. We also include variables that are recoded from a single variable. For the definition and an example of a composite, please refer to Overview of composites and scores on children and their families (Sections A–C) in Chapter V. Child and Family Characteristics.

Information on lead teachers is presented at the child level and provides context for children's experiences. We do not use the data at the teacher level because the sample sizes are not large enough to provide enough precision for analysis at that level. More information about how we constructed variables and handled missing data can be found in the 2021–2022 Study User's Manual (Reid et al. 2024).

Lead teacher race/ethnicity and *whether the lead teacher is AIAN* are constructed from two questions asking lead teachers whether they belong to one or more race categories and whether or not they are Spanish, Hispanic or Latino/a. If teachers indicated that their ethnicity was Spanish, Hispanic, Latino/a/x, Chicano/a/x, then we categorized them as Hispanic/Latino/a/x or Chicano/a/x. If lead teachers indicated they were not Spanish, Hispanic, or Latino/a/x, or Chicano/a/x, we use the one or more race categories they selected to categorize them as follows: White, non-Hispanic; African-American, non-Hispanic; American Indian or Alaska Native, non-Hispanic; Asian or Pacific Islander, non-Hispanic; Multiracial/Biracial, non-Hispanic; and Another Race, non-Hispanic. We also constructed a variable to indicate whether the teacher was AIAN (either alone or in combination with another race or ethnicity).[15]

Lead teachers' highest level of education is constructed from a question in the teacher survey asking for the highest grade or year of school completed. There are five categories: high school diploma or equivalent, or less; some college or vocational or technical school; associate's degree; bachelor's degree; graduate or professional degree. This item is recoded from a single variable, teacher's highest level of education.

Any state-sponsored credential (lead teacher) is constructed using the lead teachers' report of whether they have the following state-sponsored credentials: Child Development Associate (CDA);

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

teaching certificate or license for preschool; or teaching certificate or licenses for grades other than preschool. For this construct, we include lead teachers who say "yes" to having at least one of the three credentials.

Has bachelor's degree or higher and state-sponsored credential is constructed using lead teachers' report of whether they have any state-sponsored credential (as described previously) and a bachelor's degree or higher.

Lead teachers' depressive symptoms are based on their responses to the short form of the CES–D Scale (Ross et al. 1983). Lead teachers reported how often each item in a list of 12 statements applied to them in the past week using a 4-point scale: (1) rarely or never, (2) some or a little of the time, (3) occasionally or a moderate amount of time, and (4) most or all of the time. Responses of rarely or never are recoded as 0; some or a little are recoded as 1; occasionally or moderately are recoded as 2; and most or all of the time are recoded as 3. Scores of the recoded items were summed for a possible range of 0 to 36. Total depressive symptoms scores are categorized as no to few depressive symptoms (0 to 4), mild depressive symptoms (5 to 9), moderate depressive symptoms (10 to 14), and severe depressive symptoms (15 and above). The CES–D is a screening tool, not a diagnostic tool, but scores have been correlated with clinical diagnosis (Radloff 1977) and the tool has been used with Native populations previously (Frankel et al. 2014).

Lead teachers' anxiety symptoms are from the GAD–7 (Spitzer et al. 2006). Lead teachers reported how often each item in a list of seven statements applied to them over the past two weeks using a 4-point scale: (1) not at all, (2) several days, (3) more than half the days, and (4) nearly every day. Responses of not at all are recoded as 0; several days are recoded as 1; more than half the days recoded as 2; and nearly every day are recoded as 3. Scores of the recoded items were summed for a possible range of 0 to 21. Total anxiety scores are categorized as no to minimal anxiety (0 to 4), mild anxiety (5 to 9), moderate anxiety (10 to 14), and severe anxiety (15 and above). The GAD–7 is a screening tool, not a diagnostic tool, but scores have been correlated with clinical diagnosis (Plummer et al. 2016) and the tool has been used with Native populations previously (Dickerson et al. 2020).

Lead teachers' feelings at work is constructed from lead teachers' reports of feeling overwhelmed, frustrated, and not valued or supported. We calculated the mean rating from a 4-point scale ranging from 1 (rarely or never) to 4 (most or all the time). Higher scores indicate that lead teachers felt this way more frequently in the past week.

Lead teachers' job stress due to the COVID-19 pandemic is constructed using four items from the teacher survey: their worries about exposure to COVID-19 while at work, the stress of COVID-19 safety rules and regulations, whether they can perform expectations because of COVID-19, and whether they feel more stress at work compared with the period before the COVID-19 pandemic began. Ratings are on a 5-point scale ranging from strongly disagree to strongly agree. The job stress score is a mean score and has a possible range of 1 to 5. Higher scores indicate more job stress due to the COVID-19 pandemic.

Lead teacher parenting behavior and stress is constructed only for lead teachers who identify as a primary caregiver at home. The construct uses six items from the teacher survey: has a plan for their child or children's behavior management; their child or children frustrates them; feels confident in their parenting; parenting involves more work than they are able to manage; feels that they are meeting their child or children's needs; and has time enough to relax, think, and plan. Ratings are on a 5-point scale from "rarely or never" to "always or most of the time." Some items are reverse coded to make the scale direction consistent. The parenting behaviors and stress score is a mean score and has a possible range of 1 to 5. Higher scores indicate more stress related to parenting. These items come from the Healthy Families Parenting Inventory (Krysik and LeCroy 2012).

Lead teachers' parenting stress or anxiety compared to before March 2020 is constructed only for lead teachers who identify as a primary caregiver at home. The construct uses lead teachers' report of whether their stress or anxiety as a parent or caregiver grew since March 2020 because of the COVID-19 pandemic. Responses of (1) much lower, (2) somewhat lower, and (3) about the same are categorized as no. Responses of (4) somewhat higher and (5) much higher are categorized as yes.

Lead teachers' number of strategies for meeting child care needs is constructed using five items from the teacher survey, in which the lead teacher responded "yes" or "no" to the following items: family or friends sometimes provide child care, older siblings sometimes provide child care, they or another guardian reduces work hours, they or another guardian works different hours than usual, or they or another guardian takes the child to work. This variable has a possible range of 0 to 5 and for each strategy the teacher reported using, they received one point. Lower scores represent fewer strategies used to meet child care needs. This construct is available only for teachers who identify as a primary caregiver.

Findings on these topics are reported in Section D.

SECTION D

CHILDREN'S LEAD TEACHER CHARACTERISTICS

Return to description of Section D topics and composites.

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Table D.1. Children's lead teacher race/ethnicity

	Weighted percentage of children (unweighted n=561)
Children's lead teacher race/ethnicity[a]	
American Indian or Alaska Native, non-Hispanic[b]	61.6
White, non-Hispanic	24.1^
Hispanic/Latino/a/x or Chicano/a/x	13.7^
Multiracial/biracial, non-Hispanic	0.6^
African American, non-Hispanic	0.0
Asian or Pacific Islander, non-Hispanic	0.0
Another race, non-Hispanic	0.0
Children's lead teacher is American Indian or Alaska Native (AIAN), alone or in combination with another race or ethnicity	73.8

Source: Fall 2021 Teacher Survey.

Note: The data are not nationally representative. The data are weighted to adjust for the probability of selection. They are also weighted, with limited success, to account for (1) programs that chose not to participate and (2) nonresponse to the teacher survey. However, given lower than expected response rates and because there are some differences between the full sample and weighted respondents' estimates that are not mitigated by the analysis weights (based on available covariates), there is risk of nonresponse bias. See page 71 for more information.

All study data, including data reported from teacher surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers. See page 72 for more information about how to interpret data from teacher surveys.

"Unweighted n" refers to the number of children with valid teacher survey data on each of the constructs. 47 lead teachers (representing 561 children) completed the teacher survey.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

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

[a]Lead teachers could select all races/ethnicities that applied.

[b]This category includes lead teachers who only selected "American Indian or Alaska Native" for race and did not indicate they were another race or "Hispanic" ethnicity.

Table D.2. Children's lead teacher experience, credentials, and education

	Unweighted total sample size (n)	Weighted percentage of children
Years teaching in Head Start or Early Head Start	561	
Less than 1 year		5.8^
1 to 2 years		11.8^
3 to 4 years		8.0^
5 to 9 years		21.3
10 or more years		53.0
Highest level of education	561	
High school diploma or equivalent, or less		8.9^
Some college/vocational/technical		5.4^
Associate's degree		24.4^
Bachelor's degree		58.9
Graduate or professional degree		2.4^
Has taken 6 or more college courses in early childhood education or child development	507	
Yes		98.6
No		1.4^
Has Child Development Associate (CDA)[a]	561	
Yes		50.2
No		49.8
Has teaching certificate or license for preschool[b]	479	
Yes		10.3^
No		66.4
Don't know		23.3^
Has teaching certificate or license for grades other than preschool[b]	487	
Yes		11.3^
No		79.1
Don't know		9.6^
Has any of the above state-sponsored credentials	508	
Yes		68.4
No		31.6^
Has bachelor's degree or higher and state-sponsored credential	508	
Yes		50.1^
No		49.9^

Source: Fall 2021 Teacher Survey.

Note: The data are not nationally representative. The data are weighted to adjust for the probability of selection. They are also weighted, with limited success, to account for (1) programs that chose not to participate and (2) nonresponse to the teacher

Table D.2 (continued)

survey. However, given lower than expected response rates and because there are some differences between the full sample and weighted respondents' estimates that are not mitigated by the analysis weights (based on available covariates), there is risk of nonresponse bias. See page 71 for more information.

All study data, including data reported from teacher surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers. See page 72 for more information about how to interpret data from teacher surveys.

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. 47 lead teachers (representing 561 children) completed the teacher survey. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

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

[a]Lead teachers have met education or experience requirements set by a state department or agency that has authority over the education and/or early childhood system in that state.

Table D.3. Children's lead teachers' mode of working with children

	Weighted percentage of children (unweighted n=561)
In person only	51.7
Virtual or remote only	11.8^
Both in person and virtual	33.4^
Other[a]	3.1^

Source: Fall 2021 Teacher Survey.

Note: The data are not nationally representative. The data are weighted to adjust for the probability of selection. They are also weighted, with limited success, to account for (1) programs that chose not to participate and (2) nonresponse to the teacher survey. However, given lower than expected response rates and because there are some differences between the full sample and weighted respondents' estimates that are not mitigated by the analysis weights (based on available covariates), there is risk of nonresponse bias. See page 71 for more information.

All study data, including data reported from teacher surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers. See page 72 for more information about how to interpret data from teacher surveys.

"Unweighted n" refers to the number of children with valid teacher survey data on the construct. 47 lead teachers (representing 561 children) completed the teacher survey.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

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

[a]"Other" includes being completely in person and then going virtual for a few weeks.

Table D.4. Children's lead teachers' total depressive symptoms scores and total anxiety symptoms scores

	Unweighted total sample size (n)	Weighted percentage of children
Total depressive symptoms score categories[a]	545	
No to few (0 to 4)		49.4
Mild (5 to 9)		34.5
Moderate (10 to 14)		7.0^
Severe (15 to 36)		9.1^

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Total depressive symptoms score[a]	545	5.6	0-21

	Unweighted total sample size (n)	Weighted percentage of children
Total anxiety symptoms score (categories)[b]	545	
Minimal (0 to 4)		69.9
Mild (5 to 9)		23.8
Moderate (10 to 14)		3.6^
Severe (15 to 21)		2.7^

	Unweighted total sample size (n)	Weighted mean	Reported range[d]
Total anxiety symptoms score[c]	545	3.0	0-21

Source: Fall 2021 Teacher Survey.

Note: The data are not nationally representative. The data are weighted to adjust for the probability of selection. They are also weighted, with limited success, to account for (1) programs that chose not to participate and (2) nonresponse to the teacher survey. However, given lower than expected response rates and because there are some differences between the full sample and weighted respondents' estimates that are not mitigated by the analysis weights (based on available covariates), there is risk of nonresponse bias. See page 71 for more information.

All study data, including data reported from teacher surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers. See page 72 for more information about how to interpret data from teacher surveys.

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. 47 lead teachers (representing 561 children) completed the teacher survey.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

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

[a]The "total depressive symptoms score" is the total score on the Center for Epidemiological Studies Depression Scale (CES–D) short form (12 items on a 4–point scale for frequency in the past week), which has been used with Native populations previously (Frankel et al. 2014).

[b]Possible scores range from 0 to 36. The publisher reports that depressive symptoms scores have been correlated with clinical diagnosis, but the CES-D is a screening tool and not used to formally diagnose depression (Radloff 1977).

[c]The "total anxiety symptoms score" is the total score on the Generalized Anxiety Disorder–7 (GAD–7) scale (7 items on a 4-point scale for frequency in the past two weeks), which has been used with Native populations previously (Dickerson et al. 2020).

Table D.4 (continued)

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

Table D.5. How children's lead teachers felt at work during the past week

	Unweighted total sample size (n)	Weighted percentage of children
Overwhelmed	545	
Rarely or never		25.9
Some or a little		31.9
Occasionally or moderately		28.6
Most or all of the time		13.6^
Frustrated	545	
Rarely or never		38.0
Some or a little		29.0
Occasionally or moderately		30.1
Most or all of the time		2.9^
Not valued or supported	545	
Rarely or never		49.7
Some or a little		28.4^
Occasionally or moderately		17.6^
Most or all of the time		4.3^

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Children's lead teachers' feelings at work[a]	545	2.0	1-4

Source: Fall 2021 Teacher Survey.

Note: The data are not nationally representative. The data are weighted to adjust for the probability of selection. They are also weighted, with limited success, to account for (1) programs that chose not to participate and (2) nonresponse to the teacher survey. However, given lower than expected response rates and because there are some differences between the full sample and weighted respondents' estimates that are not mitigated by the analysis weights (based on available covariates), there is risk of nonresponse bias. See page 71 for more information.

All study data, including data reported from teacher surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers. See page 72 for more information about how to interpret data from teacher surveys.

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. 47 lead teachers (representing 561 children) completed the teacher survey.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

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

[a]"Children's lead teachers' feelings at work" reflects the mean of the three items shown in the top of the table. Higher scores indicate more frequently reporting feeling overwhelmed, frustrated, and not valued or supported.

[b]The possible range is 1 to 4.

Table D.6. Children's lead teachers' feelings about their jobs due to the COVID-19 pandemic

	Unweighted total sample size (n)	Weighted percentage of children
Children's lead teacher worries about their own potential exposure to COVID-19 while at work	545	
Strongly disagree		10.0^
Disagree		25.9^
Neither agree nor disagree		6.2^
Agree		42.4
Strongly agree		15.4^
Children's lead teacher feels COVID-19 safety rules and regulations are stressful for lead teacher and other staff members	561	
Strongly disagree		9.8^
Disagree		25.7
Neither agree nor disagree		10.5^
Agree		30.2
Strongly agree		23.7
Children's lead teacher cannot meet performance expectations due to the COVID-19 pandemic	545	
Strongly disagree		13.3^
Disagree		16.9
Neither agree nor disagree		16.7^
Agree		32.4^
Strongly agree		20.8
Children's lead teacher feels more stress at work "now" (at the time of survey) than they did before the COVID-19 pandemic began	545	
Strongly disagree		0.6^
Disagree		10.6^
Neither agree nor disagree		14.6^
Agree		44.6
Strongly agree		29.6

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Job stress due to the COVID-19 pandemic[a]	545	3.5	1-5

Source: Fall 2021 Teacher Survey.

Note: The data are not nationally representative. The data are weighted to adjust for the probability of selection. They are also weighted, with limited success, to account for (1) programs that chose not to participate and (2) nonresponse to the teacher survey. However, given lower than expected response rates and because there are some differences between the full sample and weighted respondents' estimates that are not mitigated by the analysis weights (based on available covariates), there is risk of nonresponse bias. See page 71 for more information.

Table D.6 (continued)

All study data, including data reported from teacher surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers. See page 72 for more information about how to interpret data from teacher surveys.

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. 47 lead teachers (representing 561 children) completed the teacher survey.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

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

[a]"Job stress due to the COVID-19 pandemic" reflects the mean of the four items shown in the top of the table.

[b]The possible range is 1 to 5. Higher scores indicate more job stress due to the COVID-19 pandemic.

Table D.7. Children's lead teachers' health status

	Weighted percentage of children (unweighted n=561)
Excellent	0.0
Very Good	30.0
Good	55.3
Fair	12.3^
Poor	2.4^

Source: Fall 2021 Teacher Survey.

Note: The data are not nationally representative. The data are weighted to adjust for the probability of selection. They are also weighted, with limited success, to account for (1) programs that chose not to participate and (2) nonresponse to the teacher survey. However, given lower than expected response rates and because there are some differences between the full sample and weighted respondents' estimates that are not mitigated by the analysis weights (based on available covariates), there is risk of nonresponse bias. See page 71 for more information.

All study data, including data reported from teacher surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers. See page 72 for more information about how to interpret data from teacher surveys.

"Unweighted n" refers to the number of children with valid teacher survey data on the construct. 47 lead teachers (representing 561 children) completed the teacher survey.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

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

Table D.8. Children's lead teachers who are primary caregivers of children at home: Parenting behaviors and stress

	Unweighted total sample size (n)	Weighted percentage of children
Children's lead teachers who are primary caregivers	561	
Yes		58.3
No		41.7
Among children's lead teachers who are primary caregivers		
Children's lead teacher has a plan for their child or children's behavior management[a]	338	
Rarely or never		0.0
A little of the time		16.4^
Some of the time		11.2^
A good part of the time		49.2
Always or most of the time		23.2^
Children's lead teacher's child or children frustrate them	338	
Rarely or never		32.2
A little of the time		33.1
Some of the time		28.6
A good part of the time		6.1^
Always or most of the time		0.0
Children's lead teacher feels confident in their parenting[a]	338	
Rarely or never		0.0
A little of the time		5.1^
Some of the time		35.2
A good part of the time		20.7^
Always or most of the time		39.0
Parenting involves more work than children's lead teacher is able to manage	338	
Rarely or never		62.5
A little of the time		13.4^
Some of the time		24.1
A good part of the time		0.0
Always or most of the time		0.0
Children's lead teacher feels that they are meeting their child or children's needs[a]	338	
Rarely or never		6.7^
A little of the time		5.7^
Some of the time		1.9^
A good part of the time		33.9
Always or most of the time		51.8

Table D.8 (continued)

	Unweighted total sample size (n)	Weighted percentage of children
Children's lead teacher has time to themselves to relax, think, plan[a]	338	
Rarely or never		24.7^
A little of the time		5.4^
Some of the time		61.4
A good part of the time		3.5^
Always or most of the time		4.9^

	Unweighted total sample size (n)	Weighted mean	Reported range[d]
Children's lead teacher parenting behaviors and stress[b,c]	338	2.2	1-3

Source: Fall 2021 Teacher Survey.

Note: The data are not nationally representative. The data are weighted to adjust for the probability of selection. They are also weighted, with limited success, to account for (1) programs that chose not to participate and (2) nonresponse to the teacher survey. However, given lower than expected response rates and because there are some differences between the full sample and weighted respondents' estimates that are not mitigated by the analysis weights (based on available covariates), there is risk of nonresponse bias. See page 71 for more information.

All study data, including data reported from teacher surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers. See page 72 for more information about how to interpret data from teacher surveys.

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. 47 lead teachers (representing 561 children) completed the teacher survey. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

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

[a]These items were reverse coded. That is, we changed the low score values to high score values and high score values to low score values of these four items to align with higher scores indicating more frequency of stress.

[b]Parent survey respondents were shown six statements about how parents may behave or feel, and were asked to indicate how frequently they behaved or felt each way. 58.3 percent of children's lead teachers are primary caregivers for children at home. This table represents those lead teachers.

[c]"Parenting behaviors and stress" reflects the mean of the six items shown in the top of the table.

[d]The possible range is 1 to 5. Higher scores indicate more parenting stress.

Table D.9. Children's lead teachers who are primary caregivers of children at home: Self-reported stress and anxiety since March 2020[a,b]

	Unweighted total sample size (n)	Weighted percentage of children
Current level of children's lead teacher stress or anxiety as a parent or caregiver since March 2020	338	
Much lower		0.0
Somewhat lower		3.6^
About the same		24.2
Somewhat higher		56.2
Much higher		16.0^
Current level of children's lead teacher stress or anxiety as a parent or caregiver is somewhat higher or much higher compared to March 2020	338	
Yes		72.2
No		27.8

Source: Fall 2021 Teacher Survey.

Note: The data are not nationally representative. The data are weighted to adjust for the probability of selection. They are also weighted, with limited success, to account for (1) programs that chose not to participate and (2) nonresponse to the teacher survey. However, given lower than expected response rates and because there are some differences between the full sample and weighted respondents' estimates that are not mitigated by the analysis weights (based on available covariates), there is risk of nonresponse bias. See page 71 for more information.

All study data, including data reported from teacher surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers. See page 72 for more information about how to interpret data from teacher surveys.

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. 47 lead teachers (representing 561 children) completed the teacher survey. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

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

[a]58.3 percent of children's lead teachers are primary caregivers for children at home. This table represents those lead teachers.

[b]March 2020 coincided with the declaration of the COVID-19 pandemic by the World Health Organization and a public health emergency by the U.S. Centers for Disease Control and events related to racial injustice in the country.

Table D.10. Children's lead teachers who are primary caregivers of children at home: Instructional approach offered by their children's schools, school districts, or child care providers at the beginning of the 2021–2022 school or program year[a]

	Weighted percentage of children (unweighted n=338)
Opened completely in-person	85.9
Ability for parent to choose between in-person or virtually	7.7^
Offered virtually only	4.0^
A hybrid of in-person on some days and virtually on other days	3.1^
Not applicable (e.g., homeschooled)	2.8^

Source: Fall 2021 Teacher Survey.

Note: The data are not nationally representative. The data are weighted to adjust for the probability of selection. They are also weighted, with limited success, to account for (1) programs that chose not to participate and (2) nonresponse to the teacher survey. However, given lower than expected response rates and because there are some differences between the full sample and weighted respondents' estimates that are not mitigated by the analysis weights (based on available covariates), there is risk of nonresponse bias. See page 71 for more information.

All study data, including data reported from teacher surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers. See page 72 for more information about how to interpret data from teacher surveys.

"Unweighted n" refers to the number of children with valid teacher survey data on the construct. 47 lead teachers (representing 561 children) completed the teacher survey. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

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

[a]58.3 percent of children's lead teachers are primary caregivers for children at home. This table represents those lead teachers.

Table D.11. Children's lead teachers who are primary caregivers of children at home: Strategies used to meet child care needs outside of regular child care arrangements[a]

	Unweighted total sample size (n)	Weighted percentage of children
Family or friends sometimes provided child care for children's lead teacher to meet child care needs outside of regular child care arrangements	338	
Yes		81.9
No		18.1^
Children's lead teacher or another guardian reduced work hours to meet child care needs outside of regular child care arrangements	338	
Yes		49.5
No		50.5
Children's lead teacher or another guardian worked different hours than usual to meet child care needs outside of regular child care arrangements	338	
Yes		43.7
No		56.3
Older siblings sometimes provided child care to meet child care needs outside of regular child care arrangements	338	
Yes		19.7^
No		80.3
Children's lead teacher or another guardian took child to work to meet child care needs outside of regular child care arrangements	338	
Yes		10.9^
No		89.1
Children's lead teacher used another strategy to meet child care needs outside of regular child care arrangements[b]	338	
Yes		0.0
No		100.0
Number of strategies the children's lead teacher used to meet child care needs outside of their regular child care arrangements	338	
Zero		6.5^
One		34.6^
Two		18.7^
Three		27.3
Four		12.9^
Five		0.0
Children's lead teacher used at least one strategy to meet child care needs outside of their regular child care arrangements	338	
Yes		93.5
No		6.5^

Source: Fall 2021 Teacher Survey.

Note: The data are not nationally representative. The data are weighted to adjust for the probability of selection. They are also weighted, with limited success, to account for (1) programs that chose not to participate

Table D.11 (continued)

and (2) nonresponse to the teacher survey. However, given lower than expected response rates and because there are some differences between the full sample and weighted respondents' estimates that are not mitigated by the analysis weights (based on available covariates), there is risk of nonresponse bias. See page 71 for more information.

All study data, including data reported from teacher surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers. See page 72 for more information about how to interpret data from teacher surveys.

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. 47 lead teachers (representing 561 children) completed the teacher survey. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

Fall 2021 data were collected from November 2021 to January 2022, during the COVID-19 pandemic.

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

[a]58.3 percent of children's lead teachers are primary caregivers for children at home. This table represents those lead teachers.

[b]"Another strategy" includes examples such as after school care and having older children who do not need child care. These strategies were categorized into "another strategy" category due to the small number of respondents.

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