

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

OPRE Report 2024-187

September 2024

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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.

Workgroup for the 2021–2022 Study of Family and Staff Experiences in American Indian and Alaska Native Head Start FACES Programs

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

OVERVIEW

Head Start is a national program that helps young children from families with low income and other eligible families get ready to succeed in school. It does this by working to promote their early learning, 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.

Head Start programs are organized 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 FACES 2015 (AIAN FACES 2019).[1]

Introduction

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 collected data from children's parents, teachers, center directors, and program directors in Region XI programs in fall 2021 and spring 2022. These data provide descriptive information about the characteristics, experiences, development, strengths and needs of Region XI Head Start children and families; cultural and linguistic experiences of Native children and families in Region XI Head Start; and characteristics of the Region XI Head Start programs and staff who serve them. This report presents data collected in spring 2022. The Fall 2021 Data Tables and Study Design report presents

[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.

data collected in fall 2021 (Laurent et al. 2024). The 2021–2022 Study builds on the AIAN FACES 2015 and AIAN FACES 2019 studies.

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 communities, (3) Mathematica researchers, and (4) federal government officials. The Workgroup advised on conducting this 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.

In spring 2022, the study collected data from children's parents, teachers, center directors, and program directors. Parents, center directors, and program directors completed surveys. Teachers reported on themselves through teacher surveys and reported on individual children through teacher child reports (TCR). The tables in this report describe children, their families, teachers, classrooms, center directors, and program directors in spring 2022.

Spring 2022 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 staff who were able to participate in spring 2022 data collection between April 2022 and July 2022. The data do not represent all Region XI Head Start children, their families, and staff nationally. They provide a snapshot of the experiences of children in Region XI Head Start children, their families, and staff during this difficult time.

The tables in this report describe children, their families, and staff in spring 2022 as COVID-19 continued to impact the country.

Topics

A. Children's characteristics, families' backgrounds, and home environment
B. Children's social-emotional and learning skills
C. Children's disability status and physical health
D. Children's classroom, center, and program cultural and language environment
E. Children's classroom and lead teacher characteristics
F. Children's program characteristics
G. Children's center 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, their lead teachers and classrooms, and their centers and programs.

In reporting this information about Region XI Head Start, 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

All data included in this report are presented at the child level. For children's characteristics, family background, and home environment, the Section A tables show the following information:

- Demographic characteristics (for example, age, race/ethnicity, languages spoken in the home, and who lives in the household)
- Parents' education and employment status including changes in employment due to the COVID-19 pandemic
- Family economic well-being (how the household is doing financially: for example, household income as a percentage of the federal poverty threshold; financial strain; food security; hardships with basic utilities, medical needs, and transportation; and participation in safety net programs)
- Parents' depressive and anxiety symptoms scores, behaviors, and stress and experiences with COVID-19
- Parents' health status and the child's usual source of routine medical care
- Parents' emphasis on child's respect for and involvement with family and elders
- Parents' cultural connections and identity and cultural activities they do with their child
- Parents' Native language use and how important it is to them that the child learns Native language
- Parents' sources of social supports and participation in group activities
- Culturally responsive practices of program staff
- Family activities and routines with children, family involvement with caregiving for the child, and child's screen time
- Parents' reasons for enrolling the child in Head Start, child care plans for next year, and strategies for meeting child care needs outside of their regular child care arrangements
- Parents' satisfaction with Head Start, involvement in Head Start activities, and Head Start program transportation

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

For children's classroom, center, and program cultural and language environments, Section D tables show the following information:

- Race ethnicity of children and classroom, center, and program staff
- Languages spoken by children's center directors and program directors
- Cultural/language elder or specialists in children's classroom and programs
- Characteristics of storytelling in children's classrooms
- Exposure to Native culture and language in children's classrooms and centers
- Level of immersion and Native language use in children's programs
- Cultural curricula, assessment tools, and activities used in children's classrooms, centers, and programs
- Supports for parent engagement in children's Native language and learning in children's centers, and resources used by children's programs to help implement Native language and culture activities

For children's classroom and children's lead teacher characteristics, the Section E tables show the following information:

- Number of teaching staff in children's classrooms
- How often children's classrooms use reading, language, and math activities
- Children's behavior in class
- Types of curricula, assessment tools, and curriculum supports used in children's classrooms
- Mentoring, professional development supports, and training on providing trauma-informed care for children's lead teachers
- Supports that were available and used by teaching staff for wellness and overall well-being, children's lead teachers' views on whether offered supports were convenient and met their needs, and whether other supports not offered would have been useful

- How often children's lead teachers' met with parents to discuss children's progress or status
- Children's lead teachers' views about how programs supported interactions between staff and parents
- Likelihood that children's lead teachers would continue teaching at Head Start in the next program year and reasons they would stay or leave
- Children's lead teachers' experience, credentials, education, and earnings
- Children's lead teachers' depressive symptoms, anxiety symptoms, and self rated health
- Children's lead teachers' job satisfaction, feelings at work, job-related stress, and
- beliefs about teaching

For children's program characteristics, the Section F tables show the following information:

- Enrollment in children's programs and characteristics of children's programs
- Types of families for which children's programs experienced increased recruitment effort and difficulties
- Activities, expenses, revenue, and compensation types and changes in children's programs
- Children's programs' emergency and disaster plans and procedures
- Children's programs' collection, use, storage, management, and analysis of data types
- Professional development supports and areas for improvement in children's programs
- Staff well-being supports and activities to address trauma in children's programs
- Substance use problems in children's program communities and supports for dealing with substance use
- Children's program directors' education, credentials, and experience
- Children's program directors' depressive symptoms, anxiety symptoms, and job-related stress, including stress due to the COVID-19 pandemic

For children's center characteristics, the Section G tables show the following information:

- Children's center directors' needs for additional leadership support
- Professional development supports offered, areas for improvement, and staff participation in professional development in children's centers
- Children's centers' consultations with Training and Technical Assistance specialists
- Physical activity and nutrition supports for staff and parents in children's centers
- Staff trainings offered on trauma-informed care
- How often teacher performance evaluations occur in children's centers
- Number of lead teachers, turnover, and problems related to turnover in children's centers
- Children's centers' parent education or support curricula
- Children's center directors' education, credentials, and experience

- Children's center directors' depressive symptoms, anxiety symptoms, and job-related stress, including stress due to the COVID-19 pandemic

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.

Methods

Forty-one programs were invited to participate in the AIAN FACES 2019 study, and 22 agreed to participate in AIAN FACES 2019. We invited the 22 programs that participated in AIAN FACES 2019 to participate in the 2021–2022 Study. Among the 22 programs that participated in AIAN FACES 2019, 4 programs declined to participate in fall 2021 and 2 more programs declined in spring 2022, resulting in a total of 16 participating programs in spring 2022, for a 39 percent program participation rate. Among the 16 programs that participated in spring 2022, directors from 14 programs completed a survey, for an 88 percent response rate to the program director survey.

We sampled 43 centers within the 18 participating programs in fall 2021. Among the 43 selected centers, 39 centers within the 16 programs participated in spring 2022, for a 91 percent center participation rate. For centers, participation meant they did not refuse to participate in the study and provided information for classroom and child sampling. Among the 39 centers that participated in spring 2022, center directors from 21 centers completed a survey, for a 54 percent response rate to the center director survey.

We sampled 88 teachers within the 18 participating programs in fall 2021. Among the 88 selected teachers, 79 teachers within the 16 programs participated in spring 2022, for a 90 percent teacher participation rate. All sampled teachers in the 16 participating programs were considered study participants. Among the 79 teachers who participated in spring 2022, 34 teachers completed a survey, for a 44 percent response rate to the teacher survey.

Among the 941 children whose parents were selected to participate within the 18 participating programs in fall 2021, parents of 261 children participated in spring 2022, for a 28 percent parent participation rate (participating meant that parents consented to participate in the study). Among the parents of 261 children who participated in spring 2022, parents of 127 children completed a survey, for a 49 percent response rate to the parent survey. Among the teachers of 261 children who participated in spring 2022, teachers of 134 children completed a teacher child report (TCR), for a 51 percent response rate to the TCR. Among the 79 teachers who participated in spring 2022, 24 teachers completed at a TCR for at least one child.

We reported weighted statistics at the child level. The data are weighted to adjust for the probability of selection. We attempted to weight for programs that chose not to participate and nonresponse to the study surveys. The weights had limited success: we found some differences in the characteristics of participating programs and survey respondents, compared to the full sample, after weighting. Because participation and response rates were low, readers should not consider weighted statistics in this report to be nationally representative.

CONTENTS

EXHIBITS

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TABLES

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, parent, and staff observation to help results better represent the broader population of Region XI Head Start children and children's parents, teachers, classrooms, centers, and programs.

Anxiety symptoms. Feelings of nervousness, worrying, restlessness, or irritability.

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

Composite. A characteristic created from more than one question.

Confidence interval. A range of values within which the true estimate is expected to lie.

Covariate. A variable, or data item, that is plausibly related to key study outcomes and included in analysis of relationships between variables.

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 mathematics (such as counting and sorting).

Nationally representative. A sample that represents a national population. For example, AIAN FACES 2019 collected data from a sample of Region XI Head Start children and their programs, centers, teachers, and classrooms that represent the national Region XI Head Start population.

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. For standard scores, they highlight how far a child's performance is from the mean score of 100.

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

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

Weighted percentage of children. Analysis weights were applied to child-level data from the staff surveys so estimates would better represent the broader population of Region XI Head Start children's teachers, classrooms, centers, and programs.

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
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 7-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 income and other eligible families get ready to succeed in school. It does this by working to promote their early learning, 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 2016).

Head Start programs are organized into 12 regions. Regions 1 through 10 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 collected data from children's parents, teachers, center directors, and program directors in Region XI programs in fall 2021 and spring 2022. These data provide descriptive information about the characteristics, experiences, development, strengths and needs of Region XI Head Start children and families; cultural and linguistic experiences of Native children and families in Region XI Head Start; and characteristics of the Region XI Head Start programs and staff who serve them. This report presents data collected in spring 2022. The Fall 2021 Data Tables and Study Design report presents data collected in fall 2021 (Laurent et al. 2024).

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 and colleagues (2018); Bernstein and colleagues (2021); and Sarche and colleagues (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

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

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.

The 2021–2022 Study

The 2021–2022 Study differs from AIAN FACES 2015 and 2019[3] in two 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. That is, the sample does not represent the national population of Region XI Head Start. Forty-one programs were invited to participate in the AIAN FACES 2019 study, and 22 agreed to participate in AIAN FACES 2019. 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 were not representative of Region XI programs for 2021–2022. See the Overview of Sample and Data Collection Methods section for more information on response rates.
2. Due to health and safety precautions because of the ongoing COVID-19 pandemic, we were unable to conduct recruitment activities in person or collect direct child assessments or classroom observation data.

Data tables in the current report

Data tables in this report present findings on children participating in Region XI Head Start programs and on their families, teachers, center directors, and program directors, from spring 2022. Spring data were collected from April to July 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 development and child and family 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.

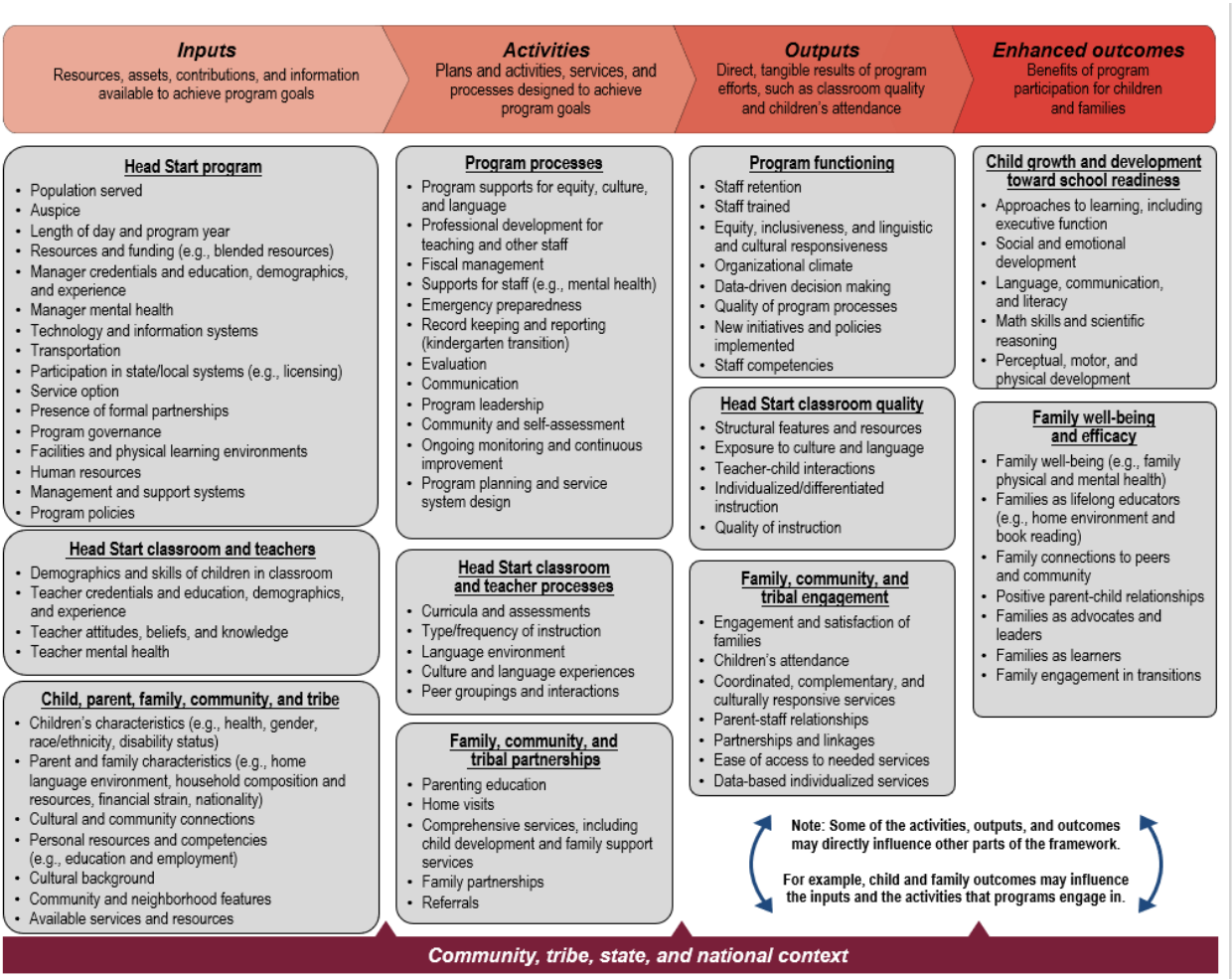
Spring 2022 data collection occurred during the COVID-19 pandemic and participation was low. The data in this report provide a window into the experiences of a small number of Region XI children, their families, their programs, and the staff who serve them who were able to participate in spring 2022 data collection between April 2022 and July 2022. The data do not represent all Region XI Head

[3] For more information about AIAN FACES 2015 and 2019, see https://www.acf.hhs.gov/opre/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey-ai-0.

Start children, their families, their programs, and the staff who serve them nationally. They provide a snapshot of the experiences of children in Region XI Head Start children, their families, their programs, and the staff who serve them during this difficult time.

Some data tables present similar kinds of information for different types of Head Start staff to present a range of staff perspectives. For example, the surveys ask teachers and directors about available professional development supports. Many tables include data from more than one wave (fall 2021 and spring 2022) or from more than one instrument.[4] For this reason, a source note under each table describes the source instruments and waves.

Exhibit 1. Logic model for Head Start



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

[4] The 2021–2022 Study included parent and teacher surveys in fall 2021, with data collected from November 2021 to January 2022. Some questions were asked in a respondent's first survey only (for example, parent survey questions about languages spoken in the child's home). For tables reporting on these questions, data is drawn from fall surveys for respondents who completed surveys in fall only, or in fall and spring. For respondents who completed a survey in spring only, their data is drawn from the spring survey.

The data table topics presented in Sections A through G are described in Exhibit 2. 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).

Exhibit 2. Description of data tables in the current report

Data sections	Description	Instruments
Section A	Children's characteristics, families' backgrounds, and home environment	Parent survey
Section B	Children's social-emotional and learning skills	Teacher child report
Section C	Children's disability status and physical health	Teacher child report, Parent survey
Section D	Children's classroom, center, and program cultural and language environment	Teacher survey, Program director survey, Center director survey
Section E	Characteristics of children's lead teachers	Teacher survey
Section F	Characteristics of children's programs	Program director survey
Section G	Characteristics of children's centers	Center director survey

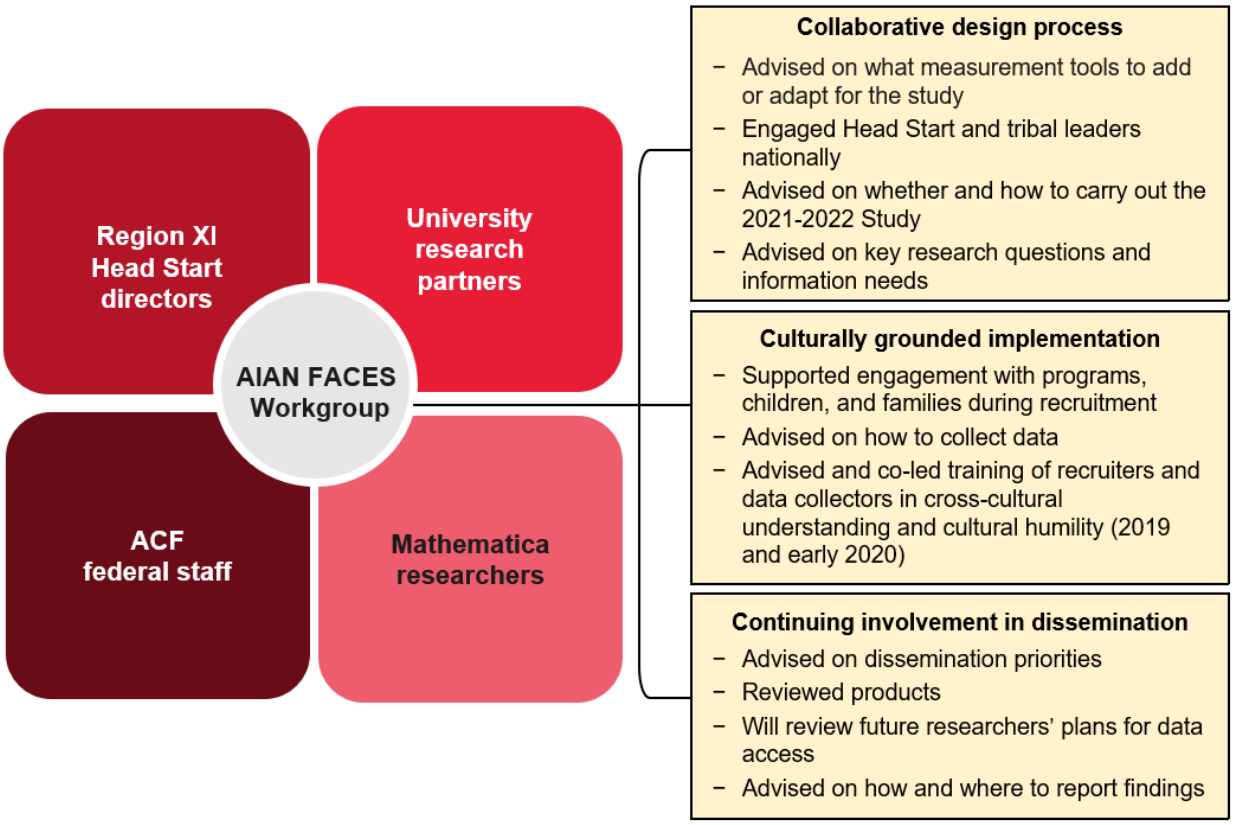
In this report, we define several key terms and acronyms for general readers that are commonly used in the early childhood field (see pages xxvii-xxix).

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 this round. Once the Administration for Children and Families decided to proceed with the 2021–2022 Study, the Workgroup advised on decisions across the study life cycle. 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 during 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 OF DATA COLLECTION METHODS

The COVID-19 pandemic has had a significant impact around the world, in the U.S., and in Tribal Nations. We recognize the pandemic has affected AIAN communities especially hard and acknowledge the loss among those 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 during 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 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 the disproportionate impact AIAN communities faced due to the COVID-19 pandemic, we are thankful to the Region XI programs that 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 spring data were collected from April 2022 to July 2022. The two key components of the spring 2022 data collection were (1) obtaining parent consent to participate and (2) fielding a parent survey administered by telephone or via the web, a teacher

survey and teacher child report (TCR) administered via web or paper, and surveys of center and program directors administered via the web. However, some of the data in this report comes 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.

Sample and data collection. The sample for the 2021–2022 Study built on the sample for AIAN FACES 2019.[5] Forty-one programs were invited to participate in AIAN FACES 2019, and 22 agreed to participate. In the fall of 2021, we invited the 22 programs that participated in AIAN FACES 2019 to participate in the new study.[6] Among the 22 programs that participated in AIAN FACES 2019, four programs declined to participate, resulting in a total of 18 participating programs in fall 2021. We did not invite new programs to replace the four programs that declined to participate. Within the 18 fall 2021 participating programs, we selected a new sample of centers, teachers, and children. To account for the loss in programs, we sampled three centers per program rather than two centers as in AIAN FACES 2019 (where possible), two teachers per center, and ultimately all children served by each teacher. The number of sampled centers and teachers also varied depending on the program structure: for example, a program might have only one center or only one teacher in a center.

Exhibit 4 includes the details about the selected and participating samples and instrument response among participants in spring 2022[7]:

- For programs, participation meant that programs were recruited into the study and allowed the study team to select centers. Forty-one programs were invited to participate in the AIAN FACES 2019 study, and 22 agreed to participate in AIAN FACES 2019. Of the 22 programs that participated in AIAN FACES 2019, 18 agreed to participate in fall 2021. Among the 18 participating programs in fall 2021, two programs could not participate in spring 2022. This resulted in a selected sample of 41 programs and a participating sample of 16 programs in spring 2022.
- 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 study team to sample children. In fall 2021, 43 centers were selected to participate within the 18 participating programs, and all agreed to participate. In spring 2022, the participating sample included the 39 centers within the 16 participating programs.

[5] For more information about AIAN FACES 2019, see https://www.acf.hhs.gov/opre/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey-ai-0.

[6] 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 represent all five geographic regions across the U.S.

[7] For information on AIAN FACES fall 2021 participation and response rates, see Laurent and colleagues (2024), available at https://www.acf.hhs.gov/opre/report/2021-2022-study-family-and-staff-experiences-american-indian-and-alaska-native-head.

- All sampled teachers were considered study participants. In fall 2021, 88 teachers were selected to participate within the 18 participating programs. In spring 2022, the participating sample included the 79 teachers within the 16 participating programs.
- For children, participating meant that parents consented to participate in the study. Of the 941 children in the sample whose parents were selected to participate in the spring data collection, parents of 261 children agreed to participate.[8] Collection of parental consent began in fall 2021 and continued throughout the spring 2022 data collection period because the fall 2021 child-level data collection fell short of its goal.[9]

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 section.

[8] We had parental consent for 261 children in the spring, which included 101 consented children in the fall and 160 newly consented children in the spring.

[9] Parents could provide consent (that is, agree) to participate at any time during the data collection period (November 2021 to July 2022). In spring 2022, Region XI Head Start programs were still facing the challenges of the COVID-19 pandemic, and many parents, teachers, and center directors in participating programs declined to participate in data collection. Consequently, parent, teacher, and center director consent and participation rates in spring 2022 were much lower than expected.

Exhibit 4. Study Participation Rates and Instrument Response Rates for AIAN FACES in Spring 2022

Instrument	Level	Selected sample in the 2021–2022 Study	Participants in spring 2022[1]	Participation rate[2] in spring 2022 (percentage)	Number that completed the instruments[3] in spring 2022	Response rate[4] in spring 2022 (percentage)
Program director survey	Program	41[5]	16	39%	14	88%
Center director survey	Center	43	39	91%	21	54%
Teacher survey	Teacher	88	79	90%	34	44%
Parent survey[6]	Child	941	261	28%	127	49%
Teacher child report	Child	941	261	28%	134	51%

[1]Participation in this table means they did not refuse to participate in the study. They may not have completed all the relevant instruments. For programs, it means they were recruited into the study and allowed the study team to select centers. For centers, it means they did not refuse to participate in the study and provided teacher lists for the study team to sample teachers and enrollment rosters to allow the study team to sample children (if applicable). All sampled teachers are considered study participants. Participating children are those for whom parents consented to participate in the study. Two programs that participated in fall 2021 but could not participate in spring 2022 – and the centers, teachers, and children in those two programs– are not included in the participating sample in spring 2022.

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

[3]Some children's center directors who oversee multiple centers completed more than one center director survey. Some children's lead teachers completed multiple teacher child reports.

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

[5]This number reflects all 41 programs invited to participate in the AIAN FACES 2019 study. Of the 41 programs, 22 participated in the AIAN FACES 2019 study. Among the 22 programs that participated in the AIAN FACES 2019 study, 16 programs participated in spring 2022 (73 percent).

[6]The child's primary caregiver completed the parent survey, regardless of whether this person identified as the child's parent. In spring 2022, 77 percent of respondents to the parent survey identified themselves as the child's biological or adoptive mother and 11 percent identified themselves as the child's biological or adoptive father. Nine percent identified themselves as the child's grandmother. Three percent of respondents identified themselves as another relative or in-law. Fewer than 1 percent identified themselves as the child's foster parent.

Exhibit 5 shows the number of respondents who completed the spring instruments in each month.

Exhibit 5. Completed spring instruments, by month

Instrument	April	May	June	July	Total
Program director survey	0	5	5	4	14
Center director survey	0	7	8	6	21
Teacher survey	2	6	12	15	351
Parent survey[2]	10	55	33	29	127
Teacher child report	2	28	50	54	134

[1] One of the 35 teachers who completed a teacher survey in fall 2021 and spring 2022 was not included in the spring 2022 analysis. This was because the teacher had eligible children in the classroom in fall 2021 but no eligible children in the classroom in spring 2022.

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

Parent and teacher survey questions and response by wave. The 2021–2022 Study included parent and teacher surveys in fall and spring. The parent and teacher surveys contained three kinds of questions:

1. **Questions shown to all respondents in both the fall and spring.** For example, we asked about the respondent's depressive symptoms in both the fall and spring.
2. **Questions in the fall survey only or the spring survey only.** For example, we asked parents which family member assists the child with online learning in fall 2021 only and about satisfaction with the Head Start program in spring 2022 only.
3. **Questions in the parent or teacher's first survey only.** For example, we asked parents the language they usually spoke in the home in fall 2021. For parents who did not complete a fall survey but completed a spring 2022 survey, we asked this question in the spring. If parents completed a fall survey, they were not shown this question again in the spring.

Exhibit 6 presents the percentage of teachers and parents who completed surveys in fall 2021 and spring 2022, among the 79 teachers and parents of 261 children who agreed to participate in spring 2022.

Exhibit 6. Percentage of teachers and parents who completed surveys in fall and spring, among those who agreed to participate in spring 2022

Instrument	Number who agreed to participate in spring 2022	Fall survey only	Spring survey only	Fall and spring surveys	Did not complete either survey
Teacher survey	79	23%	8%	35%	34%
Parent survey	261	8%	32%	17%	43%

IV. OVERVIEW OF ANALYTIC METHODS

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 report provide a snapshot of the experiences of children in Region XI Head Start children, their families, their programs, and the staff who serve them during this difficult time.

As a result, these findings should be considered exploratory for hypothesis-generating purposes (Reid et al. 2024). Additionally, we do not report statistics with small sample size to protect respondent confidentiality and ensure that estimates are reliable.

Given the low participation and response rates, in this chapter we discuss the limitations and features 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 it 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). There may be other characteristics that we were not able to test that are also related to nonresponse bias after weighting.

Specifically, we tested whether 16 covariates differed for respondents and nonrespondents. To conduct the nonresponse bias analysis, we applied statistical weights that adjusted the estimates – to the extent possible – to account for those who did not respond to the surveys. For the 16 covariates, we examined whether the nonresponse-adjusted weights had lessened differences between the weighted respondents' estimate and the full sample. This would indicate the weights lessened the risk for bias.

Program participation. We conducted nonresponse bias analyses for program participation in the fall of 2021. For the program-level nonresponse bias analysis for program participation, we compared the participating programs in fall 2021 (18 programs) with the eligible and selected programs that were invited to participate in the previous AIAN FACES 2019 study (41 programs).[10] 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 all weighted 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. This means that weighted results are not representative of the Region XI AIAN Head Start child population.

Survey response. We also conducted nonresponse bias analyses for response to the spring 2022 surveys. When analyzing responses to the spring parent survey,[11] TCR,[12] teacher survey,[13] and center director survey[14] at the child level, some differences between respondents and nonrespondents were large enough to conclude there may be remaining indicators of nonresponse bias after weighting. In analyzing responses to the program director survey,[15] the weights decreased differences between children whose program directors responded to the survey and the full sample of children for most of the covariates we examined. 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.

[10] Of the 41 programs that were invited to participate in AIAN FACES 2019, 22 programs participated in the study in fall 2019 and spring 2020. Of the 22 programs that participated in AIAN FACES 2019, 18 programs participated in data collection in fall 2021. Two of the 18 programs decided not to participate in data collection in spring 2022. We accounted for these two programs by using instrument nonresponse adjustments to the child-level weights.

[11] The weight used for spring parent survey data adjusts for parents who completed neither the fall nor the spring parent survey.

[12] The weight used for TCR data adjusts for children whose teachers who did not complete a spring TCR.

[13] We used two teacher survey weights at the child level. One adjusts for nonresponse in spring only; the other adjusts for children whose teachers completed neither the fall nor the spring teacher survey. The overall pattern of findings for nonresponse bias analysis for these weights is very similar.

[14] The weight used for the spring center director survey data adjusts for children whose center directors did not complete the spring center director survey.

[15] The weight used for the spring program director survey data adjusts for children whose program directors did not complete the spring program director survey.

For the 2021–2022 Study, although we selected a nationally representative sample of Region XI Head Start programs, centers, teachers, and children, fewer programs and parents agreed to participate and fewer parents, teachers, and program and center directors 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

We present weighted estimates for all tables in this report. Although the weighted estimates in this report are not nationally representative, there is value in reporting 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, teachers, and children had an equal probability of selection. Also, not all sampled children, families, programs, centers, 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 study instruments. For information from parent surveys and TCRs, the weights also account, with limited success, for parents who did not provide consent to participate. Given lower than expected response rates and 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**.

For all cohorts of AIAN FACES[16], including the 2021–2022 Study, the study design is such that the sample sizes of programs, centers, and teachers are too small to report estimates at the program, center, and teacher levels, regardless of whether the study meets or exceeds the response rate targets. **Small sample sizes increase the potential for estimation error. Therefore, the child is always the unit of analysis in AIAN FACES studies.** Thus, we report program, center, and teacher survey data at the child level. We also describe program, center, and teacher data

[16] For more information about AIAN FACES, see https://www.acf.hhs.gov/opre/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey-ai-0.

relative to the child. 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.

V. OVERVIEW OF COMPOSITES AND SCORES

Members of the 2021–2022 Study Workgroup advised on what measurement tools to add or adapt to the study to help ensure that 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 chapter, we discuss how we measured constructs of interest 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 a variable to indicate *children who were American Indian or Alaska Native, alone or in combination with another race or ethnicity*. This composite uses data from two items in the parent survey: the child's race and the child's ethnicity. Together, these two items make up a composite that indicates the child's race/ethnicity. 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).

Many composites and scores from the parent survey and teacher survey include data from more than one study wave. For this reason, we indicate the study wave (fall 2021 and/or 2022) that we used to calculate composites derived from parent or teacher survey data. These composites may be calculated from survey questions that were asked in one of three ways: (1) in the spring only, (2) in both fall and spring, or (3) in the fall or spring, depending on when the respondent completed their first survey (which could have been in fall 2021 or spring 2022).

Children's characteristics, families' backgrounds, and the 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 and anxiety (if any), and their health status, among other subjects.[17] Findings on these topics are reported in Section A.

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.

[17] 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.

- 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. The survey question was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.
- 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.[18] The survey question was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

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 came from Region XI Head Start programs (the child's date of birth and the date the child first enrolled in any Head Start program).

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 as the home language. Categories include English, the parent's own Native (AIAN) language, another Native (AIAN) language, Spanish, and other language.[19] The survey question was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

Child's primary caregiver is constructed from parent reports of the people who live in the household. The six categories are the child living with two biological or adoptive parents; one biological or adoptive parent; one biological or adoptive parent and one non-biological or non-adoptive parent; two non-biological or non-adoptive parents; biological or adoptive grandparent(s) without parents;

[18] 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/x 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.

[19] 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."

or 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 that may live in the household. 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 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*. The survey questions were asked of all parents in both fall 2021 and spring 2022.

We show marital status among households in two ways:

1. *Marital status of two-parent households* includes households where 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 where 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.

The marital status survey question was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022. The survey question about household members was asked of all parents in both fall 2021 and spring 2022.

Highest level of education that parent(s) in the household completed is constructed from parent reports 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 17 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. The survey question was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

Level of education of mother(s) and father(s) in the household is constructed from parent reports 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 17 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. The survey question about level of education was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022. The survey question about household members was asked of all parents in both fall 2021 and spring 2022.

Parents' employment status is constructed from parent reports 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 17 percent of children whose households do not include a biological or adoptive parent. The survey questions about parents' employment status were asked once, in the parent's first survey, which could have been fall 2021 or spring 2022. The survey question about household members was asked of all parents in both fall 2021 and spring 2022.

Employment status of mother(s) and father(s) in the household is constructed from parent reports of who lives in the household and their current employment status. We only asked for the employment status of parents who live with the child. Categories include working full-time; working part-time; looking for work; 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 17 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. The survey questions about employment status of mothers and fathers were asked once, in the parent's first survey, which could have been fall 2021 or spring 2022. The survey question about household members was asked of all parents in both fall 2021 and spring 2022.

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. The survey question was asked of all parents in both fall 2021 and spring 2022.

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.[20] It does not include stimulus payments from the government. Household income is not used to determine eligibility for Head Start.[21] The survey questions were asked of all parents in both fall 2021 and spring 2022.

To measure *household food security*, we asked parents how well each of six statements described them—for example, "I/we could not afford to eat balanced meals." The items come from the U.S. Department of Agriculture (USDA) Guide to Measuring Household Food Security, Revised 2000 (Bickel et al. 2000). The possible categories of food security are as follows:

- *Food secure* means that households have no or minimal food access problems or related limitations.

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

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

- *Low food security* means that households are in the low category. They report that they do not have food of the quality, variety, or type they want. However, it does not affect the quantity of the food they eat.
- *Very low food security* means that households are in the very low category. They report that their eating patterns have been disrupted several times, with a decrease in their food intake.

The survey questions were asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

Crowded household is constructed from parent reports of the number of people in the household and the number of separate rooms in their household. A household is crowded if there is more than one person for every room in the household. For example, a household with five rooms and seven people is crowded. Researchers have used this benchmark of more than one person per room in work conducted for the U.S. Department of Housing and Urban Development (Blake et al. 2007). The survey questions about the number of people in the household were asked of all parents in both fall 2021 and spring 2022. The survey question about the number of rooms was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

Proportion of unmet transportation needs is constructed from three items that captured whether parents reported they (1) did not have access to a reliable vehicle, (2) could not afford gas, or (3) could not afford to take the bus or public transportation in the past 12 months. We counted if the parent reported they experienced the hardship either "1 or 2 months," "some months, but not every month," or "almost every month." We then divided that number (between 0 and 3) by the number of these items a parent responded to. We excluded "Not applicable" responses from the calculation. For example, a value of 0.33 means that the parent experienced one of those three hardships. The survey questions were asked once, in the parent's first survey, which could have been fall 2021 or spring 2022.

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 or 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 ratings of depression (Radloff 1977) and the tool has been used with Native populations previously (Frankel et al. 2014). The survey questions were asked of all parents in both fall 2021 and spring 2022.

Parents' anxiety symptoms are from the Generalized Anxiety Disorder 7-Item Scale (GAD–7) (Spitzer et al. 2006). Parents 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. Scores for individual items were recoded from 0 to 3 and summed for a possible range of 0 to 21. Total anxiety symptom scores are categorized as no or 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 (Dickerson et al. 2020). The survey questions were asked of all parents in both fall 2021 and spring 2022.

Parenting behaviors and stress is constructed using six items in 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. The survey questions were asked of all parents in both fall 2021 and spring 2022.

Parents' emphasis on child's respect for and involvement with family and elders is constructed using two items in the parent survey, including whether the parent (1) told the child about the importance of family in their Native culture and (2) made sure the child showed respect for Native elders in the past month. The response options ranged from very often (1) to never (5). The scale is reverse coded, meaning that higher scores indicate more emphasis on family and elders. The construct is a mean score and has a possible range of 1 to 5. The survey questions were asked in spring 2022 only.

Family involvement with caregiving for the child in the past month is constructed using the average of three items in the parent survey, including whether the parent (1) made sure the child spent time with family members, (2) relied on family members to help parent the child, and (3) liked to take care of the child themselves. The response options ranged from very often (1) to never (5). The first two items were reverse coded, such that we changed low score values to high score values and high score values to low score values. Higher scale scores indicate more family involvement. The survey questions were asked in spring 2022 only.

Number of hours child sleeps in a typical night is constructed using parent reports 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). The survey questions were asked of all parents in both fall 2021 and spring 2022.

Children's social-emotional and learning skills

We used data from the TCR to get multiple perspectives on children's positive and challenging behaviors, 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.

Findings on these topics are reported in Section B. We describe the composite variables below. All questions in the TCR were asked of all lead teachers in both fall 2021 and spring 2022.

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 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' 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 that 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).[22] 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 antisocial behavior, hyperactivity, and anxiety. Higher scores indicate that 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 reports whether the child mostly writes and draws rather than scribbles. Higher scores indicate greater literacy skills.
- *Approaches to learning score* is a mean rating of six items that make up the Approaches to Learning Scale from the ECLS–K. Lead teachers reported on behaviors such as organization, attention, and motivation in learning. Higher scores indicate that the child exhibits positive approaches to learning behaviors more frequently.

[22] 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.

Children's disability status and physical health

The 2021–2022 Study measured children's disability and physical health status in several ways. Lead teachers reported on aspects of children's disability status and developmental conditions or concerns. Parents reported similar information about children's special conditions or needs. All questions in the TCR were asked of all lead teachers in both fall 2021 and spring 2022. Questions about children's physical health in the parent survey were asked of all parents in both fall 2021 and spring 2022. Questions about children's disability status in the parent survey were asked in spring 2022 only.

Findings on these topics and composites are reported in Section C.

- For children with a teacher-reported disability,[23] lead teachers reported on the following:
  - The type of disability
  - Actions to address the child's condition thus far
- For children without a teacher-reported disability, lead teachers responded whether there was a concern reported about the child's health or development since the child enrolled in Head Start

Lead teachers also reported on whether or not the child had an Individualized Education Program (IEP) or Individual Family Service Plan (IFSP).

Children's classroom, center, and program cultural and language environment

Native culture and language are a fundamental part of Region XI 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).

Through data collected in surveys of teachers, center directors, and program directors, we created the composite variables below to describe the cultural and language environment in children's classrooms, centers, and programs. These findings are reported in Section D.

Racial or ethnic background of children's classroom staff is defined in two ways for the study:

- *Children's lead teacher, center director, and program director race/ethnicity* is constructed from two questions. The first question asks staff whether they belong to one or more race categories. The second question asks whether the staff are Spanish, Hispanic, Latino/a/x, or Chicano/a/x. If the staff indicated they were Spanish, Hispanic, Latino/a/x or Chicano/a/x, then we categorized the staff as Hispanic/Latino/a/x or Chicano/a/x regardless of the race categories that they

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

selected. If they were 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. The teacher survey questions were asked once, in the lead teacher's first survey, which could have been fall 2021 or spring 2022. Center director and program director survey questions were asked in spring 2022 only.

- Whether children's lead teacher, center director, and program director are AIAN, alone or in combination with another race or ethnicity is also constructed from the two questions about race and ethnicity to determine whether the staff are AIAN. This construct includes staff who selected American Indian or Alaska Native for race even if they did not indicate they were another race or Hispanic ethnicity. The teacher survey questions were asked once, in the lead teacher's first survey, which could have been fall 2021 or spring 2022. Center director and program director survey questions were asked in spring 2022 only.

Language that is always or usually spoken to the child in the home is used for instruction is constructed by using the lead teacher's report of the language or languages used for instruction in the classroom. We compared the languages for instruction reported in the teacher survey with the languages that were always or usually spoken to the child at home, as reported in the parent survey. This construct includes children who had a matching response for the language of instruction and language always or usually spoken at home. The parent survey question about the language usually spoken to the child in the home was asked once, in the parent's first survey, which could have been fall 2021 or spring 2022. The teacher survey question about the language used for instruction was asked in spring 2022 only.

Languages of center staff and families match is constructed using the center director's report of languages other than English that are spoken by lead or assistant teachers.[24] Within each center, we compared the languages other than English spoken by children and families, as reported in the parent survey, with the languages spoken by the center's lead or assistant teachers. This construct includes children who had matching responses for the languages other than English that were spoken by lead or assistant teachers and the language always or usually spoken at home.

Characteristics of children's classrooms and lead teachers

Using data collected in teacher surveys, we created the composite variables below to describe the characteristics of children's classrooms and teachers. These findings are reported in Section E.

Aligned curriculum and assessment tools is constructed using the lead teacher's report of the main curriculum and the main child assessment tool used in the classroom. The main curriculum and assessment tool are aligned if lead teachers report using one of four curricula that have an aligned assessment tool available (Creative Curriculum, HighScope, Montessori, and Galileo) and also report

[24] Assistant teachers are defined as teachers who support lead teachers in the classroom.

using the aligned assessment tool. The construct excludes teachers that did not report using one of the four curricula. The survey questions were asked in spring 2022 only.

Any state-sponsored credential (lead teacher) is constructed using the lead teacher's report of whether they have any one of the following state-sponsored credentials: Child Development Associate (CDA); teaching certificate or license for preschool; or teaching certificate or licenses for grades other than preschool. The survey questions were asked once, in the lead teacher's first survey, which could have been fall 2021 or spring 2022.

Has bachelor's degree or higher and state-sponsored credential is constructed using the lead teacher's report of whether they have any state-sponsored credentials (as described previously) and a bachelor's degree or higher. The survey questions were asked of all lead teachers in both fall 2021 and spring 2022.

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 or 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). The survey questions were asked of all lead teachers in both fall 2021 and spring 2022.

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" are 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 or 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). The survey questions were asked of all lead teachers in both fall 2021 and spring 2022.

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. The survey questions were asked of all lead teachers in both fall 2021 and spring 2022.

Lead teachers' job-related stress includes items that are adapted from the Survey of Organizational Functioning Stress Subset (Institute of Behavioral Research 2005). It is constructed using four items from the teacher survey: (1) under too many pressures to do their job effectively, (2) staff members often showed signs of stress and strain, (3) the heavy workload at their center reduced effectiveness, and (4) staff frustration was common at their center. We calculated the mean rating from a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicate higher job-related stress. The survey questions were asked in spring 2022 only.

Lead teachers' job satisfaction is constructed using three items from the teacher survey: (1) how much teachers enjoy their present teaching job, (2) how much teachers feel they are making a difference in the lives of the children they teach, and (3) whether they would choose teaching again as a career. We calculated the mean rating from a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicate stronger satisfaction. The survey questions were asked in spring 2022 only.

Teachers' beliefs about teaching are constructed using 15 items from the Teacher Beliefs Scale (Burts et al. 1990), which consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings or a lack of such attitudes and knowledge. Teachers rated the degree to which they agreed with each statement on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicate stronger agreement with the construct being measured. The survey questions were asked in spring 2022 only. We present scores for three subscales:

1. The Developmentally Appropriate Practice subscale is a sum score that includes 9 items and has a possible range of 1 to 10. This composite score has a starting value of 1. The score may increase by up to 9 points for the 9 subscale items. One point is added to the starting score of 1 when the lead teacher's item response reflects positive attitudes and knowledge of generally accepted practices. For example, if the lead teacher responds "disagree" or "strongly disagree" to the item, "children should work silently and alone on seatwork," then this item response receives 1 point towards the subscale score. Similarly, if the lead teacher responds "agree" or "strong agree" to the item, "children in Head Start classrooms should learn through active explorations," then this item response receives 1 point towards the subscale score.
2. The Child-Initiated Practice subscale is a mean score that is calculated by taking the average of five items and has a possible range of 1 to 5. Examples of subscale items include "Head Start classroom activities should be responsive to individual differences in development" and "children should be involved in establishing rules for the classroom."
3. The Didactic subscale is a mean score that is constructed by taking the average of six items, with a possible range of 1 to 5. Examples of subscale items include "children should be instructed in recognizing the single letters of the alphabet, isolated from words" and "children should form letters correctly before they are allowed to create a story."

Characteristics of children's programs and centers

The composite variables related to the children's Region XI Head Start programs and centers are constructed from data we collected from program and center director surveys and the 2021–2022 Program Information Report (PIR), an annual report of grantee-level data. Program- and center-related findings are reported in Section F and Section G. We describe the composite variables below.

Proportion of program enrollees who are American Indian or Alaska Native is constructed using the number of AIAN children enrolled in the program as a proportion of the total cumulative child enrollment in Head Start, as reported in the PIR.

Head Start program day and year is constructed using PIR information on the number of program slots with at least 1,020 hours annually that are available for the full day and full year. Full-working-day classes/groups operate 10 hours per day and full-calendar-year classes/groups operate all days of the year other than Saturday, Sunday, holidays, and 15 or fewer vacation days. For center-based programs, PIR respondents identify the number of funded enrollment slots that are full day, full year, and at least 1,020 annual hours as well as the number of funded enrollment slots that are full day and less than 1,020 annual hours. We exclude family child care homes from the percentage of full-year and full-day slots.

Program directors' and center directors' highest levels of education are constructed from a question in the program and center director surveys asking for the highest grade or year of school completed. We constructed five categories: (1) high school diploma or equivalent, or less; (2) some college or a vocational/technical program after high school; (3) associate's degree; (4) bachelor's degree; or (5) graduate or professional degree.[25]

Program directors' and center directors' years of experience is constructed using reports from the program director survey and the center director survey, respectively. Program and center directors reported their years of experience in their current program and in any Head Start program. We construct two categorical variables for each: (1) *program directors' and center directors' years of experience in any Head Start program* and (2) *program directors' years of experience in their current Head Start program* and *center directors' years of experience in their current center*. We use the following categories: 3 years or less, 4 to 9 years, 10 to 19 years, and 20 years or more.

Program directors' and center directors' total depressive symptoms are constructed from their responses to the short form of the CES–D scale (Ross et al. 1983). Directors 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

[25] In prior reports, program and center directors who reported that they completed a vocational/technical program after high school were included in the "high school diploma or equivalent, or less" category. However, for the 2021–2022 Study, directors who select this response are included in the category that was previously only "some college," because taking part in a vocational or technical program may require a high school diploma or equivalent and because training for a profession through such specialized education may extend beyond the general knowledge required for a high school diploma or its equivalent.

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 are summed for a possible range of 0 to 36. Total depressive symptoms scores are categorized as no or 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 (Frankel et al. 2014).

Program directors' and center directors' total anxiety symptoms are from the GAD–7 (Spitzer et al. 2006). Directors 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" are recoded as 2; and "nearly every day" are recoded as 3. Scores of the recoded items are summed for a possible range of 0 to 21. Total anxiety scores are categorized as no or 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).

Program directors' and center directors' job-related stress are constructed using four questions in the program and center director surveys that ask (1) if the directors were under too many pressures to do their job effectively, (2) if staff members often showed signs of stress and strain, (3) if the heavy workload reduced effectiveness, and (4) if staff frustration was common. Ratings are on a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). The mean score for job-related stress has a possible range of 1 to 5. Higher scores indicate more job-related stress.

Program directors' and center directors' job-related stress due to the COVID-19 pandemic is constructed using four items from the program director and center director surveys: (1) worried about exposure to COVID-19 while at work, (2) felt COVID-19 safety rules and regulations were stressful, (3) could not meet performance expectations due to COVID-19, and (4) felt more stress at work "now" (that is, at the time of the survey) compared to before the COVID-19 pandemic. We calculated the mean ratings from a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicate more job-related stress due to the COVID-19 pandemic.

Any state-sponsored credential (center directors) is constructed using center directors' reports of whether they have at least one of the following four state-sponsored credentials: (1) Child Development Associate (CDA); (2) teaching certificate or license for preschool; (3) teaching certificate or license for grades other than preschool; or (4) an early childhood program or school license, certificate, or credential in administration.

Has bachelor's degree or higher and any state-sponsored credential (program and center directors) is constructed using the director's reports of whether they have any state-sponsored credentials (as described previously) and a bachelor's degree or higher.

Has bachelor's degree or higher and an early childhood program or school license, certificate, and/or credential in administration (program directors) is constructed using program directors' reports of whether they have any state-sponsored credentials (as described above) and a bachelor's degree or higher.

Lead teacher turnover is constructed by dividing the number of lead teachers (that is, head or primary teachers in the classroom) who left and had to be replaced in the last 12 months by the total number of lead teachers employed at the center. Center directors reported the number of teachers who left and had to be replaced. Teacher turnover is constructed as a percentage. Anything higher than 100 percent indicates that some centers had to replace teachers more than once over the 12 months. For example, if a center director reported employing 10 teachers and replacing 11 teachers—that is, they had to replace all teachers once and one of the replacements also had to be replaced—their teacher turnover percentage would be 110 percent.

VI. CONSIDERATIONS FOR READERS

This report describes the Region XI Head Start children and their families, teachers, centers, and programs that 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. Readers should also keep in mind the spring 2022 sample sizes with completed instruments included 14 program director surveys, 21 center director surveys, 34 teacher surveys, 127 parent surveys, and 134 teacher child reports.[26] In spring 2022, 39 centers and 79 teachers were invited to participate within the 16 programs that agreed to participate in spring 2022. Of the 941 children in the sample whose parents were invited to participate in the spring data collection, parents of 261 children agreed to participate.

The data in this report provide a window into the experiences of a small number of Region XI children, their families, and staff who were able to participate in spring 2022 data collection between April 2022 and July 2022. The data do not represent all Region XI Head Start children, their families, their programs, and the staff who serve them nationally. They provide a snapshot of the experiences of children in Region XI Head Start children, their families, their programs, and the staff who serve them during this difficult time. The tables in this report describe children, their families, their programs, and the staff who serve them in spring 2022 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 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, which is the spiritual belief that all things in the universe are dependent on each other and work together to achieve balance. AIAN communities recognize the community itself as a unit of identity, and deep bonds of

[26] Some tables that reported on parent and teacher data from fall 2021 included larger sample sizes of 52 teachers and 148 parents. See the Overview of Sample and Data Collection Methods section for details on survey questions that were asked in fall 2021 and spring 2022.

relationships exist between community members. 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. Furthermore, assessments of the mental health and well-being of Region XI Head Start staff must consider historical, political, economic, and social factors (Around Him and Pickner 2016) and how historical trauma was heightened by COVID-19. Tribal early childhood programs play a role in promoting the social and emotional well-being of children and the staff who care for them (Administration for Children and Families 2022). Building on AIAN FACES 2019, the 2021–2022 Study asked about program supports for staff. For example, program directors were asked whether their programs provided support for staff well-being and training or resources on secondary traumatic stress (also known as compassion fatigue, which may occur when staff work with traumatized Head Start children and families [Administration for Children and Families n.d.]).

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.

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SECTION A

CHILDREN'S CHARACTERISTICS, FAMILIES' BACKGROUNDS, AND HOME ENVIRONMENT

Return to description of Section A topics and composites

Table A.1. Age, race/ethnicity, gender and previous Head Start experience of Region XI children

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Age as of September 1, 2021	148		117	
3 years old or younger		72.2		68.3
4 years old or older		27.8		31.7
Race/ethnicity	148		117	
American Indian or Alaska Native, non-Hispanic[b]		48.3		62.5
Multiracial/biracial, non-Hispanic		24.3		27.6
Spanish/Hispanic/Latino/a/x or Chicano/a/x		15.2		9.9
White, non-Hispanic		11.3		0.0
African American, non-Hispanic		0.5		0.0
Asian or Pacific Islander, non-Hispanic		0.3^		0.0
Another race, non-Hispanic		0.0^		0.0
American Indian or Alaska Native, alone or in combination with another race or ethnicity	148		117	
Yes		77.3		100.0
No		22.7		0.0
Gender[c]	148		117	
Boy		57.4		55.0
Girl		42.6		45.0
Another gender identity		0.0		0.0
Prefer not to answer		0.0		0.0
Previous Head Start program experience	148		117	
Newly entering child		97.3		99.7
Returning child		2.7		0.3^

Source: Fall 2021 and Spring 2022 Parent Survey and Survey Management System.

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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 148 parents, which includes a maximum of 117 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 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]"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.1 *(continued)*

[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]Parents 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)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
All languages spoken in the home[b]	147		116	
English		99.4		99.2
Native (AIAN) language other than the parent's		24.5^		31.7^
Parent's own Native (AIAN) language		8.8^		11.5^
Spanish		3.8		1.0^
Another language[c]		1.9^		0.3^
Only English spoken in the home	147		116	
Yes		61.6		56.3
No		38.4		43.7
Any Native (AIAN) language spoken in the home[d]	147		116	
Yes		33.1		42.7
No		66.9		57.3
Language that is always or usually spoken to the child in the home[e]	148		117	
English		94.4		92.8
A Native (AIAN) language		5.5^		7.0^
Spanish		0.0		0.0
Another language		0.1^		0.1^

Source: Fall 2021 and Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 148 parents, which includes a maximum of 117 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 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]"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 study based this on the parent's report of languages spoken in the home; parents could select all languages that applied.

[c]"Another language" includes examples such as American Sign Language.

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

Table A.2 *(continued)*

[e]Parents could report using more than one language in the home. If they reported using only one language in the home, the study 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)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Primary caregiver(s) in household[b]	127		101	
Two biological or adoptive parents		41.0		39.2
One biological or adoptive parent		40.7		45.2
Biological or adoptive grandparent(s) without parents		8.0		3.5^
One biological or adoptive parent and one non-biological or non-adoptive parent		1.7		1.6
Two non-biological or non-adoptive parents		0.0		0.0
Another primary caregiver		8.6		10.3
Marital status of two-parent households[c]	48		32	
Married		70.2		68.7
Unmarried		28.2		28.8
Registered domestic partnership or civil union		1.6^		2.6^
Marital status of all households with caregivers who are biological or adoptive parents[d]	103		79	
Unmarried		69.0		72.0
Married		30.1		27.0
Registered domestic partnership or civil union		0.8^		1.0^
Child was living with temporary household members[e]	124		98	
Yes		2.9^		3.7^
No		97.1		96.3
Child was living with grandparent and/or great grandparent[f]	127		101	
Yes		19.9		18.5^
No		80.1		81.5

	Unweighted total sample size (n)	Weighted mean	Reported range	Unweighted total sample size (n)	Weighted mean	Reported range
Number of people in household[g]	127	3.0	2-6	101	3.1	2-6

Table A.3 *(continued)*

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"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 regardless of other adults, such as parents' romantic partners or foster parents. 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.

[c]"Two-parent households" include households where children live with their biological or adoptive mother and biological or adoptive father.

[d]"Marital status of all households" includes households where 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.

[e]"Temporary household members" include people who usually live somewhere else but were staying in the parent's household at the time of the survey.

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

[g]"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)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Highest level of education of parent(s) in the household[c]	135		106	
Less than high school diploma		9.0^		9.8^
High school diploma or GED		41.7		49.1
Some college/vocational/technical/associate's degree		25.1		22.7^
Bachelor's degree or higher		24.2		18.4
Level of education of mother(s) in the household[d]	128		100	
Less than high school diploma		9.6		10.5
High school diploma or GED		46.8		52.2
Some college/vocational/technical/associate's degree		24.8		25.2^
Bachelor's degree or higher		18.8		12.1
Level of education of father(s) in the household[e]	77		59	
Less than high school diploma		8.5		9.4^
High school diploma or GED		52.0		66.0
Some college/vocational/technical/associate's degree		25.5		10.0^
Bachelor's degree or higher		14.1		14.6

Source: Fall 2021 and Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 148 parents, which includes a maximum of 117 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 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]Data include one- or two-parent households with biological or adoptive parents. We exclude the 17 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.

Table A.4 *(continued)*

[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.

[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.

Table A.5. Parents' employment status[a]

	All children (AIAN and non–AIAN)	
	Unweighted total sample size (n)	Weighted percentage
Employment status of parent(s) in the household[c]	128	
Two parents working full time		22.0
Single parent working full time		13.7
One parent working full time; one parent working part time or less		27.0
Two parents working part time or less		5.7^
Single parent working part time or less		31.7
Employment status of mother(s) in the household[d]	128	
Full-time		43.1
Part-time		26.9
Looking for work		7.3^
Not in labor force		22.7
Employment status of father(s) in the household[e]	77	
Full-time		71.0
Part-time		3.7^
Looking for work		13.8
Not in labor force		11.6

Source: Fall 2021 and Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

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 148 parents, which includes a maximum of 117 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 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]Estimates include households with at least one biological or adoptive parent. We exclude the 17 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.5 (*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.6. Total household income, in the past 12 months, as a percentage of the federal poverty threshold[a,b]

	All children (AIAN and non-AIAN)	AIAN children only[c]
	Weighted percentage (unweighted n= 127)	Weighted percentage (unweighted n= 101)
Below 50 percent	7.8^	9.8^
50 to 100 percent	18.5	12.4
101 to 130 percent	10.2	11.6^
131 to 185 percent	11.8	12.3
186 to 200 percent	6.2^	7.0^
201 percent or above	45.5	46.8

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The unweighted sample size identifies the number of children with valid data on the construct. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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] 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. At the time of the 2021–2022 Study, Region XI Head Start programs could enroll families who had family incomes above the poverty line if (1) all eligible children in the service area who wished to be enrolled were served by Head Start; (2) the tribe had resources in its grant to enroll children whose family incomes exceeded the low-income guidelines in the Head Start Program Performance Standards; and (3) at least 51 percent of the program's participants met 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). Household income in the 2021–2022 Study did not include stimulus payments from the government.

[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.7. Total household income in the past 12 months[a]

	All children (AIAN and non-AIAN)	
	Unweighted total sample size (n)	Weighted percentage
Annual household income (categories)	127	
Less than $10,000		8.2
$10,001 - $20,000		15.3
$20,001 - $30,000		17.4
$30,001 - $40,000		14.1
$40,001 - $50,000		12.1
More than $50,000		32.7

	Unweighted total sample size (n)	Weighted mean	Range
Annual household income[b]	127	$39,498	$1,000-75,000

	AIAN children only[c]	
	Unweighted total sample size (n)	Weighted percentage
Annual household income (categories)	101	
Less than $10,000		9.2^
$10,001 - $20,000		9.6^
$20,001 - $30,000		19.0
$30,001 - $40,000		15.1
$40,001 - $50,000		8.2
More than $50,000		38.9

	Unweighted total sample size (n)	Weighted mean	Range
Annual household income[b]	101	$41,326	$1,000-75,000

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]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 who have family incomes above the poverty line if (1) all eligible children in the service area who wish to be enrolled are served by Head Start; (2) the tribe has resources in its grant to enroll children whose family incomes exceed the low-income guidelines in the Head Start Program Performance Standards; and (3) at least 51 percent of the program's participants meet the eligibility criteria in the Head Start Program Performance Standards (45 CFR Chapter XIII, https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/hspps-final.pdf).

Table A.7 *(continued)*

[b]To lessen the effect of a small number of parents who reported annual salaries 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.8. Safety net programs the household participated in during the past 6 months

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Welfare or Temporary Assistance to Needy Families (TANF)	127		101	
Yes		11.9^		12.7^
No		88.1		87.3
Unemployment insurance	127		101	
Yes		4.1^		3.9^
No		95.9		96.1
Food Stamps or Supplemental Nutrition Assistance Program (SNAP)	126		100	
Yes		48.2		43.3
No		51.8		56.7
WIC or the Special Supplemental Nutrition Program for Women, Infants, and Children	126		100	
Yes		35.5		34.3
No		64.5		65.7
Child support	127		101	
Yes		7.4		1.3
No		92.6		98.7
Supplemental Security Income (SSI) or Social Security Retirement, Disability, or Survivor's benefits	127		101	
Yes		10.3		5.7
No		89.7		94.3
Foster care, guardianship, or adoption assistance or payments	127		101	
Yes		2.0^		2.6^
No		98.0		97.4
Energy assistance	126		100	
Yes		20.0		16.4
No		80.0		83.6
Food assistance from a Native or tribal community source[b]	127		101	
Yes		9.8^		12.3^
No		90.2		87.7

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

Table A.8 *(continued)*

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"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" includes commodities (supplemental foods distributed by Native or tribal sources), tribal community food bank, or the Food Distribution Program Indian Reservation (FDPIR).

Table A.9. Types and number of household financial strains experienced in the past 12 months[a]

	All children (AIAN and non–AIAN)		AIAN children only[b]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Family experienced being unable to afford the home they need	148		117	
Yes		20.7		15.8
No		79.3		84.2
Family experienced being unable to afford the clothing they need	148		117	
Yes		5.1^		6.1^
No		94.9		93.9
Family experienced being unable to afford the food they need	147		116	
Yes		3.1^		3.8^
No		96.9		96.2
Family experienced being unable to afford the medical care they need	148		117	
Yes		14.4		11.2
No		85.6		88.8
Number of financial strains experienced by families	148		117	
None		74.6		78.7
One		12.5		12.0
Two		9.7		5.1^
Three		1.5^		1.9^
Four		1.7^		2.2^
Family experienced one or more financial strains	148		117	
Yes		25.4		21.3
No		74.6		78.7

	Unweighted total sample size (n)	Weighted mean	Reported range[c]	Unweighted total sample size (n)	Weighted mean	Reported range[c]
Number of financial strains experienced by families	148	0.4	0-4	117	0.4	0-4

Source: Fall 2021 and Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

Table A.9 *(continued)*

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 148 parents, which includes a maximum of 117 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 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]"Financial strain" is constructed from four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. We categorized a family as "experienced a financial strain" if the parent disagreed or strongly disagreed that they had enough money to afford a home, clothing, food, or medical care.

[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 financial strains experienced by families" is 0 to 4.

Table A.10. Household ability to pay for food or meals in the past 12 months

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Household food security[b]	148		117	
High		62.3		57.3
Marginal		9.2		9.2
Low		22.1		26.1
Very low		6.5		7.3^
Household is food secure[b]	148		117	
Yes		71.5		66.6
No		28.5		33.4
Food purchased for household did not last and there was no money to get more	148		117	
Never true		67.7		61.5
Sometimes true		26.9		31.9
Often true		5.3^		6.6^
Household could not afford to eat balanced meals	148		117	
Never true		69.1		64.4
Sometimes true		24.1		28.1
Often true		6.8^		7.5^
Parent or other adult(s) in household cut size of or skipped meals because not enough money for food	148		117	
Yes		14.2		16.3
No		85.8		83.7
Among parents or other adult(s) who cut size of or skipped meals, frequency	19		13	
In only 1 or 2 months		16.8^		18.1^
Some months, but not every month		35.8^		34.2^
Almost every month		47.4		47.7
Parent ate less than should have because not enough money for food	148		117	
Yes		8.7		9.0
No		91.3		91.0
Parent was hungry but did not eat because could not afford enough food	148		117	
Yes		8.9^		8.1^
No		91.1		91.9

Source: Fall 2021 and Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

Table A.10 *(continued)*

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 148 parents, which includes a maximum of 117 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, and spring 2022 data were collected from April 2022 to July 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]"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 food security scale uses guidelines from the U.S. Department of Agriculture's (USDA) Guide to Measuring Household Food Security (Revised 2000) and the USDA's 2006 updates to the security labels. The USDA guidelines consider households to be food secure if they fall in the high or marginal range. Households are food secure if they indicate few or no food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food, and few or no changes in diets or food intake. Households with low food security report reduced quality, variety, or desirability of diet, but little or no reduced food intake. Households with very low food security have multiple indications of disrupted eating patterns and reduced food intake.

Table A.11. Housing conditions

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Housing is crowded	148		117	
Never true		63.7		65.7
Sometimes true		16.3		10.1
Often true		10.0^		11.8^
Always true		9.9^		12.4^
Housing needs repairs	148		117	
Never true		51.6		47.8
Sometimes true		28.6		28.0
Often true		9.4		10.7
Always true		10.4		13.5
Family now lives in	127		101	
House, apartment, or trailer with family only		93.6		92.1
House, apartment, or trailer with one or more families		5.2^		6.4^
Transitional housing or apartment, or homeless shelter		0.0		0.0
Somewhere else[b]		1.2^		1.5^
Crowded household[c]	147		117	
Yes		19.6		24.2
No		80.4		75.8

	Unweighted total sample size (n)	Weighted mean	Reported range	Unweighted total sample size (n)	Weighted mean	Reported range
Number of people per room in the house	147	0.9	0-3	117	0.9	0-3

Source: Fall 2021 and Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 148 parents, which includes a maximum of 117 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"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]"Somewhere else" includes examples such as campers.

Table A.11 *(continued)*

[c]Work conducted for the U.S. Department of Housing and Urban Development has used more than one person per room as a benchmark for identifying a crowded household (Blake et al. 2007).

Table A.12. Hardships with basic utilities in the past 12 months

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Did not have telephone or cell phone service because they could not afford to pay for it	148		117	
Never		84.0		82.7
1 or 2 months		9.3		8.7
Some months, but not every month		3.9^		4.9^
Almost every month		2.9^		3.7^
Electricity or other utilities (for example, gas or oil) shut off because they could not afford to pay the bill	148		117	
Never		82.0		78.9
1 or 2 months		13.3		16.4
Some months, but not every month		3.6^		3.3^
Almost every month		1.1^		1.4^
Water service turned off because they did not make payments	148		117	
Yes		7.4		9.3
No		92.6		90.7
Number of basic utilities household lacks[b]	148		117	
None		77.7		74.8
One		5.5^		5.7^
Two		14.3		16.3
Three		2.4^		3.1^

Source: Fall 2021 and Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See page 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 148 parents, which includes a maximum of 117 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 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]"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 basic utilities household lacks" counts any response of "1 or 2 months" or more often and response of "yes" to "Water service turned off because they did not make payments."

Table A.13. Hardships with medical needs in the past 12 months

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Could not afford to go to the doctor, dentist, or other health care provider when they needed to	147		116	
Never		79.1		82.8
1 or 2 months		3.4^		2.9^
Some months, but not every month		16.7		14.4
Almost every month		0.8		0.0
Could not afford medications, glasses, or other medical supplies that they needed	148		117	
Never		89.3		89.8
1 or 2 months		6.3^		7.8^
Some months, but not every month		3.7^		2.4^
Almost every month		0.7		0.0
Number of unmet medical needs[b]	147		116	
None		76.4		79.2
One		15.6		14.1
Two		8.0^		6.7^

Source: Fall 2021 and Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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. However, given lower than expected response rates, we recommend readers do not assume the data are nationally representative. See page 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 148 parents, which includes a maximum of 117 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 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]"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 unmet medical needs counts each response of "1 or 2 months" or more often.

Table A.14. Hardships with transportation in the past 12 months

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Did not have access to a reliable vehicle to get to where they needed to go	148		117	
Never		67.2		68.1
1 or 2 months		5.5		6.1^
Some months, but not every month		16.8		14.0^
Almost every month		7.8		9.0
Not applicable		2.6		2.7
Could not afford gas to get to where they needed to go	148		117	
Never		63.6		60.0
1 or 2 months		9.2		8.7^
Some months, but not every month		17.9		21.7
Almost every month		7.6^		8.6^
Not applicable		1.6^		1.0
Could not afford to take the bus or other public transportation to get to where they needed to go	148		117	
Never		57.3		53.4
1 or 2 months		1.1		0.0
Some months, but not every month		0.0		0.0
Almost every month		2.4^		3.1^
Not applicable		39.2		43.4

	Unweighted total sample size (n)	Proportion	Reported range	Unweighted total sample size (n)	Proportion	Reported range
Proportion of unmet transportation needs[b]	148	0.2	0-1	117	0.2	0-1

Source: Fall 2021 and Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.This includes the number of children's parents who responded to each of the items, out of a maximum total 148 parents, which includes a maximum of 117 AIAN parents.

Fall 2021 data were collected from November 2021 to January 2022, and spring 2022 data were collected from April 2022 to July 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 A.14 *(continued)*

[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]We calculated the proportion of unmet transportation needs in the past 12 months for three items: (1) did not have access to a reliable vehicle, (2) could not afford gas, or (3) could not afford to take the bus or public transportation. We excluded "Not applicable" responses from the calculation. We counted if the parent reported they ever experienced the transportation hardship in the past 12 months based on a response of "1 or 2 months, "some months, but not every month," or "almost every month." We then divided that number (between 0 and 3) by the number of these items a parent responded to. For example, a value of .33 means that the parent experienced one of those three hardships.

MENTAL AND PHYSICAL HEALTH

Table A.15. Parents' total depressive symptoms scores

	All children (AIAN and non–AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Total depressive symptoms score (categories)[b]	124		98	
No to few (0 to 4)		59.6		61.2
Mild (5 to 9)		14.9		13.7^
Moderate (10 to 14)		17.3		15.3
Severe (15 to 36)		8.3		9.8

	Unweighted total sample size (n)	Weighted mean	Reported range[c]	Unweighted total sample size (n)	Weighted mean	Reported range[c]
Total depressive symptoms score[b]	124	5.8	0-29	98	5.8	0-27

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"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]"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). 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]Possible scores range from 0 to 36.

Table A.16. Parents' total anxiety symptoms scores

	All children (AIAN and non–AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Total anxiety symptoms score (categories)[b]	123		97	
Minimal (0 to 4)		77.9		74.8
Mild (5 to 9)		15.8		17.9
Moderate (10 to 14)		4.7^		5.3^
Severe (15 to 21)		1.6^		2.0^

	Unweighted total sample size (n)	Weighted mean	Reported range[c]	Unweighted total sample size (n)	Weighted mean	Reported range[c]
Total anxiety symptoms score[b]	123	3.0	0-21	97	3.2	0-21

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"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]"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). The publisher reports that anxiety symptoms scores have been correlated with clinical diagnosis, but the GAD–7 is a screening tool and not used to formally diagnose anxiety (Dickerson et al. 2020).

[c]Possible scores range from 0 to 21.

Table A.17. Parenting behaviors and stress

	All children (AIAN and non–AIAN)					
		Weighted 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's behavior management	122	12.0	7.9	9.2	34.0	36.9
Parent's child frustrates them	123	66.8	17.2	8.6	6.8	0.7^
Parent feels confident in their parenting	123	6.1	3.2^	15.8	32.0	42.9
Parenting involves more work than parent is able to manage	122	82.1	12.1	3.1^	0.7^	2.0^
Parent feels that they are meeting their child's needs	122	1.5^	0.0	4.0^	10.5	84.0
Parent has time to relax, think, and plan	121	10.2	23.0	30.4	12.6	23.9

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Parenting behaviors and stress[a]	122	1.9	1-4

	AIAN children only[c]					
		Weighted 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's behavior management	96	15.3	10.1	8.5^	32.5	33.6
Parent's child frustrates them	97	76.1	12.9	8.2^	1.9^	0.8^
Parent feels confident in their parenting	97	7.8	4.1^	11.1^	35.7	41.2
Parenting involves more work than parent is able to manage	97	86.5	7.0^	3.7^	0.8^	2.0^
Parent feels that they are meeting their child's needs	97	1.9^	0.0	5.0^	11.5	81.6
Parent has time to relax, think, and plan	96	10.1^	21.8	24.3	15.0	28.7

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Parenting behaviors and stress[a]	97	1.8	1-4

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Table A.17 *(continued)*

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

[a]"Parenting behaviors and stress" takes the mean of the six items shown in the top of the table. Higher scores indicate more parenting stress. Four of the six items were reverse coded, specifically, "Parent has a plan for their child or children's behavior management," "Parent feels confident in their parenting," "Parent feels that they are meeting their child or children's needs," and "Parent has time to themselves to relax, think, plan." 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]The possible range is 1 to 5 and reflects the range in the mean rating of the six items.

[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.18. Parent health status

	All children (AIAN and non–AIAN)	AIAN children only[a]
	Weighted percentage (unweighted n=125)	Weighted percentage (unweighted n=100)
Excellent	19.3	17.6
Very good	32.2	32.7
Good	35.8	34.5
Fair	6.9^	7.8^
Poor	5.8	7.3

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The unweighted sample size identifies the number of children with valid data on the construct. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"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.19. Where the child usually went for routine medical care

	All children (AIAN and non-AIAN)	AIAN children only[a]
	Weighted percentage (unweighted n=147)	Weighted percentage (unweighted n=116)
A private doctor, private clinic, or HMO	41.7	34.4
The Indian Health Service/Tribal Health Clinic or Hospital	33.3	43.1
Public health department or community health center	11.5	13.0
An outpatient clinic run by a hospital	11.1	7.8
The emergency room at a hospital	0.0	0.0
A migrant health clinic	0.0	0.0
Urgent care	0.0	0.0
No regular place	1.1^	0.0
Someplace else[b]	1.3^	1.7^

Source: Fall 2021 and Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The unweighted sample size identifies 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 148 parents, which includes a maximum of 117 AIAN parents.

Fall 2021 data were collected from October 2021 to January 2022 and Spring 2022 data were collected from April 2022 to July 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]"American Indian and Alaska Native children (AIAN)" includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity.

[b]"Parents did not specify examples of "someplace else."

CULTURE AND LANGUAGE

Table A.20. Parent emphasis on child's respect for and involvement with family and elders in the past month

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
I told my child about the importance of family in my Native culture	118		95	
Never		11.3		3.5^
Rarely		17.9		15.4
Sometimes		30.2		34.9
Often		25.4		28.4
Very often		15.2^		17.8^
I made sure my child shows respect for Native elders	118		95	
Never		0.6		0.0
Rarely		1.3^		1.6^
Sometimes		0.1^		0.1^
Often		16.0		17.5
Very often		82.0		80.7

	Unweighted total sample size (n)	Weighted mean	Reported range[c]	Unweighted total sample size (n)	Weighted mean	Reported range[c]
Parent emphasis on family and elders[b]	118	4.0	1-5	95	4.1	2-5

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"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]Higher scores indicate more emphasis on family and elders and lower scores indicate less emphasis on family and elders. The mean and reported range are based on the two items above.

[c]The possible range is 1 to 5 and reflects the range in the mean rating of the two items above.

Table A.21. Parent cultural connections and identity

	Unweighted total sample size (n)	Weighted percentage				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
All children (AIAN and non-AIAN)						
I have a lot of pride in my tribe or cultural group	117	35.6	37.0	27.0	0.1^	0.3^
Being a part of my tribe or cultural group is important to me	118	33.2	27.5	32.6	0.2^	6.6
I feel good about my cultural and Native background	116	28.8	38.3	26.6	6.0	0.3^
I follow religious or spiritual beliefs that are based on traditional cultural beliefs	118	26.4	16.8	37.6	17.2	2.0^
I have a strong sense of belonging to my own tribe or cultural group	116	18.4^	30.8	29.2	15.4	6.2
I think a lot about how my life has been affected by me being an American Indian or Alaska Native	116	14.3	18.8	46.8	9.8^	10.4
I listen to, sing, or dance to traditional Native music	117	14.8^	22.8	25.1	25.2	12.1
I speak or am learning to speak my Native language	116	10.9^	21.7	33.0	28.9	5.5^
I have often talked to other people to learn about my tribe or culture	116	9.3	35.6	22.2	24.1	8.8
AIAN children only[a]						
I have a lot of pride in my tribe or cultural group	95	42.4	43.9	13.3	0.0	0.3^
Being a part of my tribe or cultural group is important to me	96	37.7	32.9	28.0	0.2^	1.2^
I feel good about my cultural and Native background	94	34.0	46.2	19.4	0.4^	0.0
I follow religious or spiritual beliefs that are based on traditional cultural beliefs	96	30.7	20.7	40.6	6.0^	2.1^
I have a strong sense of belonging to my own tribe or cultural group	94	21.7^	37.4	30.5	3.2^	7.2
I think a lot about how my life has been affected by me being an American Indian or Alaska Native	95	15.4	23.2	46.1	9.9^	5.4^
I listen to, sing, or dance to traditional Native music	95	17.1^	28.5	25.7	14.0	14.6
I speak or am learning to speak my Native language	95	11.8^	26.9	36.3	20.6	4.3^
I have often talked to other people to learn about my tribe or culture	94	9.9^	42.9	22.5	14.9	9.8

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

Table A.21 *(continued)*

The n column in this table include unweighted 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 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"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.22. Parent's Native language use in the past month, for all children, AIAN children only, and AIAN children who have a Native language spoken at home

	All children (AIAN and non–AIAN)					
		Weighted percentage				
	Unweighted total sample size (n)	Very often	Often	Sometimes	Rarely	Never
Used Native language in everyday life with child	148	7.9^	10.3	14.6	22.5	44.7
Spoke Native language with child	148	7.2^	5.1^	18.3	28.1	41.2
Used Native language in prayers or songs with child	148	3.9^	8.6	16.7	17.0	53.6

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Frequency of Native language use[a]	127	2.1	1-5

	AIAN children only[c]					
		Weighted percentage				
	Unweighted total sample size (n)	Very often	Often	Sometimes	Rarely	Never
Used Native language in everyday life with child	117	10.0^	12.1	18.7	27.8	31.3
Spoke Native language with child	117	9.4^	6.4^	22.5	32.6	29.1
Used Native language in prayers or songs with child	117	5.1^	11.1	20.5	20.2	43.2

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Frequency of Native language use[a]	101	2.3	1-5

	AIAN children who have a Native language spoken at home[c]					
		Weighted percentage				
	Unweighted total sample size (n)	Very often	Often	Sometimes	Rarely	Never
Used Native language in everyday life with child	56	22.0^	28.8	22.4	25.1^	1.7^
Spoke Native language with child	56	18.3^	15.2^	29.2	37.3^	0.0
Used Native language in prayers or songs with child	56	12.1^	25.1	22.6	27.2^	13.0^

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Frequency of Native language use[a]	45	3.2	2-5

Source: Fall 2021 and Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 148 parents, which includes a maximum of 117 AIAN parents.

Table A.22 *(continued)*

Fall 2021 data were collected from October 2021 to January 2022 and Spring 2022 data were collected from April 2022 to July 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]"Frequency of Native language use" takes the mean of the three items above. The items were reverse coded, such that we changed low score values to high score values and high score values to low score values. Higher scores indicate more frequent Native language use.

[b]The possible range is 1 to 5 and reflects the range in the mean rating of the three items above.

[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.23. Importance that child learns Native language, by languages spoken in the home

	Unweighted total sample size (n)	Weighted percentage		
		Very important	Somewhat Important	Not at all important
All children (AIAN and non-AIAN)				
Overall	146	50.1	45.2	4.7
English only spoken in child's home	79	43.5	50.1	6.5
Native language spoken in child's home	57	66.8	33.2^	0.0
AIAN children only[a]				
Overall	117	54.9	43.6	1.6^
English only spoken in child's home	58	46.2	51.0	2.8^
Native language spoken in child's home	56	66.7	33.3^	0.0

Source: Fall 2021 and Spring 2022 Parent Survey.

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The unweighted sample size identifies the number of children with valid data on the construct. This includes the number of children's parents who responded to each of the items, out of a maximum total 148 parents, which includes a maximum of 117 AIAN parents.

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Table A.24. Parent cultural activities with their child in past month

	Unweighted total sample size (n)	Weighted percentage				
		Never	Rarely	Sometimes	Often	Very often
All children (AIAN and non-AIAN)						
I listened to Native cultural music with my child	117	32.4	16.1	20.7	14.1	16.6
I made traditional Native cultural food for my child	117	25.3	17.8	24.1	16.8	16.0^
I took my child to Native cultural events, like powwows or ceremonies	117	37.6	9.3	25.4	17.1	10.7
I taught my child about Native cultural values and traditions	117	18.5	23.0	35.0	16.0^	7.3^
I told my child Native stories	117	36.5	17.4	36.7	6.3^	3.1
AIAN children only[a]						
I listened to Native cultural music with my child	95	22.2	16.2	24.6	16.3	20.7
I made traditional Native cultural food for my child	95	14.3	19.0	27.1	19.6	20.0^
I took my child to Native cultural events, like powwows or ceremonies	95	29.3	8.6^	30.9	18.2	13.0
I taught my child about Native cultural values and traditions	95	5.7^	26.7	40.3	18.7^	8.6^
I told my child Native stories	95	26.7	20.5	42.2	7.9^	2.6

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

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Table A.25. Community cultural activities with child in the past 12 months[a]

	Unweighted total sample size (n)	Weighted percentage		
		Yes	No	Not appropriate for this age
Type of activities in which child participated				
All children (AIAN and non-AIAN)				
Listened to Elders tell stories	144	69.8	30.0	0.2^
Participated in traditional ways, including carving, harvesting, collecting, hunting, and fishing	148	63.1	33.4	3.5
Danced, sang, or drummed at a powwow or other community cultural activity	148	42.0	56.5	1.6^
Worked on traditional arts and crafts, such as beading, blanket weaving, or making jewelry, a basket, a painting, or powwow regalia	148	28.1	67.8	4.2^
Participated in traditional ceremonies	148	23.4	74.9	1.7^
Played American Indian or Alaska Native games	147	19.2	78.6	2.1^
Other cultural activities[c]	148	5.9^	94.1	n.a.
AIAN children only[b]				
Listened to Elders tell stories	114	69.4	30.3	0.3^
Participated in traditional ways, including carving, harvesting, collecting, hunting, and fishing	117	63.8	32.4	3.8^
Danced, sang, or drummed at a pow–wow or other community cultural activity	117	47.2	50.8	2.0^
Worked on traditional arts and crafts, such as beading, blanket weaving, or making jewelry, a basket, a painting, or powwow regalia	117	30.3	64.3	5.4^
Participated in traditional ceremonies	117	27.2	70.6	2.2^
Played American Indian or Alaska Native games	116	22.1	75.1	2.8^
Other cultural activities[c]	117	6.6^	93.4	0.0

	All children (AIAN and non-AIAN)		AIAN children only[b]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Child participated in at least one activity	143		113	
Yes		88.1		88.7
No		11.9		11.3
Number of community activities in which child participated	143		113	
0		11.9		11.3
1		14.2		12.9
2		25.6		19.4
3		20.6		24.8
4		12.2		15.2
5		10.5		10.4
6		4.3		5.1^

Table A.25 *(continued)*

	All children (AIAN and non-AIAN)			AIAN children only[b]		
	Unweighted total sample size (n)	Weighted mean	Reported range[d]	Unweighted total sample size (n)	Weighted mean	Reported range[d]
Number of community activities in which child participated	143	2.6	0-7	113	2.8	0-7

Source: Fall 2021 and Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

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

[a]"Community cultural activities" refer to activities with community members outside of the family.

[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]"Other cultural activities" includes examples such as feasts, activities with grandparents or uncles, and going with the child's father to buck bulls. Parents were not asked if other cultural activities were not appropriate for the child's age.

[d]Possible range for number of types of community activities is 0 to 7.

SOCIAL SUPPORTS

Table A.26. Sources of social support in the parent's community

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Number of parent's relatives or in-laws in the community	138		109	
None		11.5		10.4
1 or 2		5.4		5.4^
3 to 5		16.8		8.1^
6 to 9		9.8		11.4
10 or more		56.5		64.8
Number of parent's friends in the community	138		109	
None		8.2		5.6^
1 or 2		22.8		28.1
3 to 5		22.9		25.5
6 to 9		14.3		9.9
10 or more		31.8		30.9

Source: Fall 2021 and Spring 2022 Parent Survey.

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Table A.27. Types and number of material and social supports available to parents

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
If I need to do an errand, I can easily find someone to watch my child	146		115	
Never true		11.6		9.8
Sometimes true		29.1		24.8
Always true		59.3		65.4
If I need a place to stay, I can find someone to provide me and my child with a place to live	146		115	
Never true		18.3		15.2
Sometimes true		10.0		11.9
Always true		71.7		72.9
If I have an emergency and need cash, family or friends will loan it to me	146		115	
Never true		14.7		10.8^
Sometimes true		24.2		24.3
Always true		61.2		64.9
If I have troubles or need advice, I have someone I can talk to	148		117	
Never true		5.5^		5.4^
Sometimes true		27.2		24.2
Always true		67.3		70.4
If I have problems buying food, I have someone who can help me get a meal or I can go to a relative's house to eat	147		116	
Never true		3.7^		3.0^
Sometimes true		23.3		20.4
Always true		73.1		76.6
If I need food for my family, I can rely on fishing, hunting, or gathering	146		115	
Never true		18.4		18.8
Sometimes true		47.3		42.2
Always true		34.3		39.0
Number of types of social supports available to the parent[b]	143		112	
No social supports		17.7		13.6
One to three social supports		17.0		16.8
Four to six social supports		65.3		69.6

Table A.27 *(continued)*

	All children (AIAN and non-AIAN)			AIAN children only[b]		
	Unweighted total sample size (n)	Weighted mean	Reported range[c]	Unweighted total sample size (n)	Weighted mean	Reported range[c]
Number of types of social supports available to the parent[b]	143	3.7	0-6	112	3.9	0-6

Source: Fall 2021 and Spring 2022 Parent Survey.

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

[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 types of social supports" is a count of the statements that parents report as being "always true."

[c]Possible range for the number of types of social supports is 0 to 6.

Table A.28. Community supports that Head Start program provided to the parent or household member since the beginning of the program year, and supports that would have been useful at the time of survey completion

	Support Head Start program provided or connected parent or household to since the beginning of the program year		If support was not received by household, support would have been useful at the time of survey completion	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
All children (AIAN and non-AIAN)				
Help with housing	125		113	
Yes		5.6		19.4
No		94.4		80.6
Finding or training for a job	125		112	
Yes		11.6		6.7
No		88.4		93.3
Help to go to school or college	124		106	
Yes		15.0		11.5
No		85.0		88.5
Referrals to counseling or mental health services	125		112	
Yes		10.7		1.9^
No		89.3		98.1
Referrals to medical, dental, or orthodontic care	123		92	
Yes		26.9		4.0^
No		73.1		96.0
Help for accessing the Internet (such as Smartphones or Chromebooks/laptops, Mifi/hotspots)	124		98	
Yes		17.0		13.7
No		83.0		86.3
At-home family activity ideas or remote learning and virtual services (such as social gatherings) for children	125		62	
Yes		41.7		21.7
No		58.3		78.3
Assistance applying for unemployment benefits, or for financial support from state or local agencies	121		112	
Yes		7.0^		12.1
No		93.0		87.9

Table A.28 *(continued)*

	Support Head Start program provided or connected parent or household to since the beginning of the program year		If support was not received by household, support would have been useful at the time of survey completion	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Program provided food or applying for nutrition assistance (such as the Supplemental Nutrition Assistance Program)	122		100	
Yes		22.0		7.8^
No		78.0		92.2
AIAN children only[a]				
Help with housing	99		91	
Yes		6.1		21.7
No		93.9		78.3
Finding or training for a job	99		88	
Yes		14.0		5.2^
No		86.0		94.8
Help to go to school or college	99		84	
Yes		18.2		12.9^
No		81.8		87.1
Referrals to counseling or mental health services	99		87	
Yes		13.6		1.5^
No		86.4		98.5
Referrals to medical, dental, or orthodontic care	98		73	
Yes		30.3		3.4^
No		69.7		96.6
Help for accessing the Internet (such as Smartphones or Chromebooks/laptops, Mifi/hotspots)	99		79	
Yes		18.9^		5.3^
No		81.1		94.7
At-home family activity ideas or remote learning and virtual services (such as social gatherings) for children	100		54	
Yes		42.9		14.1
No		57.1		85.9
Assistance applying for unemployment benefits, or for financial support from state or local agencies	96		89	
Yes		8.1^		13.6
No		91.9		86.4

Table A.28 *(continued)*

	Support Head Start program provided or connected parent or household to since the beginning of the program year		If support was not received by household, support would have been useful at the time of survey completion	
	Unweighted total sample size (n)	**Weighted percentage**	**Unweighted total sample size (n)**	**Weighted percentage**
Program provided food or applying for nutrition assistance (such as the Supplemental Nutrition Assistance Program)	98		82	
Yes		18.6		9.4^
No		81.4		90.6

Source: Spring 2022 Parent Survey.

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Table A.29. Parent participation in group activities in the past month

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Group activity, such as church services or volunteer activity	147		116	
None		50.3		57.0
Once or twice a month		15.9		16.5
Weekly		22.0		12.5
More than once a week		11.8		13.9
Visit or activity with a friend or family, such as preparing a meal, going for a walk, or beading	147		116	
None		9.7		10.1
Once or twice a month		36.4		38.0
Weekly		9.7		10.1
More than once a week		50.3		57.0

Source: Fall 2021 and Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

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CAREGIVING AND CHILD CARE

Table A.30. Family involvement with caregiving for the child in the past month

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
I made sure my child spent time with family members like grandmas, grandpas, aunts, uncles, and cousins	119		95	
Never		0.2^		0.1^
Rarely		7.6		9.5
Sometimes		10.8		10.3^
Often		35.4		34.4
Very often		45.9		45.6
I relied on family members to help me parent my child, like grandmas, grandpas, aunts, or uncles	119		95	
Never		19.6		22.3
Rarely		33.1		30.0
Sometimes		23.6		20.1
Often		9.9		11.0^
Very often		13.8		16.6
I liked to take care of my child myself, without a lot of other family getting involved	118		94	
Never		7.5		9.5
Rarely		9.1^		11.6^
Sometimes		24.7		27.1
Often		30.8		22.9
Very often		28.0		28.9

	Unweighted total sample size (n)	Weighted mean	Reported range[c]	Unweighted total sample size (n)	Weighted mean	Reported range[c]
Family involvement with caregiving[b]	119	3.1	1-5	95	3.1	1-5

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

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

[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.30 *(continued)*

[b]"Family involvement with caregiving" takes the mean of the three items above. The response options ranged from very often (1) to never (5). Two of three items, "I made sure my child spent time with family members, like grandmas, grandpas, aunts, uncles, and cousins" and "I relied on family members such as grandmas, grandpas, aunts, or uncles to help me parent my child," were reverse coded, such that we changed low score values to high score values and high score values to low score values. Higher scores on the reverse-coded items indicate more frequent family involvement. Third item, "I liked to take care of my child myself, without a lot of other family getting involved," was not reverse coded because higher scores on the item's original scale indicate more frequent family involvement. Higher scale scores indicate more frequent family involvement with caregiving.

[c]The possible range is 1 to 5 and reflects the range in the mean rating of the three items above.

Table A.31. 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)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Number of times a family member read to the child	127		101	
Not at all		4.1^		5.1^
Once or twice		25.2		23.9
Three or more times, but not every day		44.0		44.4
Every day		26.8		26.5
Number of times a family member told the child stories	126		100	
Not at all		2.0^		2.5^
Once or twice		35.0		36.6
Three or more times, but not every day		24.6		26.3
Every day		38.4		34.6

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"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.32. Child's total screen time on a typical weekday[a]

	All children (AIAN and non-AIAN)	AIAN children only[b]
	Weighted percentage (unweighted n=127)	Weighted percentage (unweighted n=101)
More than two hours	30.8	30.0
One to two hours	48.0	48.2
Less than one hour	20.1	20.5
Never	1.0	1.3

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The unweighted sample size identifies the number of children with valid data on the construct. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Screen time includes watching TV, playing video games on a gaming console, or using a computer or laptop, Smartphone, iPad, or other tablet for entertainment.

[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.33. Family dinner routines and child's typical hours of sleep at night

	All children (AIAN and non–AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Number of days per week the family eats dinner together (categories)	127		101	
0-2		0.1^		0.0
3-4		5.0^		6.3^
5-6		28.8		28.5
7		66.0		65.1

	Unweighted total sample size (n)	Weighted mean	Reported range[b]	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Number of days per week the family eats dinner together	127	6.4	2-7	101	6.4	3-7
Number of hours the child sleeps in a typical night[c]	119	10.5	8-13	93	10.4	8-13

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

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 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"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 range for the number of days per week the family eat dinner together is 0 to 7.

[c]"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.

Table A.34. Reasons parents decided to enroll their child in Head Start[a]

	All children (AIAN and non-AIAN)	AIAN children only[b]
	Weighted percentage (unweighted n=124)	Weighted percentage (unweighted n=98)
To help prepare child for kindergarten	88.4	87.8
Friends, neighbors, or family members had also sent their child there	74.6	74.2
Close to home	64.8	62.5
Staff and programming that support the child's connection to Native culture and language	62.6	62.6
Provides hours that fit parent's schedule	61.5	59.9
Free of cost	61.1	55.5
Offers additional services for child and family[c]	40.5	39.6

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The unweighted sample size identifies the number of children with valid data on the construct. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Parents could select all reasons that applied.

[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]"Additional services" for the child include may include special needs or health screenings. "Additional services" for the family may include help accessing public assistance or job trainings.

Table A.35. Parents' child care plans for next year

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Child care plans for next year	123		97	
Child will attend the same Head Start center		60.5		56.0
Child will attend a different Head Start center		0.6^		0.8^
Child will attend another preschool		4.1^		4.5^
Child care will be provided by friend, neighbor, or family member (including a parent) in home		0.6		0.0
Child will attend kindergarten		33.4		38.4
Another child care plan[b]		0.7		0.2^
Among children not attending the same Head Start center or kindergarten next year, reason why parent is sending child someplace new[c]	11		7	
Prepares child for kindergarten		60.1		!
Provides hours that fit parents schedule		59.7		!
Close to home		49.9		!
Free of cost		48.7		!
Know friend, neighbor, or family member (including a parent) who had also sent their child		48.7		!
Has staff and programming that support child's connection to Native culture and language		4.5		!
Offers additional services for child and family[d]		4.5		!
Another reason[e]		26.0		!

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum total.

Spring 2022 data were collected from April 2022 to July 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.

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

[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]"Another child care plan" includes an example such as undecided school plans for next year.

[c]Parents could select all reasons that applied.

[d]"Additional services" for the child may include special needs or health screenings. "Additional services" for the family may include help accessing public assistance or job trainings.

[e]"Another reason" includes examples such as the parent's personal reasons.

Table A.36. Strategies the parent used to meet child care needs outside of their regular child care arrangements

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Strategies the parent used to meet child care needs outside of their regular child care arrangements				
Family or friends sometimes provide child care	126		101	
Yes		86.3		84.8
No		13.7		15.2
Older siblings sometimes provide child care	127		101	
Yes		28.9		34.2
No		71.1		65.8
Parent or another guardian reduces work hours	127		101	
Yes		33.8		32.5
No		66.2		67.5
Parent or another guardian works different hours than usual	127		101	
Yes		17.5		18.3^
No		82.5		81.7
Parent or another guardian takes child to work	127		101	
Yes		11.7		12.0
No		88.3		88.0
Another strategy[b]	125		99	
Yes		2.0^		2.0^
No		98.0		98.0
Parent used at least one strategy to meet child care needs outside of their regular child care arrangements	127		101	
Yes		90.6		89.9
No		9.4		10.1
Number of strategies the parent used to meet child care needs outside of their regular child care arrangements	126		101	
Zero		9.4		10.1
One		36.5		33.8
Two		27.7		27.3
Three		19.5		21.6
Four		5.0^		5.3^
Five		1.5^		1.8^

Source: Spring 2022 Parent Survey.

Table A.36 *(continued)*

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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"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]"Another strategy" includes examples such as using a babysitter, paying for afterschool care, or using a local daycare facility. These strategies were collapsed into "Another strategy" category due to the small number of respondents.

PERCEPTIONS OF AND EXPERIENCES WITH HEAD START

Table A.37. Whether Head Start program provides transportation for child

	All children (AIAN and non-AIAN)	AIAN children only[a]
	Weighted percentage (unweighted n=117)	Weighted percentage (unweighted n=93)
Head Start program provides transportation and family uses this service	36.4	39.4
Head Start program provides transportation but family does not use this service	25.9	30.3
Head Start program does not provide transportation	37.7	30.3

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The unweighted sample size identifies the number of children with valid data on the construct. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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.38. Parent satisfaction with Head Start program activities, location, and hours

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
How close Head Start is to the child's home	118		93	
Very satisfied		76.7		75.0
Somewhat satisfied		16.8		18.1
Somewhat dissatisfied		3.9^		4.1^
Very dissatisfied		2.6^		2.7^
The hours program is open	119		94	
Very satisfied		74.6		69.9
Somewhat satisfied		22.4		26.8
Somewhat dissatisfied		1.8^		1.8^
Very dissatisfied		1.2^		1.5^
Transportation provided by Head Start	113		90	
Very satisfied		66.6		72.9
Somewhat satisfied		25.7		19.9
Somewhat dissatisfied		3.3		3.1
Very dissatisfied		4.4^		4.1^

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"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.39. Parent report of culturally responsive practices of program staff[a]

	All children (AIAN and non-AIAN)		AIAN children only[b]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Program staff respect family's cultural and/or religious beliefs	119		94	
Strongly disagree		1.7^		2.2^
Somewhat disagree		0.7^		0.9^
Neither agree nor disagree		7.4		8.4
Somewhat agree		15.2		10.8
Strongly agree		75.0		77.7
Program staff encourage parent to learn about family's culture and history	119		94	
Strongly disagree		2.2		1.3
Somewhat disagree		2.8^		3.6^
Neither agree nor disagree		39.3		33.0
Somewhat agree		24.0		27.2
Strongly agree		31.7		34.9
Program staff have materials for child that positively reflect family's cultural background	118		93	
Strongly disagree		1.3		1.7
Somewhat disagree		1.9^		2.5^
Neither agree nor disagree		31.6		20.7
Somewhat agree		23.5		27.5
Strongly agree		41.8		47.6

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]Items in this table about the Head Start program's cultural competence are from the Strengths-Based Practices Inventory (Green et al. 2004).

[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.40. Parent involvement in Head Start activities

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage[b]	Unweighted total sample size (n)	Weighted percentage[b]
Volunteered or helped out in child's classroom	127		101	
Yes		24.1		27.3
No		54.7		49.2
No opportunity provided		21.2		23.5
Helped with Native cultural or language activities	126		100	
Yes		15.0		18.2
No		61.6		55.7
No opportunity provided		23.3		26.2
Attended or helped prepare for Head Start social events for children and families	127		101	
Yes		37.0		40.9
No		47.2		41.8
No opportunity provided		15.8		17.3
Attended parent education meetings or workshops focusing on topics such as job skills or child-rearing	127		101	
Yes		37.5		27.3
No		34.2		39.5
No opportunity provided		28.3		33.2
Attended parent-teacher conferences	127		101	
Yes		90.6		88.2
No		2.4^		3.0^
No opportunity provided		7.0^		8.8^
Visited with a Head Start staff member in their home	127		101	
Yes		21.7		22.3
No		51.7		46.8
No opportunity provided		26.5		30.9
Participated in Policy Council, Parent Committee, or other Head Start planning groups	127		101	
Yes		15.3		15.4
No		64.9		60.9
No opportunity provided		19.8		23.6
Another Head Start activity[c]	126		101	
Yes		16.2		17.7
No		49.9		42.9
No opportunity provided		33.9		39.4

Source: Spring 2022 Parent Survey.

Table A.40 *(continued)*

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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on the construct. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"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]Percentage of parents who responded "yes" includes those who report participating in an activity at least once during the program year.

[c]"Another Head Start activity" includes examples such as field trips, special events, literacy nights, at home activity sent by Head Start, physical and speech therapy, painting, and puzzles.

Table A.41. Parent preferences for mode of participation in Head Start activities

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
How parent would prefer to attend parent education meetings or workshops focusing on topics such as job skills or child-rearing	127		101	
In person		35.9		34.3
Virtually[b]		32.9		28.9
Both		31.2		36.8
How parent would prefer to attend parent-teacher conferences	127		101	
In person		61.7		59.2
Virtually[b]		19.0		19.2
Both		19.3		21.6
How parent would prefer to participate in Policy Council, Parent Committee, or other Head Start planning groups	124		98	
In person		28.7		29.4
Virtually[b]		38.5		34.3
Both		32.8		36.3

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on the construct. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"Virtually" refers to activities or events that do not occur in person and instead take place on web-based video platform, such as Zoom.

SECTION B

CHILDREN'S SOCIAL-EMOTIONAL AND LEARNING SKILLS

Return to description of Section B topics and composites

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

	Number of items administered	Cronbach's alpha	
		All children (AIAN and non-AIAN)	AIAN children only[a]
Children's lead teachers' report of children's skills and behavior			
Social skills raw score[b]	12	0.90	0.89
Problem behaviors total raw score[c]	14	0.88	0.89
Aggressive behavior raw subscale score	4	0.84	0.87
Hyperactive behavior raw subscale score	3	0.75	0.78
Withdrawn behavior raw subscale score	6	0.82	0.82
Approaches to learning raw score (ECLS–K)[d]	6	0.94	0.94
Child literacy skills raw score[e]	6	0.67	0.69

Source: Spring 2022 Teacher Child Report.

Note: Spring 2022 data were collected from April 2022 to July 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 raw score" items come from the Personal Maturity Scale and the Social Skills Rating System.

[c]"Problem behaviors total raw score" items come from an abbreviated adaptation of the Personal Maturity Scale and from the Behavior Problems Index.

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

[e]"Child literacy skills raw 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

	All children (AIAN and non-AIAN)				AIAN children only[a]				
	Unweighted total sample size (n)	Weighted mean	SD	Reported score range[b]	Unweighted total sample size (n)	Weighted mean	SD	Reported score range[b]	Possible score range
Social skills raw score[b]	112	17.7	4.6	4-24	58	17.3	4.9	4-24	0 – 24
Problem behaviors total raw score[c]	131	7.1	6.2	0-24	69	7.1	6.6	0-24	0 - 28
Aggressive behavior raw subscale score	131	1.4	2.0	0-8	69	1.1	1.7	0-8	0 - 8
Hyperactive behavior raw subscale score	131	1.8	1.9	0-6	70	1.9	2.0	0-6	0 - 6
Withdrawn behavior raw subscale score	131	3.3	3.5	0-12	69	3.6	3.9	0-12	0 - 12
Approaches to learning raw score (ECLS–K)[d]	129	2.9	0.7	1-4	70	2.9	0.8	1-4	1 - 4

Source: Spring 2022 Teacher Child Report.

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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores. 24 teachers completed teacher child reports for 134 children, which includes 72 AIAN children.

Spring 2022 data were collected from April 2022 to July 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.

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]"Social skills raw score" items come from the Personal Maturity Scale and the Social Skills Rating System. Higher scores indicate the child exhibits cooperative behavior more frequently.

[c]"Problem behaviors total raw score" items come from an abbreviated adaptation of the Personal Maturity Scale and from the Behavior Problems Index. Higher scores indicate the child exhibits negative behaviors 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)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Child demonstrates a beginning understanding of the relationship between sounds and letters[b]	134		72	
Not at all		18.2		10.3^
For one or two letters		22.9		28.0
For a few (up to 5) letters		40.1		46.1
For several (6 or more) letters		18.9		15.5
Child can recognize[c]	134		72	
None of the letters of the alphabet		20.3		11.1^
Some of them		52.2		66.7
Most of them		14.4		14.5^
All of them		13.0		7.6^
Child likes to write or pretend to write[c]	134		72	
Never		4.0^		5.7^
Has done it once or twice		12.7		10.8^
Sometimes		47.5		57.4
Often		35.8		26.0
Child mostly writes and draws rather than scribbles[c]	134		72	
Yes		60.1		56.4
No		39.9		43.6
Child writes their first name even if some of the letters are backward[c]	134		72	
Yes		61.3		53.9
No		38.7		46.1
Child recognizes their first name in writing or in print[c]	134		72	
Yes		93.8		90.5
No		6.2^		9.5^
Child can read other words in writing or print	134		72	
Yes		32.5		27.5
No		67.5		72.5
Child can identify rhyming words	134		72	
Yes		47.0		53.0
No		53.0		47.0

	Unweighted total sample size (n)	Weighted mean	Reported range[d]	Unweighted total sample size (n)	Weighted mean	Reported range[d]
Child literacy skills score[d]	134	4.2	0-7	72	4.0	0-7

Source: Spring 2022 Teacher Child Report.

Table B.3 *(continued)*

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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. 24 teachers completed teacher child reports for 134 children 72 AIAN children.

Spring 2022 data were collected from April 2022 to July 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]An example of the "relationship between sounds and letters" is when the letter B makes a "buh" sound.

[c]This item is included in the "child literacy skills score."

[d]"Child literacy skills score" is a sum of five items adapted from the National Household Education Survey. Higher scores indicate the child exhibits greater literacy skills.

[e]Possible scores range from 0 to 7.

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)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Child can count	134		72	
Not at all		3.6^		4.5^
Up to 5		28.6		35.3
Up to 10		29.4		31.2
Up to 20		31.8		25.8
Up to 50		4.8		2.9
Up to 100 or more		1.9		0.3^
Child can identify basic shapes such as triangle, rectangle, circle, or square	134		72	
None of them		7.3^		2.1^
Some of them		31.2		32.3
Most of them		20.4		34.0
All of them		41.1		31.5
Among children who can identify at least some basic shapes, child can describe the differences between a rectangle and a triangle	129		70	
Yes		56.7		53.8
No		43.3		46.2
Child can sort objects by any of the following attributes[b]	134		72	
Color		98.4		98.4
Shape		76.9		84.9
Size		78.0		78.8
Function (for example, things we use to write, things we sit on)		47.8		41.7
No opportunity to observe		1.6^		1.6^
Child can put more than three things in order by length and height	132		70	
Yes		66.6		70.5
No		6.7^		7.5^
No opportunity to observe		26.7		22.1^
If shown some objects (for example, several toy cars) child can consistently tell the lead teacher how many objects there are without counting	134		72	
Not consistently for even 1 or 2		10.1^		15.5^
Up to 2 objects		9.3^		9.4^
Up to 3 objects		25.9		24.2
Up to 4 objects		20.7		31.5
Up to 5 objects		23.6		14.4
No opportunity to observe		10.3^		5.0^

Table B.4 *(continued)*

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	**Weighted percentage**	**Unweighted total sample size (n)**	**Weighted percentage**
Child can identify how many more cups are needed when they have 2 cups but want to have 5 cups	134		72	
Yes		34.4		29.5
No		51.7		53.1
No opportunity to observe		13.9^		17.4^

Source: Spring 2022 Teacher Child Report.

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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. 24 teachers completed teacher child reports for 134 children 72 AIAN children.

Spring 2022 data were collected from April 2022 to July 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]"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 could select all attributes that applied.

SECTION C

CHILDREN'S DISABILITY STATUS AND PHYSICAL HEALTH

Return to description of Section C topics and composites

Table C.1. Children's 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)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Child has a disability or disabilities[a]	134		72	
Yes		14.4		10.0^
No		85.6		90.0
Among children with a disability or disabilities[c]	18		11	
Type of disability[d]	18		11	
Speech or language		100.0		100.0
Cognitive[e]		58.8^		37.1
Sensory[f]		41.8^		0.0
Physical[g]		17.0^		30.0^
Behavioral/emotional[h]		5.3^		14.2^
Child has multiple disabilities[i]	18		11	
Yes		66.7		51.4
No		33.3^		48.6
Actions to address the child's disability[j]	16		10	
Developed an IEP or IFSP		82.4		64.5^
Made modifications or accommodations to the classroom or class activities		69.9		63.6
Observed or evaluated the child		39.4^		68.8
Made a meeting with the parents and the disability services team		36.6^		60.5
Discussions/plans are in progress		32.0^		55.2^
Contacted other consultants or specialists		31.4^		28.5
Contacted a mental health specialist		0.0		0.0

Source: Spring 2022 Teacher Child Report.

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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. 24 teachers completed teacher child reports for 134 children 72 AIAN children. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum sample size.

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

Spring 2022 data were collected from April 2022 to July 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]Surveys asked teachers whether a professional, such as a doctor or other health or education professional, had indicated that the child had a developmental problem, delay or another special need, and if so, to specify the need or disability.

Table C.1 *(continued)*

[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 85.6 percent of children for whom a professional had not indicated that the child had a developmental problem, delay, concern, or disability.

[d]Teachers could select all types of disabilities that applied.

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

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

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

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

[i]"Child has multiple disabilities" include children whose teachers have reported more than one of the five types of disability listed above.

[j]Teachers could select all actions that applied.

Table C.2. Children's 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)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Child has a disability or disabilities[a]	134		72	
Yes		14.4		10.0^
No		85.6		90.0
Among children not reported to have a disability or disabilities[c]	116		61	
Concern reported about child's health or development since child has enrolled in Head Start[d,e]	106		55	
Yes		3.7^		5.3^
No		96.3		94.7

Source: Spring 2022 Teacher Child Report.

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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. 24 teachers completed teacher child reports for 134 children 72 AIAN children. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum sample size.

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

Spring 2022 data were collected from April 2022 to July 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]Surveys asked 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. If not, 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 14.4 percent of children for whom a professional had indicated that the child had a developmental problem, delay, concern, or disability.

[d]Due to small sample sizes, two survey items are not reported in this table among children with a concern about their health and development: (1) Areas of child's health and development that appear to be of concern; (2) Actions done so far to address concerns about the child's health and development.

[e]"Concern reported about child's health or development since child has enrolled in Head Start" has a smaller sample size than the row above with the number of "children not reported to have a disability or disabilities" because of item nonresponse.

Table C.3. Children's lead teacher report of children's receipt of services and how services were delivered, among children who have an IEP or an IFSP[a]

	All children (AIAN and non-AIAN)		AIAN children only[b]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Child has IEP or IFSP	131		70	
Yes		11.6^		5.8^
No		88.4		94.2
Among children who have an IEP or IFSP				
Lead teacher participated in the IEP or IFSP meeting	13		7	
Yes		88.0		!
No		12.0^		!
Services child received[c]	13		7	
Speech or language therapy		97.5		!
Special education teacher services		24.0^		!
Psychological services		0.0		!
Social work services		0.0		!
Other services		0.0		!
How services were delivered[d]	11		7	
Direct teaching or services by a specialist in the classroom		80.2		!
Direct teaching or services by a specialist in another classroom or setting		78.2		!
Consultation		62.4^		!
Direct teaching or services by a specialist virtually		0.0		!

Source: Spring 2022 Teacher Child Report.

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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs. 24 teachers completed teacher child reports for 134 children 72 AIAN children. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum sample size.

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

Spring 2022 data were collected from April 2022 to July 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.

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

[a]Surveys asked teachers what has been done thus far to address the child's health or development concern when the teachers reported a concern with the child. The survey defined an IFSP and IEP as a written plan that describes goals for this child and the services they should receive.

[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]Teachers could select all services the child received that applied.

Table C.3 *(continued)*

[d]Teachers could select all delivered services that applied.

Table C.4. Children's parent-reported special condition or needs

	All children (AIAN and non-AIAN)		AIAN children only[a]	
	Unweighted total sample size (n)	Weighted percentage	Unweighted total sample size (n)	Weighted percentage
Parent has been told the child should be evaluated for a special condition or need	124		98	
Yes		13.9		15.0
No		86.1		85.0
Among parents who were told the child should be evaluated for a special condition or need, areas of concern[b]	21		5	
Hearing or vision		50.4		54.4
Speech		41.8		38.6
Behavioral, emotional, or attention		24.2		19.0^
Developmental		21.3		18.1^
Use of arms or legs		0.0		0.0
Another concern[c]		4.3		5.0
Child has been evaluated for a possible special condition or need	124		99	
Yes		14.1		15.4
No		85.9		84.6
Among children evaluated for a possible special condition or need, diagnosis was received	24		20	
Yes		31.2		20.3
No		68.8		79.7
Among children diagnosed with a special condition or need, type of diagnosis received	12		8	
Speech		68.3		!
Behavioral, emotional, or attention		5.1		!
Developmental		16.9^		!
Use of arms or legs		0.0		!
Hearing or vision		0.0		!
Another concern		38.4		!

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

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

Table C.4 *(continued)*

of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 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.

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

[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]Parents could select all areas of concern that applied.

[c]"Another" concern includes examples such as a food intolerance.

Table C.5. Parent report of child health status

	All children (AIAN and non-AIAN)	AIAN children only[a]
	Weighted percentage (unweighted n=127)	Weighted percentage (unweighted n=101)
Excellent	60.6	61.2
Very good	27.8	24.4
Good	8.9	11.2
Fair	2.3^	3.0^
Poor	0.3^	0.3^

Source: Spring 2022 Parent 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, (2) parents who did not consent to have their child participate, and (3) nonresponse to the data collection instruments. 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 12 for more information.

The unweighted sample size identifies the number of children with valid data on the construct. This includes the number of children's parents who responded to each of the items, out of a maximum total 127 parents, which includes a maximum of 101 AIAN parents.

Spring 2022 data were collected from April 2022 to July 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]"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.

SECTION D

CHILDREN'S CLASSROOM, CENTER, AND PROGRAM CULTURAL AND LANGUAGE ENVIRONMENT

Return to description of Section D topics and composites

Table D.1. Percentage of American Indian or Alaska Native children in children's classrooms

	Weighted percentage of children (unweighted n=278)[a]
Percentage of children in classroom who are American Indian or Alaska Native (AIAN)	
0 to 24 percent	0.0
25 to 49 percent	19.9
50 to 74 percent	15.3
75 to 100 percent	64.8

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

All study data, including data reported from staff surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers, center directors, or program directors. See page 14 for more information about how to interpret data from staff surveys.

The unweighted sample size identifies the number of children with valid data on the construct. 34 teachers (representing 373 children) completed a teacher survey.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]The small sample size is due to item nonresponse. Because teacher survey data is analyzed at the child level, a small amount of item nonresponse in the teacher survey can lead to large changes in the number of children with valid data on the construct.

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

	Unweighted total sample size (n)	Weighted percentage of children
Children's lead teacher race/ethnicity[a]	585	
American Indian or Alaska Native, non-Hispanic[b]		59.5
White, non-Hispanic		24.0^
Spanish/Hispanic/Latino/a/x, or Chicano/a		13.2^
Multiracial/biracial, non-Hispanic		3.3^
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[a]	585	
Yes		73.9
No		26.1^
At least one of the children's lead teachers, assistant teachers, or paid aides is AIAN[c]	355	
Yes		72.7
No		27.3
At least one of the children's lead teachers is AIAN[c]	355	
Yes		50.3
No		49.7
At least one of children's assistant teachers is AIAN[c]	338	
Yes		53.5
No		46.5
At least one paid aide in child's classroom is AIAN[c]	317	
Yes		23.7^
No		76.3

Source: Fall 2021 and Spring 2022 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 data collection instruments. 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 12 for more information.

All study data, including data reported from staff surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers, center directors, or program directors. See page 14 for more information about how to interpret data from staff 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. 52 teachers (representing 585 children) completed a teacher survey in spring 2022 and/or fall 2021, and 34 teachers (representing 373 children) completed a teacher survey in spring 2022.

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

Table D.2 *(continued)*

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

[a]Lead teachers reported one or more race categories and whether they are Spanish, Hispanic, or Latino/a.

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

[c]Lead teachers reported whether at least one lead teacher, assistant teacher, or paid aide is AIAN.

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

	Center director		Program director	
	Unweighted total sample size (n)	Weighted percentage of children	Unweighted total sample size (n)	Weighted percentage of children
Race/ethnicity of children's center and program directors[a]	493		721	
American Indian or Alaska Native, non-Hispanic		61.9		76.0
Spanish/Hispanic/Latino/a/x or Chicano/a		24.8^		15.0^
White, non-Hispanic		13.3^		9.0^
African American, non-Hispanic		0.0		0.0
Asian or Pacific Islander, non-Hispanic		0.0		0.0
Multiracial/biracial, non-Hispanic		0.0		0.0
Another race, non-Hispanic		0.0		0.0
Children's center or program director is American Indian or Alaska Native (AIAN), alone or in combination with another race or ethnicity[b]	493		721	
Yes		71.2		81.7
No		28.8		18.3^

Source: Spring 2022 Center Director Survey and Program Director 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 data collection instruments. 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 12 for more information.

All study data, including data reported from staff surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers, center directors, or program directors. See page 14 for more information about how to interpret data from staff surveys.

The n columns in this table include unweighted sample sizes to identify the number of children with valid center director survey and program director survey data on each of the constructs. 18 center directors completed a center director survey, reporting on 21 centers and representing 493 children. 14 program directors (representing 721 children) completed a program director survey.

Spring 2022 data were collected from April 2022 to July 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]Directors reported one or more race categories and whether they are Spanish, Hispanic, or Latino/a.

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

Table D.4. Percentage of administrative staff and teachers in children's centers who are American Indian or Alaska Native (AIAN)

	Unweighted total sample size (n)	Weighted percentage of children
Percentage of administrative staff in children's centers that are AIAN[a]	488	
0 to 25 percent		45.1
26 to 50 percent		2.2^
51 to 75 percent		14.3^
76 to 100 percent		38.4
Percentage of lead or assistant teachers in children's centers that are AIAN[a]	493	
0 to 25 percent		11.1
26 to 50 percent		32.3
51 to 75 percent		14.7^
76 to 100 percent		42.0

Source: Spring 2022 Center Director 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 data collection instruments. 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 12 for more information.

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The n columns in this table include unweighted sample sizes to identify the number of children with valid center director survey data on each of the constructs. 18 center directors completed a center director survey, reporting on 21 centers and representing 493 children.

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

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Center directors reported the percentage of staff that are AIAN, including staff who come from the same or different tribes as the children and families at the center.

Table D.5. Languages spoken by children's center and program directors

	Center director		Program director	
	Unweighted total sample size (n)	Weighted percentage of children	Unweighted total sample size (n)	Weighted percentage of children
Children's center or program director speaks a language other than English	493		721	
Yes		53.1		10.4^
No		46.9		89.6
Among directors that speak a language other than English, languages spoken by director[a]	130		89	
Director's Native language		64.0		10.5
Spanish		36.0		89.5
Another Native language		0.0		0.0
Another language		0.0		0.0

Source: Spring 2022 Center Director Survey and Program Director 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 data collection instruments. 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 12 for more information.

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Spring 2022 data were collected from April 2022 to July 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 center and program directors could select all languages that applied.

Table D.6. Presence of a cultural/language elder or specialist in children's classrooms and programs

	Classroom		Program	
	Unweighted total sample size (n)	Weighted percentage of children	Unweighted total sample size (n)	Weighted percentage of children
Cultural/language elder or specialist available	373		721	
Yes		30.7		70.0
No		69.3		30.0
Among classrooms and/or programs with a cultural/language elder or specialist available, role of cultural/language elder or specialist[a]	185		402	
Member of the tribal or cultural community		71.7		26.0^
Influential member of the tribal or cultural community		16.9^		25.3^
Spiritual leader		2.2^		0.0
Head Start staff memberb		1.6^		59.3
Another rolec		16.8^		8.0^

Source: Spring 2022 Teacher Survey and Program Director 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 data collection instruments. 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 12 for more information.

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

[a]Children's lead teachers and program directors could select all roles that applied.

[b]This category is a result of back coding the "Other" response option.

[c]"Another role" includes examples such as a cultural teacher and elementary school language teacher.

Table D.7. Characteristics of storytelling in children's classrooms

	Unweighted total sample size (n)	Weighted percentage of children
Listen to a teacher, aide, volunteer, or elder tell a story	373	
Never		7.1
Once a month or less		6.5^
Two or three times a month		0.4^
Once or twice a week		18.0^
Three or four times a week		8.2^
Every day		59.9
Among those that listen to a teacher, aide, volunteer, or elder tell a story, storytelling format[a]	361	
Informal		67.1
Formal		62.7
Among those that listen to a teacher, aide, volunteer, or elder tell a story, language of storytelling[b]	361	
English		96.1
Native language		38.0
Spanish		0.5^
Another language		0.0

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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

[a]Teachers could select all formats that applied.

[b]Teachers could select all languages that applied.

Table D.8. Culture and Native language exposure in children's classrooms and centers

	Unweighted total sample size (n)	Weighted percentage of children
Children's classrooms		
Children's lead teacher speaks a language other than English	356	
Yes		19.2
No		80.8
Among children's lead teachers who speak a language other than English, speak a Native language	79	
Yes		96.4
No		3.6
Language that is always or usually spoken to child in home is used for children's classroom instruction[a]	87	
Yes		82.8
No		17.2^
Percentage of children in classroom who speak a language other than English[b]	270	
0 to 24 percent		82.8
25 to 49 percent		0.0
50 to 74 percent		2.9^
75 to 100 percent		14.3^
Language(s) used for instruction[c]	373	
English		91.1
Native language(s)		27.1^
Spanish		11.8
Another language		0.0
Language(s) used when reading to children[c]	373	
English		91.1
Native language(s)		27.1^
Spanish		11.8
Another language		0.0
Language(s) used in printed classroom material[c]	373	
English		97.5
Native language(s)		17.5^
Spanish		14.9
Another language		0.0
Among children's classrooms that are not full immersion,[d] classroom has Native language lessons	343	
Yes		55.5
No		44.5

Table D.8 *(continued)*

	Unweighted total sample size (n)	Weighted percentage of children
Among classrooms that are not full immersion[d] and have Native language lessons, how often children receive Native language instruction or lessons	248	
Daily		62.3
3 – 4 times a week		22.3^
1 – 2 times a week		15.4^
Less than once a week		0.0
Staff speak English language for instruction[e]	359	
Lead teacher		100.0
Assistant teacher		46.0
Classroom aide		60.7
Volunteer/non-staff		11.6^
Cultural/language elder or specialist		30.7
Staff speak Native language(s) for instruction[e]	118	
Lead teacher		73.4
Assistant teacher		76.7
Classroom aide		9.7^
Volunteer/non-staff		8.5^
Cultural/language elder or specialist		85.4
Staff speak Spanish language of instruction[e]	29	
Lead teacher		100.0
Assistant teacher		75.3
Classroom aide		0.0
Volunteer/non-staff		0.0
Cultural/language elder or specialist		0.0
Native language lessons taught by[e]	248	
Lead teacher		71.3
Assistant teachers		50.0^
Paid aides		0.0
Cultural/language elder or specialist		48.5
Another Native language lesson teacher		0.0
Children's centers		
Children's center serves children or families who speak a language other than English at home	493	
Yes		52.6
No		47.4
Among centers serving children or families who speak a language other than English at home, any languages of center staff and families match	163	
Yes		31.4
No		68.6

Source: Spring 2022 Teacher Survey and Center Director 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

Table D.8 *(continued)*

(2) nonresponse to the data collection instruments. 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 12 for more information.

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

[a]The study based this characteristic on the teacher's report of the language(s) used for instruction in the classroom, as well as the parent's report of the language that is always or usually spoken to the child at home in the Spring 2022 Parent Survey. The sample size includes children whose parents consented to participate in the Study and whose teachers completed a teacher survey.

[b]The small sample size is due to item nonresponse. Because teacher survey data is analyzed at the child level, a small amount of item nonresponse in the teacher survey can lead to large changes in the number of children with valid data on the construct.

[c]Children's lead teachers could select all languages that applied.

[d]Full immersion" classrooms use only a Native language for all interactions and activities every day, without using English or another language.

[e]Children's lead teachers could select all types of teaching staff that applied. Sample sizes include children whose teachers reported that at least one type of teaching staff spoke the language. Teachers were also asked to report whether teaching staff spoke other languages of instruction, however no teaching staff spoke other languages.

Table D.9. How often children and children's lead teachers used Native language in children's classrooms, among classrooms that are not full immersion classrooms[a]

	Unweighted total sample size (n)	Weighted percentage of children
Children speak a Native language in class	343	
Daily		36.8
3 – 4 times a week		15.8^
1 – 2 times a week		6.5^
Less than once a week		40.9
Children's lead teachers speak a Native language in class	343	
Daily		45.9
3 – 4 times a week		9.7^
1 – 2 times a week		4.0^
Less than once a week		40.4
Children and teachers converse together in a Native language	343	
Daily		20.3^
3 – 4 times a week		8.1^
1 – 2 times a week		11.0^
Less than once a week		60.5
Children incorporate Native language words into English sentences	343	
Always		0.5^
Sometimes		24.7^
Rarely		28.8
Never		46.0
Children speak full sentences in a Native language	343	
Always		0.0
Sometimes		7.4^
Rarely		15.4^
Never		77.2
Children's classroom has Native language lessons	343	
Yes		55.5
No		44.5
Among children's classrooms with Native language lessons, length of lessons[b]	248	
More than 20 minutes		4.4^
16 – 20 minutes		5.2^
11 – 15 minutes		31.4^
5 – 10 minutes		46.9
Less than 5 minutes		12.0^

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

Table D.9 *(continued)*

All study data, including data reported from staff surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers, center directors, or program directors. See page 14 for more information about how to interpret data from staff surveys.

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Spring 2022 data were collected from April 2022 to July 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]"Full immersion" classrooms use only a Native language for all interactions and activities every day, without using English or another language. This table includes the 97 percent of children whose classrooms are not full immersion classrooms.

[b]The number of children's classrooms with Native language lessons includes all children who received any lessons. Children received Native language instructions or lessons either daily (62 percent), 3 to 4 times a week (22 percent), or 1 to 2 times a week (15 percent); see Table D.8.

Table D.10. Cultural curricula, assessment tools, and activities used in children's classrooms and programs

	Unweighted total sample size (n)	Weighted percentage of children
Children's classroom uses cultural curriculum	373	
Yes		30.6
No		69.4
Children's classroom uses locally designed tool to assess Native language development	373	
Yes		33.6
No		66.4
Children's classroom approach to cultural and language activities[a]	373	
Integrate throughout the day		60.4
Offer separate cultural activities/areas within the classroom		16.4
Conduct a pull-out program		0.0
Use a combination of the above		2.4^
No activities offered as part of the classroom day		17.8
Full immersion classroom[b]		2.9^
Children's program has used the Making It Work framework[c]	721	
Yes, for all classrooms		45.4
Yes, for some classrooms		1.1^
No		53.6
Among programs using the Making It Work framework, what it has been used to develop	240	
New activities to add into existing curriculum		97.7
New approaches for classroom activity planning		2.3
A new curriculum		0.0
New approaches for developing student goals and plans		0.0
New approaches for monitoring and assessing children's progress		0.0
Another use		0.0
A combination of the above		0.0

Source: Spring 2022 Teacher Survey and Program Director Survey.

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

[a]Teachers could select all activities that applied.

Table D.10 *(continued)*

[b]Responses for full immersion classrooms are not counted towards other cultural and language activity responses.
[b]Making It Work is a resource developed by the National Center on Early Childhood Development, Teaching, and Learning to help programs connect cultural practices into their existing curriculum.

Table D.11. Level of immersion and Native language use in children's programs

	Unweighted total sample size (n)	Weighted percentage of children
Immersion and Native language use in children's programs[a]	721	
Teachers use Native words in the classroom		84.5
Structured Native language lessons (Basic Language)		29.4
Partial immersion (Native language used approximately 50 percent or more of the time; all classrooms)		9.3^
Partial immersion (Native language used approximately 50 percent or more of the time; some classrooms)		0.0
Full immersion (some classrooms)		0.0
Full immersion (all classrooms)		0.0
None of these		1.1^
Another use[b]		1.7^
Among children's programs that are not full or partial immersion, program has ever had a full or partial Native language immersion program	659	
Yes		53.1
No		46.9
Among children's programs that are no longer using a Native language immersion program, reason why[c]	234	
No teachers speak the language		74.4
No fluent speakers available in the community		0.0
No fluent speakers with training to teach language		0.0
Limited support or interest from parents or the community		0.0
Another reason[d]		19.7

Source: Spring 2022 Program Director Survey.

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

[a]Program directors could select all immersion levels and Native language use that applied.

[b]"Another use" includes examples such as instruction from visiting mentors.

[c]Program directors could select all reasons that applied.

[d]"Another reason" includes examples such as a discontinued pilot program.

Table D.12. How often children's centers used cultural activities during the Head Start year

	Unweighted total sample size (n)	Weighted percentage of children					
		Daily	Weekly	Monthly	Yearly	Never	Not appropriate in community
Types of cultural activities in children's centers							
Listening to elders or cultural knowledge holders tell traditional stories[a]	477	0.0	6.7^	19.8^	50.1	23.4	0.0
Participating in traditional activities, including gathering/preparing food, hunting, fishing, planting, and harvesting	493	0.0	0.0	10.9^	62.0	27.1^	0.0
Observing or listening to presentations about gathering/preparing food, hunting, fishing, planting, and harvesting	493	0.0	2.4	8.5^	23.2^	65.9	0.0
Participating in some aspect of a community's social dancing, singing, or drumming traditions during the Head Start day	493	0.0	6.3^	16.3^	25.4	52.0	0.0
Participating in a program event outside the Head Start day that includes traditional dancing, singing, or drumming	493	0.0	0.0	7.6^	65.9	26.5	0.0
Participating in traditional craft making activities, such as beading, weaving, or making pottery, jewelry, or dance regalia	493	0.0	0.0	20.3^	52.0	27.7	0.0
Observing or participating in a traditional cultural game	493	0.0	0.0	5.4^	47.2	41.7	5.7^

	Unweighted total sample size (n)	Weighted percentage of children
Number of types of cultural activities in children's centers (categories)[b]	477	
0		11.1
1		0.0
2		8.3^
3		9.9^
4		5.3^
5		37.7
6		10.4^
7		17.3^

Table D.12 *(continued)*

	Unweighted total sample size (n)	Weighted percentage of children
Children's centers had at least one type of cultural activity[b]	477	
Yes		88.9
No		11.1

	Unweighted total sample size (n)	Weighted mean	Reported range[c]
Number of types of cultural activities in children's centers	477	4.4	0-7

Source: Spring 2022 Center Director Survey.

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[a]The smaller sample size is due to item nonresponse. Because center director survey data is analyzed at the child level, a small amount of item nonresponse in the center director survey can lead to large changes in the number of children with valid data on the construct.

[b]The number of types of activities in children's centers includes activities reported yearly or more often.

[c]The possible range is 0 to 7 activities.

Table D.13. Supports for parent engagement in children's Native language and learning used by children's centers[a]

	Weighted percentage of children (unweighted n=333)[b]
Sending home flyers about the words and phrases children are learning	86.9
Offering language lessons to parents	34.0^
Offering single events or workshops about the Native language and Native language learning (for example, family nights)	27.8^
Sending home language curriculum materials (for example, curriculum manuals)	22.8^
Sharing multimedia such as CDs or videos with language resources (for example, audio or video of the language being spoken)	15.8^
Language communities	1.5^
Another support	0.0

Source: Spring 2022 Center Director Survey.

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

[a]Center directors could select all supports that applied.

[b]This table excludes the 57 percent of children whose centers do not have Native language lessons.

Table D.14. Resources used by children's programs to help implement Native language and culture activities

	Unweighted total sample size (n)	Weighted percentage of children
Children's program has used resources from the Office of Head Start National Centers[a]	721	
Yes		10.6^
No		89.4
Among programs that have used resources from the Office of Head Start National Centers, resources used[b]	140	
A Report on Tribal Language Revitalization in Head Start and Early Head Start		89.7
15-Minute In-Service Suites		10.3
Head Start Cultural and Linguistic Responsiveness Resource Catalogue		10.3
Another resource from the National Center(s)[c]		89.7

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

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

[a]The Office of Head Start National Centers include the National Center on Early Childhood Development, Teaching, and Learning; National Center on Health, Behavioral Health, and Safety; National Center on Parent, Family, and Community Engagement; and National Center on Program Management and Fiscal Operations.

[b]Program directors could select all resources that applied.

[c]"Another resource" includes examples such as webinars.

SECTION E

CHARACTERISTICS OF CHILDREN'S CLASSROOMS AND LEAD TEACHERS

Return to description of Section E topics and composites

Table E.1. Number of children's lead teachers, assistant teachers, and paid aides in children's classrooms

	Unweighted total sample size (n)	Weighted mean number of staff in children's classrooms	Weighted mean number of AIAN staff in children's classrooms[b]
Lead teachers[a]	373	1.5	0.6
Assistant teachers	373	1.0	0.8
Paid aides	334	0.6	0.3^

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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

[a]The study defines "lead teacher" as the head or primary teacher in the classroom.

[b]Lead teachers reported how many staff members were American Indian or Alaska Native (AIAN).

Table E.2. Daily time used for instructional groups in children's classrooms on a typical day

	Unweighted total sample size (n)	Weighted percentage of children				
		No time	Half hour or less	About one hour	About two hours	Three hours or more
Teacher-directed activities						
Whole class	373	0.0	58.5	29.6	11.2	0.7^
Small group	373	0.0	78.7	8.3	13.0	0.0
Individual	367	18.1	69.8	12.1^	0.0	0.0
Child-selected activities	373	2.4^	9.1^	22.2	31.9	34.4

Source: Spring 2022 Teacher Survey.

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Table E.3. How frequently children did reading and language activities in children's classrooms

	Unweighted total sample size (n)	Weighted percentage of children			
		Never	Monthly	Weekly	Daily or almost daily
Work on letter naming	373	0.0	2.9^	3.1^	94.0
Listen to a teacher, aide, or volunteer read stories where they see the print	373	0.0	0.0	6.1^	93.9
Write own name	373	0.0	0.0	16.1^	83.9
Discuss new words	373	0.0	5.7^	10.4^	83.9
Learn about conventions of print	373	0.0	7.1^	13.4^	79.5
Work on letter-sound relationships	373	0.0	10.5^	12.3^	77.2
Practice writing letters	373	0.0	6.0^	23.7	70.3
Listen to a teacher, aide, or volunteer read stories where they don't see the print	373	21.4^	4.5^	5.2^	68.9
Learn about common prepositions	373	0.0	5.0^	26.9	68.1
Dictate stories to a teacher, aide, or volunteer	373	0.0	18.0	15.8	66.1
Retell stories	373	0.0	20.5	22.6	56.9
Learn about rhyming words and word families	373	0.5^	14.4^	47.4	37.7

Source: Spring 2022 Teacher Survey.

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Table E.4. How frequently children did math activities in children's classrooms

	Unweighted total sample size (n)	Weighted percentage of children			
		Never	Monthly	Weekly	Daily or almost daily
Count out loud	373	0.0	2.6^	0.0	97.4
Work with geometric manipulatives	373	0.0	9.1^	14.3^	76.6
Engage in calendar-related activities	373	3.9^	4.7^	19.3	72.0
Engage in activities that involve shapes and patterns	373	0.0	12.9^	20.7^	66.3
Work with counting manipulatives	373	0.0	12.9^	23.4	63.8
Work on comparing quantities	373	0.0	14.5^	29.2^	56.3
Engage in activities related to telling time	373	11.9^	26.3	12.4	49.4
Work on ordinal numbers	373	0.0	22.7^	33.4	43.9
Play math-related games	373	0.0	22.6^	36.7	40.8
Work with rulers or other measuring instruments	363	0.0	34.9^	27.2	37.9
Use 10 frames to help teach math concepts	373	17.6^	35.9	31.3	15.1

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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

Table E.5. How frequently children work on activities each week in children's classrooms in a typical week

	Unweighted total sample size (n)	Weighted percentage of children				
		Never	Less than once a week	1-2 times a week	3-4 times a week	Daily
Language Arts and Literacy	356	0.0	0.0	5.3^	13.7^	81.0
Math	373	0.0	0.0	5.2^	18.9	75.9
Arts, such as painting with berries or creating dream catchers	356	1.2^	3.7^	4.6	18.6	72.0
Science	373	0.0	0.5^	22.2	36.3	41.1
Social Studies	373	0.0	0.9^	24.4	41.8	32.9

Source: Spring 2022 Teacher Survey.

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Table E.6. Children's lead teachers' rating of children's group behavior in class[a]

	Weighted percentage of children (unweighted n=373)
The group misbehaves very frequently and is almost always difficult to handle	0.0
The group misbehaves frequently and is often difficult to handle	16.9^
The group misbehaves occasionally	18.9^
The group behaves well	41.7
The group behaves exceptionally well	22.4

Source: Spring 2022 Teacher Survey.

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The unweighted sample size identifies the number of children with valid data on the construct. 34 teachers (representing 373 children) completed a teacher survey.

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[a]The study defines lead teacher as the head or primary teacher in the classroom.

Table E.7. Types of curricula and assessment tools used in children's classrooms in the current program year

	Unweighted total sample size (n)	Weighted percentage of children
Primary curriculum[a]	356	
Creative Curriculum		54.4
HighScope Curriculum		26.3
Widely available curriculum[b]		4.4^
Uses multiple curricula equally		3.0^
Locally designed curriculum		0.0
Another primary curriculum[c]		2.8
Don't know or don't use a specific curriculum		9.1
Primary assessment tool	373	
Teaching Strategies GOLD assessment[d]		62.7
HighScope Child Observation Record (COR)		0.0
Desired Results Developmental Profile (DRDP)		0.0
Galileo		0.0
Learning Accomplishment Profile Screening (LAP)		0.0
Locally designed tool		0.0
Another primary assessment tool[e]		36.6
Did not use a child assessment tool		0.7^
Among children's classrooms using a curriculum with an available aligned assessment tool, classroom used aligned curriculum and assessment tool[f]	308	
Yes		64.2
No		35.8

Source: Spring 2022 Teacher Survey.

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[a]Table D.10 reports on the use of cultural curricula in children's classrooms.

Table E.7 *(continued)*

[b]"Widely available" curricula are those that have printed materials available for use and information on their specific goals (other than Creative Curriculum and HighScope). In some cases, research on the efficacy of the curriculum is available (such as for High Reach, Let's Begin with the Letter People, Montessori, Bank Street, Creating Child Centered Classrooms-Step by Step, and Scholastic). Examples of "widely available" curricula include Opening the World of Learning (OWL).

[c]Children's lead teachers did not specify examples of "another primary curriculum."

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

[e]"Another primary assessment tool" includes examples such as Opening the World of Learning (OWL).

[f]Aligned assessment tools are available for Creative Curriculum, HighScope, Montessori, and Galileo.

Table E.8. Types of support children's lead teachers received to use their primary curriculum in the current program year[a]

	Unweighted total sample size (n)	Weighted percentage of children[b]
Types of supports children's lead teachers received to use their primary curriculum[c]	359	
Help understanding the curriculum		66.1
Refresher training on the curriculum		54.9
Help implementing the curriculum		47.5
Help planning curriculum-based activities		34.7
Help individualizing the curriculum for children		29.6
Opportunities to observe someone implementing the curriculum		29.1
Feedback on implementing the curriculum		16.2^
Help identifying and/or receiving additional resources to expand the scope of the curriculum and activities		9.9^
Help implementing the curriculum for children with special needs		1.2^
Help adapting the curriculum to their cultural context		1.2^
Feedback about the results of a checklist about how they use the curriculum		0.4^
Another support[d]		4.2
No supports		27.9
Among lead teachers who received supports to use the primary curriculum, who provided support[e]	297	
Staff or consultant(s) from curriculum developers/certified trainers (e.g., HighScope, Teaching Strategies, Montessori, etc.)		42.2^
Other Head Start teachers in program		35.8
Supervisor or education coordinator		31.3
Mentor or master teacher		24.6^
Head Start state Training and Technical Assistance (T/TA) provider		10.3^
Staff from another Head Start Program		7.4^
Head Start American Indian and Alaska Native T/TA provider		2.5^
Cultural/language elder or specialist		0.0
Professors or instructors from a school of education at a college or university		0.0
Professors or instructors from a school other than the school of education at a college or university		0.0
Tribal College, university, or community college faculty contributing to early childhood education and programs		0.0
Another staff or trainer[f]		9.1^

Table E.8 *(continued)*

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[a]The study defines “lead teacher” as the head or primary teacher in the classroom.

[b]Percentages reflect children of lead teachers who indicated using a specific curriculum or combination of curricula. We exclude 3 percent of lead teachers who reported they do not use or do not know if they use specific curriculum or combination of curricula.

[c]Children’s lead teachers could select all types of supports that applied.

[d]Children’s lead teachers did not specify examples of “another support.”

[e]Children’s lead teachers could select all people who provided supports that applied.

[f]“Another staff or trainer” includes examples such as an educational specialist.

Table E.9. Whether children's lead teachers received mentoring, from whom, and how often in the current program year[a]

	Unweighted total sample size (n)	Weighted percentage of children
Children's lead teacher had a mentor or coach	373	
Yes		20.3^
No		79.7
Among lead teachers who had a mentor or coach, mentoring was usually conducted by	109	
Education coordinator or specialist		61.5
Center director/manager		11.1
Another teacher		11.1
Program director		6.6^
Program or center staff person who is a full-time mentor or coach		5.4^
A cultural/language elder or specialist		0.0
Another specialist on the program or center staff		0.0
Someone from outside the program		0.0
Another mentor or coach[b]		4.5^
Among lead teachers who had a mentor or coach, how often the mentor visited the classroom	109	
Once a week or more		34.7
Once every two weeks		0.0
Once a month		11.1
Less than once a month		54.2

	Unweighted total sample size (n)[c]	Weighted mean	Reported range
Among lead teachers who had a mentor or coach, how long the mentor or coach stayed in the classroom when visiting (in minutes)	49	39.3	10-60

Source: Spring 2022 Teacher Survey.

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[b]"Another mentor or coach" includes examples such as a master teacher.

Table E.9 *(continued)*

[c]The unweighted sample size excludes 40 percent of lead teachers who selected a “don’t know” response to the number of minutes the mentor or coach stayed in the class.

Table E.10. Professional development supports that children's lead teachers participated in or received in the past year[a]

	Unweighted total sample size (n)	Weighted percentage of children
Regular meetings with supervisors to talk with them about work and progress	373	
Yes		45.5
No		54.5
Don't know		0.0
Support/funding to attend regional, state, or national early childhood conferences	356	
Yes		59.8
No		36.5
Don't know		3.7^
Paid substitutes to allow teacher time to prepare, train, and/or plan	356	
Yes		11.8
No		82.1
Don't know		6.1^
Mentoring or coaching	356	
Yes		52.1
No		47.9
Don't know		0.0
Workshops/trainings sponsored by the program	373	
Yes		72.8
No		27.2
Don't know		0.0
Workshops/trainings provided by other organizations	356	
Yes		60.4
No		32.8
Don't know		6.8^
Visits to other classrooms or centers	356	
Yes		14.4^
No		84.3
Don't know		1.2^
A community of learners, also called a peer learning group (PLG) or professional learning community (PLC), facilitated by an expert	356	
Yes		17.4^
No		71.3
Don't know		11.2^
Time during the regular work day to participate in Office of Head Start Training and Technical Assistance (T/TA) webinars	356	
Yes		29.7
No		66.6
Don't know		3.7^

Table E.10 *(continued)*

	Unweighted total sample size (n)	Weighted percentage of children
Tuition assistance	356	
Yes		27.9^
No		67.4
Don't know		4.6^
Onsite associate or bachelor's courses	356	
Yes		13.2^
No		72.8
Don't know		13.9
Collaboration/joint trainings with other tribal services/offices	356	
Yes		22.7
No		63.4
Don't know		13.9^
Cultural or language training	356	
Yes		21.6
No		67.6
Don't know		10.8^
Technical or training activities with American Indian and Alaska Native T/TA specialists	373	
Yes		17.6
No		49.8
Don't know		32.6
T/TA related to culture from the Administration for Native Americans (ANA) or another organization	373	
Yes		16.2
No		64.5
Don't know		19.3
Another support	106	
Yes		0.0
No		36.8
Don't know		63.2

Source: Spring 2022 Teacher Survey.

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[a]The study defines “lead teacher” as the head or primary teacher in the classroom.

Table E.11. Children's lead teacher-reported supports that programs offered for staff wellness and overall well-being, and whether children's lead teachers used the supports in the past year[a]

	Children's lead teacher-reported supports that programs offered for staff wellness and overall well-being		Among programs that offered supports, children's lead teachers used or received the supports	
	Unweighted total sample size (n)	Weighted percentage of children	Unweighted total sample size (n)	Weighted percentage of children
Regular check-ins with supervisor, coach or mentor, or center or program leadership	373		257	
Yes		65.2		88.4
No		29.4		11.6^
Don't know		5.4^		0.0
Professional mental health consultations	373		129	
Yes		37.7		24.4
No		53.8		75.6
Don't know		8.4^		0.0
Virtual or in-person staff social events	373		204	
Yes		54.3		95.6
No		44.2		4.4^
Don't know		1.6^		0.0
Resources to support staff's personal health and safety	373		360	
Yes		99.7		100.0
No		0.3^		0.0
Don't know		0.0		0.0
Resources to support physical health	373		128	
Yes		22.6^		100.0
No		69.0		0.0
Don't know		8.4^		0.0

Table E.11 *(continued)*

	Children's lead teacher-reported supports that programs offered for staff wellness and overall well-being		Among programs that offered supports, children's lead teachers used or received the supports	
	Unweighted total sample size (n)	Weighted percentage of children	Unweighted total sample size (n)	Weighted percentage of children
Resources or programs to support self-care	373		186	
Yes		49.6		75.6
No		41.8		24.4^
Don't know		8.6^		0.0
Flexible hours scheduling	373		192	
Yes		58.2		100.0
No		38.2		0.0
Don't know		3.6^		0.0
Supports for a physically and mentally safe work environment	373		251	
Yes		81.1		92.6
No		11.2^		7.4^
Don't know		7.7^		0.0
Opportunities to take breaks during the day	373		261	
Yes		72.3		72.1
No		27.2^		27.9
Don't know		0.5^		0.0
Training or resources on secondary traumatic stress	373		145	
Yes		40.7		96.0
No		40.1		4.0^
Don't know		19.2		0.0
Counseling resources or referrals to Employee Assistance Programs	373		164	
Yes		29.9		45.8
No		29.3		54.2
Don't know		40.8		0.0

Table E.11 *(continued)*

	Children's lead teacher-reported supports that programs offered for staff wellness and overall well-being		Among programs that offered supports, children's lead teachers used or received the supports	
	Unweighted total sample size (n)	Weighted percentage of children	Unweighted total sample size (n)	Weighted percentage of children
Additional floaters or support staff	373		137	
Yes		54.1		98.7
No		36.0		1.3
Don't know		9.9^		0.0
Permanent wage or salary increase	373		168	
Yes		52.3		100.0
No		24.9		0.0
Don't know		22.7		0.0
Additional paid leave	373		171	
Yes		48.2		89.5
No		22.9		10.5^
Don't know		28.9		0.0
Bonuses or other monetary incentives	373		132	
Yes		43.1		65.9
No		27.8		34.1
Don't know		29.1		0.0
Increase in other employee benefits (for example, health insurance)	373		120	
Yes		41.4		62.4
No		27.6		37.6
Don't know		31.0		0.0
Another support	50		0	
Yes		0.0		n.a.
No		46.4		n.a.
Don't know		53.6		n.a.

Source: Spring 2022 Teacher Survey.

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Table E.11 *(continued)*

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n.a. = not applicable.

[a]The study defines “lead teacher” as the head or primary teacher in the classroom.

Table E.12. Whether children's lead teachers felt the staff wellness and overall well-being supports offered by programs in the past year were convenient[a]

	Unweighted total sample size (n)	Weighted percentage of children
Supports for staff wellness and overall well-being were offered at a convenient location	373	
Yes		87.4
No		12.6^
Supports for staff wellness and overall well-being were offered at a convenient time	373	
Yes		71.9
No		28.1

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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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. 34 teachers (representing 373 children) completed a teacher survey.

Spring 2022 data were collected from April 2022 to July 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 study defines "lead teacher" as the head or primary teacher in the classroom.

Table E.13. The extent to which children's lead teachers felt the staff wellness and overall well-being supports they received from programs in the past year met their needs[a]

	Percentage of children (unweighted n=366)
Strongly agree	20.2
Agree	40.3
Disagree	21.3
Strongly disagree	18.2

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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The unweighted sample size identifies the number of children with valid teacher survey data on the construct. 34 teachers (representing 373 children) completed a teacher survey.

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[a]The study defines "lead teacher" as the head or primary teacher in the classroom.

Table E.14. Staff wellness and overall well-being supports that would have been useful in the past year but were not offered by children's lead teachers' programs[a]

	Unweighted total sample size (n)	Weighted percentage of children
Supports for staff wellness and overall well-being would have been useful to children's lead teachers but were not offered by their program	356	
Yes		42.4
No		57.6
Among lead teachers whose programs did not offer supports for staff wellness and overall well-being, supports that would have been useful[b]	135	
Resources or programs to support self-care		69.9
Resources to support physical health		69.0
Virtual or in-person staff social events		58.3
Permanent wage or salary increase		52.4
Bonuses or other monetary incentives		49.5
Training or resources on secondary traumatic stress		48.8^
Opportunities to take breaks during the day		42.1
Counseling resources or referrals to Employee Assistance Programs		38.3
Regular check-ins with supervisor, coach or mentor, or center or program leadership		38.3
Professional mental health consultations		35.2
Additional floaters or support staff		34.4^
Supports for a physically and mentally safe work environment		27.7^
Resources to support staff's personal health and safety		23.2^
Flexible hours scheduling		21.6^
Additional paid leave		14.5^
Increase in other employee benefits		5.8^
Another support		0.0

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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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. 34 teachers (representing 373 children) completed a teacher survey. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

Table E.14 *(continued)*

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

[a]The study defines “lead teacher” as the head or primary teacher in the classroom.

[b]Children’s lead teachers could select all supports that applied.

Table E.15. Whether children's lead teachers received training on providing trauma-informed care in the past year and who provided the training[a]

	Unweighted total sample size (n)	Weighted percentage of children
Children's lead teacher received training on providing trauma-informed care in the past year	373	
Yes		29.4
No		70.6
Among lead teachers who received training on providing trauma-informed care in the past year, who provided the training[b]	121	
Program's health or disability coordinator		22.5^
Head Start regional Training and Technical Assistance provider		22.4^
Behavior specialist		11.4^
Counselor or therapist		11.4^
Mentor or master teacher in the program		1.3^
Other Head Start teachers in the program		1.3^
Staff from another Head Start program		1.3^
LEA special education staff		0.0
Professors or instructors from a college or university		0.0
Psychologist		0.0
Social worker		0.0
Another trainer[c]		47.8^

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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

LEA = local educational agency.

[a]The study defines "lead teacher" as the head or primary teacher in the classroom.

[b]Lead teachers could select all types of trainers that applied.

[c]"Another trainer" includes examples such as staff at professional development organizations.

Table E.16. How often children's lead teacher met with parents to discuss child progress or status in the past year[a]

	Unweighted total sample size (n)	Weighted percentage of children
How often children's lead teacher met with parents to discuss the progress or status of a child in their classroom with developmental concerns	373	
Never		0.0
Once every 6 months or less often		0.0
Once every 2 to 6 months		28.8
Once a month		31.3
More than once a month		35.0
No concerns with any children in class		5.0^
How often children's lead teacher met with parents to discuss the progress or status of a child in their classroom without developmental concerns	373	
Never		0.0
Once every 6 months or less often		0.0
Once every 2 to 6 months		74.7
Once a month		12.2^
More than once a month		13.2^

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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

[a]The study defines "lead teacher" as the head or primary teacher in the classroom.

Table E.17. Children's lead teachers' views about how programs supported interactions between staff and parents[a]

	Unweighted total sample size (n)	Weighted percentage of children
Promoted cooperation between Head Start staff and parents	373	
Strongly disagree		2.5^
Disagree		0.0
Neither agree nor disagree		9.3
Agree		59.1
Strongly agree		29.0
Ensured that parents do not feel isolated	373	
Strongly disagree		2.5^
Disagree		5.5^
Neither agree nor disagree		11.0
Agree		44.7
Strongly agree		36.2
Encouraged parents to supplement classroom learning at home	373	
Strongly disagree		5.4^
Disagree		0.0
Neither agree nor disagree		10.8^
Agree		39.4
Strongly agree		44.3
Supported staff in their efforts to engage parents	373	
Strongly disagree		2.5^
Disagree		11.7
Neither agree nor disagree		8.3^
Agree		53.8
Strongly agree		23.7

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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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. 34 teachers (representing 373 children) completed a teacher survey.

Spring 2022 data were collected from April 2022 to July 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 study defines "lead teacher" as the head or primary teacher in the classroom.

Table E.18. Children's lead teachers' teaching experience, credentials, and education[a]

	Unweighted total sample size (n)	Weighted percentage of children
Years teaching in Head Start or Early Head Start	585	
Less than 1 year		5.9^
1 to 2 years		7.9^
3 to 4 years		9.0^
5 to 9 years		24.1
10 or more years		53.0
Highest level of education[b]	358	
High school diploma, its equivalent, or less		0.5^
Some college or a vocational or technical program after high school		19.3^
Associate's degree		32.4
Bachelor's degree		47.8
Graduate or professional degree		0.0
Among lead teachers with a bachelor's degree or higher, teacher has any state-sponsored credential	242	
Yes		5.8
No		94.2
Has taken 6 or more college courses in early childhood education or child development	533	
Yes		98.0
No		2.0^
Has Child Development Associate (CDA)	585	
Yes		48.7
No		51.3
Has teaching certificate or license for preschool[c]	585	
Yes		12.1^
No		66.0
Don't know		22.0^
Has teaching certificate or license for grades other than preschool[c]	585	
Yes		11.2^
No		80.6
Don't know		8.2^
Has any of the above state-sponsored credentials	529	
Yes		65.6
No		34.4^

Source: Fall 2021 and Spring 2022 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 data collection instruments. 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 12 for more information.

Table E.18 *(continued)*

All study data, including data reported from staff surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers, center directors, or program directors. See page 14 for more information about how to interpret data from staff 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. 52 teachers (representing 585 children) completed a teacher survey in spring 2022 and/or fall 2021, and 34 teachers (representing 373 children) completed a teacher survey in spring 2022.

Fall 2021 data were collected from November 2021 to January 2022 and Spring 2022 data were collected from April 2022 to July 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 study defines “lead teacher” as the head or primary teacher in the classroom.

[b]“Highest level of education” data are from the spring 2022 teacher survey.

[c]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 E.19. Children's lead teachers' salaries[a]

	Unweighted total sample size (n)[b]	Weighted percentage of children
Annual lead teacher salaries (categories)	193	
$30,000 or less		43.1
$30,001 – $35,000		3.6^
$35,001 – $45,000		37.0
More than $45,000		16.2^

	Unweighted total sample size (n)	Weighted mean	Reported range
Annual lead teacher salaries[c]	193	$34,862	$21,000-55,000

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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Spring 2022 data were collected from April 2022 to July 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 study defines lead teacher as the head or primary teacher in the classroom.

[b]The small sample sizes are due to item nonresponse. Because teacher survey data is analyzed at the child level, a small amount of item nonresponse in the teacher survey can lead to large changes in the number of children with valid data on the construct.

[c]To lessen the effect of extremely low and extremely high salaries, we set the minimum and maximum teacher salaries to the 10th and 90th percentile values of the data distribution, respectively.

Table E.20. Children's lead teachers' total depressive symptoms scores[a,b]

	Unweighted total sample size (n)	Weighted percentage of children
Total depressive symptoms score (categories)	373	
No to few (0 to 4)		66.3
Mild (5 to 9)		16.6^
Moderate (10 to 14)		1.9^
Severe (15 to 36)		15.2

	Unweighted total sample size (n)	Weighted mean	Reported range[c]
Total depressive symptoms score	373	6.3	0-32

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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

[a]The study defines "lead teacher" as the head or primary teacher in the classroom.

[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). 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]Possible scores range from 0 to 36.

Table E.21. Children's lead teachers' total anxiety symptoms scores[a,b]

	Unweighted total sample size (n)	Weighted percentage of children
Total anxiety symptoms score (categories)	373	
Minimal (0 to 4)		73.8
Mild (5 to 9)		13.1^
Moderate (10 to 14)		4.2
Severe (15 to 21)		8.9

	Unweighted total sample size (n)	Weighted mean	Reported range[c]
Total anxiety symptoms score	373	4.3	0-20

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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

[a]The study defines "lead teacher" as the head or primary teacher in the classroom.

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

[c]Possible scores range from 0 to 21.

Table E.22. Children's lead teachers' self-rated general health[a]

	Weighted percentage of children (unweighted n=373)
Excellent	11.4
Very good	7.9^
Good	62.5
Fair	18.1
Poor	0.0
Don't know	0.0

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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[a]The study defines "lead teacher" as the head or primary teacher in the classroom.

Table E.23. How children's lead teachers felt at work during the past week[a]

	Unweighted total sample size (n)	Weighted percentage of children
Overwhelmed	373	
Rarely or never		38.3
Some or a little		33.2
Occasionally or moderately		11.2
Most or all the time		17.4^
Frustrated	373	
Rarely or never		39.2
Some or a little		39.3
Occasionally or moderately		5.6^
Most or all the time		16.0^
Not feeling valued or supported	373	
Rarely or never		58.5
Some or a little		22.1
Occasionally or moderately		8.1^
Most or all the time		11.2

	Unweighted total sample size (n)	Weighted mean
Children's lead teachers' feelings at work[b]	373	1.9

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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

[a]The study defines "lead teacher" as the head or primary teacher in the classroom.

[b]"Children's lead teachers' feelings at work" is 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.

[c]Possible scores range from 1 to 4.

Table E.24. Children's lead teachers' job-related stress[a]

	Unweighted total sample size (n)	Weighted percentage of children
Was under too many pressures to do job effectively	373	
Strongly disagree		35.4
Disagree		13.4^
Neither agree nor disagree		21.3
Agree		27.2^
Strongly agree		2.7^
Felt staff members often showed signs of stress and strain	373	
Strongly disagree		19.0
Disagree		20.8
Neither agree nor disagree		7.8^
Agree		38.2
Strongly agree		14.2^
Felt the heavy workload at this center reduced effectiveness	373	
Strongly disagree		19.0
Disagree		21.0
Neither agree nor disagree		30.8
Agree		21.1^
Strongly agree		8.0
Felt staff frustration was common at this center	373	
Strongly disagree		25.6
Disagree		25.5
Neither agree nor disagree		10.3
Agree		23.7
Strongly agree		14.9^

	Unweighted total sample size (n)	Weighted mean	Reported range[c]
Children's lead teachers' job-related stress[b]	373	27.8	10-50

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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Table E.24 *(continued)*

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

[a]The study defines “lead teacher” as the head or primary teacher in the classroom.

[b]Lead teachers’ job-related stress is the mean of the four items shown in the top of the table. Items are adapted from the Survey of Organizational Functioning (SOF) Stress subset (Institute of Behavioral Research 2005). Higher scores indicate higher job-related stress.

[c]Possible scores range from 10 to 50.

Table E.25. Children's lead teachers' job satisfaction[a]

	Unweighted total sample size (n)	Weighted percentage of children[b]
Enjoys present teaching job	373	94.1
Is making a difference in the lives of children they teach	373	91.1
Would choose teaching again as career	373	78.8

	Unweighted total sample size (n)	Weighted mean	Reported range[d]
Children's lead teachers' job satisfaction[c]	373	4.3	3-5

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

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[a]The study defines "lead teacher" as the head or primary teacher in the classroom.

[b]Percentages reflect children's lead teachers who agreed or strongly agreed with this item.

[c]"Children's lead teachers' job satisfaction" reflects the mean of the three items shown above. Each item has a 5-point scale ranging from "strongly disagree" to "strongly agree." Higher scores indicate stronger satisfaction.

[d]Possible scores range from 1 to 5.

Table E.26. Children's lead teachers' beliefs about teaching[a,b]

	Unweighted total sample size (n)	Weighted mean	Reported range[b]	Possible range
Developmentally Appropriate Attitudes subscale	373	7.0	4-10	1-10
Didactic subscale	373	2.6	1-5	1-5
Child Initiated subscale	373	4.6	2-5	1-5

Source: Spring 2022 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 data collection instruments. 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 12 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 mean for children's teachers, not the weighted mean for teachers. See page 14 for more information about how to interpret data from staff 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. 34 teachers (representing 373 children) completed a teacher survey.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]The study defines "lead teacher" as the head or primary teacher in the classroom.

[b]Teachers' beliefs about teaching are constructed using 15 items from the Teacher Beliefs Scale (Burts et al. 1990), which consists of statements worded to reflect positive attitudes and knowledge of generally accepted practices in preschool settings, or a lack of such attitudes and knowledge. Higher scores indicate stronger children's lead teacher agreement with the construct being measured.

Table E.27. Likelihood that children's lead teachers would continue teaching at Head Start in the next program year and reasons they would stay or leave[a]

	Unweighted total sample size (n)	Weighted percentage of children
How likely children's lead teachers were to continue working for Head Start through the next program year	373	
Very likely		87.3
Somewhat likely		9.0^
Somewhat unlikely		0.3^
Very unlikely		3.3^
Among lead teachers who were somewhat or very likely to continue working for Head Start through the next program year, top reasons they would stay[b]	337	
Work environment, such as relationships with coworkers and flexibility in work hours		80.0
Head Start's values or goals match theirs		63.2
Pay or benefits are sufficient		60.0
Do not want to find a new job		44.3
The program's leadership		24.0
Enjoy working with children and families		9.2^
Another reason[c]		10.9^
Among lead teachers who were somewhat or very unlikely to continue working for Head Start through the next program year, top reasons they would leave[b]	36	
Family reasons, such as a new baby or moving		90.9
No longer want to work in early childhood education or feel burned out		81.7
The program's leadership		81.7
Pay or benefits are low		27.4
Pursue their education		18.3^
Concerns about personal health and safety due to COVID-19, including concern about being around unvaccinated individuals		0.0
Concerns about vaccine or mask requirements, including reluctance to get vaccinated		0.0
The program's values or goals do not match theirs		0.0
Transportation needs		0.0
Work environment, such as relationship with coworkers or flexibility in work hours		0.0
Another reason		0.0

Source: Spring 2022 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 data collection instruments. 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 12 for more information.

Table E.27 *(continued)*

All study data, including data reported from staff surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers, center directors, or program directors. See page 14 for more information about how to interpret data from staff 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. 34 teachers (representing 373 children) completed a teacher survey. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 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 study defines “lead teacher” as the head or primary teacher in the classroom.

[b]Children’s lead teachers who said they were very likely or somewhat likely to continue working for Head Start through the next program year were asked to select the top three reasons they would stay. Teachers who said they were very unlikely or somewhat unlikely to continue working for Head Start through the next program year were asked to select the top three reasons they would leave.

[c]“Another reason” includes examples such as their Head Start center being close to home and having consistent support for staff who have children with different abilities.

SECTION F

CHARACTERISTICS OF CHILDREN'S PROGRAMS

Return to description of Section F topics and composites

CHILDREN'S PROGRAM ADMINISTRATION, RECRUITMENT, AND FUNDING

Table F.1. Enrollment in children's programs

	Unweighted total sample size (n)	Weighted Mean	Reported range
Proportion of program enrollees who are American Indian or Alaska Native[a]	721	82.2	55-100
Total program enrollment[b,c]	721	183.1	15-300

Source: 2021–2022 Program Information Report (PIR), an annual report of grantee-level data.

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 data collection instruments. 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 12 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs. This table presents data only from the PIR collected from the 14 AIAN FACES 2021 programs, representing 721 children.

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

[b]The study based "total program enrollment" on cumulative enrollment reported in the 2021–2022 PIR. Cumulative enrollment includes all children who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit.

[c]To lessen the effect of extremely high numbers of "total program enrollment," we set the maximum "total program enrollment" to 300.

Table F.2. Children's program characteristics

	Unweighted total sample size (n)	Weighted percentage of children
Head Start program day[a]	721	
Full-day for all children		81.6
Full-day for at least 75 percent but not all children		0.0
Full-day for 50 to 75 percent of children		0.0
Full-day for less than 50 percent of children		18.4^
Head Start program day and year	721	
Full-year and full-day for all children[b]		81.6
Full-year and full-day for at least 75 percent but not all children		0.0
Full-year and full-day for 50 to 75 percent of children		0.0
Full-year and full-day for less than 50 percent of children		18.4^

Source: 2021–2022 Program Information Report (PIR), an annual report of grantee-level data.

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 data collection instruments. 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 12 for more information.

The n column in this table includes unweighted sample sizes to identify the number of children with valid data on each of the constructs. This table presents data only from the PIR collected from the 14 AIAN FACES 2021 programs, representing 721 children.

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

[a]"Full-day" reflects classes or groups that operate for 10 hours per day. We include family child care homes in Head Start program day percentages.

[b]"Head Start program day and year" is calculated using PIR information on the number of center-based program slots with at least 1,020 hours annually that are available for the full day and full year. Full-year reflects classes or groups that operate all days of the year other than Saturday, Sunday, holidays, and 15 or fewer vacation days. We exclude family child care homes from percentages.

Table F.3. Types of families for which children's programs increased recruitment efforts in fall 2021 compared to previous years, and whether they experienced recruitment difficulties in fall 2021[a]

	Children's programs increased recruitment efforts in fall 2021 compared to previous years	Children's programs experienced recruitment difficulties in fall 2021
	Weighted percentage of children (unweighted n=721)	Weighted percentage of children (unweighted n=721)
Families experiencing unemployment or underemployment	77.5	24.5^
Families with children in foster care	77.5	24.5^
Families of children with developmental concerns	71.2	21.5^
Families eligible for public assistance programs	70.1	24.5^
Families experiencing homelessness	70.1	34.0
Families living in poverty	70.1	30.8
Families struggling with mental health problems	66.6	35.1
Families struggling with substance misuse	59.2	41.4
Single parent households	59.2	24.5^
Teen parent households	59.2	40.1
Another type of family[b]	15.8^	11.2^

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

All study data, including data reported from staff surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers, center directors, or program directors. See page 14 for more information about how to interpret data from staff surveys.

The unweighted sample size identifies the number of children with valid program director survey data on the construct. 14 program directors (representing 721 children) completed a program director survey.

Spring 2022 data were collected from April 2022 to July 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 program directors could select all types of families with different experiences that applied.

[b]"Another type of family" includes examples such as higher risk families and general difficulties with recruiting all types of families.

Table F.4. Sources of revenue in children's programs, other than Head Start

	Unweighted total sample size (n)	Weighted percentage of children
Tuition and fees paid by parents	721	
Yes		0.0
No		98.3
Don't know		1.7^
State or local pre-K funds	721	
Yes		3.8
No		96.2
Don't know		0.0
Child care subsidy programs[a]	703	
Yes		0.0
No		100.0
Don't know		0.0
Other state government funding	669	
Yes		1.1
No		98.9
Don't know		0.0
Other local government funding (for example, funding from tribal government)	703	
Yes		4.1^
No		95.9
Don't know		0.0
Federal government other than Head Start[b]	721	
Yes		95.3
No		4.7^
Don't know		0.0
Revenues from community organizations or other grants	687	
Yes		12.7^
No		87.3
Don't know		0.0
Revenues from fund raising activities, cash contributions, gifts, bequests, special events	721	
Yes		6.2^
No		93.8
Don't know		0.0
Another source of revenue	721	
Yes		0.0
No		92.6
Don't know		7.4^

Source: Spring 2022 Program Director 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 data collection instruments. However, given lower

Table F.4 *(continued)*

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 12 for more information.

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The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 14 program directors (representing 721 children) completed a program director survey.

Spring 2022 data were collected from April 2022 to July 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]Examples of “child care subsidy programs” include programs that support care of children from low-income families through vouchers or certificates or state contracts for specific number of children.

[a]Examples of “federal government other than Head Start” include Title I, the Child and Adult Care Food Program, and WIC.

STAFF WAGES AND COMPENSATION IN CHILDREN'S PROGRAMS

Table F.5. Activities or expenses implemented by children's programs in the past 12 months

	Unweighted total sample size (n)	Weighted percentage of children
Increased the wages of educational personnel, family service workers, child counselors, or managers	721	
Yes		61.6
No		38.4
Improved the benefits for educational personnel, family service workers, child counselors, or managers	721	
Yes		72.8
No		27.2
Increased the wages of other staff[a]	721	
Yes		58.8
No		41.2
Improved the benefits of other staff[a]	721	
Yes		76.3
No		23.7
Hired educational personnel, family service workers, child counselors, or managers	721	
Yes		65.6
No		34.4^
Hired other staff[a]	721	
Yes		63.5
No		36.5
Supported staff training to address trauma or mental health concerns for children and families from populations with higher needs[b]	721	
Yes		37.4
No		62.6
Supported child counseling, mental health consultation, or other services necessary to address trauma or mental health concerns for children and families from populations with higher needs[b]	721	
Yes		28.8^
No		71.2
Ensured that the physical environments were conducive to providing effective program services to children and families, and were accessible to children with disabilities and other individuals with disabilities	721	
Yes		91.0
No		9.0^
Employed additional qualified classroom staff to reduce the child-to-teacher ratio in the classroom	721	
Yes		12.5^
No		87.5
Employed additional qualified family service workers to reduce the family-to-staff ratio for those workers	721	
Yes		6.3^
No		93.7

Table F.5 *(continued)*

	Unweighted total sample size (n)	Weighted percentage of children
Ensured that program had qualified staff who used reading practices supported by scientifically based research	721	
Yes		79.6
No		20.4
Increased hours of program operation	721	
Yes		10.9^
No		89.1
Improved community-wide strategic planning and needs assessments and collaboration efforts	721	
Yes		28.6
No		71.4
Transported children	721	
Yes		54.7
No		45.3

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

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The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 14 program directors (representing 721 children) completed a program director survey.

Spring 2022 data were collected from April 2022 to July 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]Examples of “other staff” includes facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

[b]“Populations with higher needs” are referred to as “special populations” in the Head Start Act and include groups listed in Section 640(a)(5)(B)(i): children from immigrant, refugee, and asylee families; children experiencing homelessness; children in foster care; children with limited English proficiency; children of migrant or seasonal farmworker families; children from families in crisis; children referred to Head Start programs (including Early Head Start programs) by child welfare agencies; and children who are exposed to chronic violence or substance use.

Table F.6. Whether children's programs increased staff wages in the past 12 months

	Unweighted total sample size (n)	Weighted percentage of children
Children's program increased staff wages for educational personnel	721	
Increased staff wages		64.0
Did not increase staff wages		36.0
Position includes contracted staff only		0.0
No staff in this position		0.0
Children's program increased staff wages for family service workers and child counselors or therapists	721	
Increased staff wages		60.6
Did not increase staff wages		23.6^
Position includes contracted staff only		0.0
No staff in this position[a]		15.8
Children's program increased staff wages for managers or coordinators	721	
Increased staff wages		64.0
Did not increase staff wages		36.0
Position includes contracted staff only		0.0
No staff in this position		0.0
Children's program increased staff wages for other staff[b]	721	
Increased staff wages		67.9
Did not increase staff wages		30.4^
Position includes contracted staff only		0.0
No staff in this position[a]		1.7^

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

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Spring 2022 data were collected from April 2022 to July 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]Responses to other items in the program director surveys indicate that programs that selected "no staff in this position" generally did have staff in the position. Some program directors may have interpreted "no staff in this position" as meaning that they did not increase wages for any staff in the position.

Table F.6 *(continued)*

[b]Examples of “other staff” includes facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

Table F.7. Whether children's programs increased staff wages from within two dollars of minimum wage

	Unweighted total sample size (n)	Weighted percentage of children
Children's program has increased wages for at least one non-contracted educational personnel or other staff, including facilities or support staff, in the past 12 months[a]	721	
Yes		0.0
Yes, from within two dollars of minimum wage		69.6
No		30.4^
Among children's programs that increased wages for at least one non-contracted educational personnel or other staff, from within two dollars of minimum wage		
Program increased wages for custodians	454	
Increased staff wages		95.1
Did not increase staff wages		2.4^
Position includes contracted staff only		0.0
No staff in this position		2.5
Don't know		0.0
Program increased wages for food service staff	457	
Increased staff wages		100.0
Did not increase staff wages		0.0
Position includes contracted staff only		0.0
No staff in this position		0.0
Don't know		0.0
Program increased wages for secretaries and other front office staff	457	
Increased staff wages		75.5
Did not increase staff wages		16.3^
Position includes contracted staff only		8.1
No staff in this position		0.0
Don't know		0.0
Program increased wages for substitute teachers	457	
Increased staff wages		88.1
Did not increase staff wages		2.3^
Position includes contracted staff only		0.0
No staff in this position		9.5
Don't know		0.0
Program increased wages for other staff, including facilities and support staff	457	
Increased staff wages		0.0
Did not increase staff wages		67.8
Position includes contracted staff only		13.7^
No staff in this position		9.5
Don't know		9.0^

Source: Spring 2022 Program Director Survey.

Table F.7 *(continued)*

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 data collection instruments. 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 12 for more information.

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The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 14 program directors (representing 721 children) completed a program director survey. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 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 survey asked program directors whether they increased wages for each staff position. If so, the survey also asked program directors whether the staff position was paid minimum wage or within two dollars of minimum wage prior to the increase.

Table F.8. Types of compensation children's programs provided to staff

	Unweighted total sample size (n)	Weighted percentage of children
Children's program provided paid sick days to[a]	721	
Educational personnel		96.1
Family service workers or child counselors/therapists		82.0
Managers or coordinators		96.1
Other staff[b]		96.2
Children's program provided paid holidays to[a]	721	
Educational personnel		91.5
Family service workers or child counselors/therapists		77.4
Managers or coordinators		91.5
Other staff[b]		91.7
Children's program provided health benefits to[a]	721	
Educational personnel		97.2
Family service workers or child counselors/therapists		83.1
Managers or coordinators		97.2
Other staff[b]		97.3
Children's program provided retirement benefits to[a]	721	
Educational personnel		97.2
Family service workers or child counselors/therapists		83.1
Managers or coordinators		97.2
Other staff[b]		97.3
Children's program provided reduced tuition rates for continuing education to[a]	721	
Educational personnel		18.0^
Family service workers or child counselors/therapists		16.9^
Managers or coordinators		18.0^
Other staff[b]		15.7^
Children's program provided assistance to complete postsecondary coursework to[a]	721	
Educational personnel		84.7
Family service workers or child counselors/therapists		70.6
Managers or coordinators		83.6
Other staff[b]		60.9
Children's program provided support for increased credentials to[a]	721	
Educational personnel		17.8^
Family service workers or child counselors/therapists		15.6^
Managers or coordinators		16.7^
Other staff[b]		12.3^

Table F.8 *(continued)*

	Unweighted total sample size (n)	Weighted percentage of children
Children's program provided career development programs to[a]	721	
Educational personnel		73.9
Family service workers or child counselors/therapists		59.8
Managers or coordinators		59.8
Other staff[b]		57.5
Children's program provided employee assistance services to[a]	721	
Educational personnel		23.4^
Family service workers or child counselors/therapists		23.4^
Managers or coordinators		23.4^
Other staff[b]		23.5^
Children's program provided another type of compensation to[a,c]	684	
Educational personnel		10.0^
Family service workers or child counselors/therapists		10.0^
Managers or coordinators		10.0^
Other staff[b]		10.0^

	Unweighted total sample size (n)	Weighted mean	Reported range[d]
Number of types of compensation provided to educational personnel	721	6.1	0-9
Number of types of compensation provided to family service workers or child counselors	721	5.2	0-10
Number of types of compensation provided to managers or coordinators	721	5.9	0-10
Number of types of compensation provided to other staff[b]	721	5.6	0-9

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

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The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 14 program directors (representing 721 children) completed a program director survey.

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

[a]Program directors could select the staff for whom they provided types of compensation. Percentages do not sum to 100 and may be similar if programs provided a type of compensation for all staff.

[b]Examples of "other staff" include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

Table F.8 *(continued)*

[c]"Another type of compensation" includes examples such as educational leave and premium pay.
[d]Total "number of types of compensation" has a possible range of 0 to 10.

Table F.9. Types of compensation that children's programs added or increased for staff in the past 12 months

	Unweighted total sample size (n)	Weighted percentage of children
Children's program added or increased paid sick days for[a]	721	
Educational personnel		19.1^
Family service workers or child counselors/therapists		19.1^
Managers or coordinators		19.1^
Other staff[b]		20.3^
Children's program added or increased paid holidays for[a]	721	
Educational personnel		10.6^
Family service workers or child counselors/therapists		10.6^
Managers or coordinators		10.6^
Other staff[b]		10.8^
Children's program added or increased health benefits for[a]	721	
Educational personnel		9.6^
Family service workers or child counselors/therapists		9.6^
Managers or coordinators		9.6^
Other staff[b]		10.8^
Children's program added or increased retirement benefits for[a]	721	
Educational personnel		5.1^
Family service workers or child counselors/therapists		5.1^
Managers or coordinators		5.1^
Other staff[b]		6.2^
Children's program added or increased reduced tuition rates for continuing education for[a]	721	
Educational personnel		3.4^
Family service workers or child counselors/therapists		3.4^
Managers or coordinators		3.4^
Other staff[b]		6.2^
Children's program added or increased assistance to complete postsecondary coursework for[a]	721	
Educational personnel		6.5^
Family service workers or child counselors/therapists		6.5^
Managers or coordinators		6.5^
Other staff[b]		9.3^
Children's program added or increased support for increased credentials for[a]	721	
Educational personnel		3.4^
Family service workers or child counselors/therapists		3.4^
Managers or coordinators		3.4^
Other staff[b]		6.2^

Table F.9 *(continued)*

	Unweighted total sample size (n)	Weighted percentage of children
Children's program added or increased career development programs for[a]	721	
Educational personnel		3.4^
Family service workers or child counselors/therapists		3.4^
Managers or coordinators		3.4^
Other staff[b]		6.2^
Children's program added or increased employee assistance services for[a]	721	
Educational personnel		3.4^
Family service workers or child counselors/therapists		3.4^
Managers or coordinators		3.4^
Other staff[b]		6.2^
Children's program added or increased another type of compensation for[a,c]	684	
Educational personnel		3.5^
Family service workers or child counselors/therapists		3.5^
Managers or coordinators		3.5^
Other staff[b]		3.5^
Children's program added or increased one or more types of compensation for educational personnel	721	
Yes		23.1^
No		76.9
Children's program added or increased one or more types of compensation for family service workers or child counselors	721	
Yes		23.1^
No		76.9
Children's program added or increased one or more types of compensation for managers or coordinators	721	
Yes		23.1^
No		76.9
Children's program added or increased one or more types of compensation for other staff[b]	721	
Yes		23.3^
No		76.7

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

All study data, including data reported from staff surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers, center directors, or program directors. See page 14 for more information about how to interpret data from staff surveys.

Table F.9 *(continued)*

The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 14 program directors (representing 721 children) completed a program director survey.

Spring 2022 data were collected from April 2022 to July 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]Program directors could select the staff for whom they added or increased types of compensation. Percentages do not sum to 100 and may be similar if programs added or increased a type of compensation for all staff.

[b]Examples of "other staff" include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

[c]"Another type of compensation" includes examples such as educational leave and premium pay.

CHILDREN'S PROGRAM EMERGENCY MANAGEMENT AND DISASTER PREPAREDNESS

Table F.10. Topics included in children's programs' emergency management and disaster preparedness response plans[a]

	Weighted percentage of children (unweighted n=721)
Communicating with parents and staff during an emergency	94.9
Conducting emergency drills	93.5
Staff training on evacuation and emergency protocols	93.5
Communicating and coordinating with federal, state, local, tribal, and/or non-governmental emergency management organizations	82.2
Staff training on delivering content and services remotely	81.6
Partnerships or agreements with individuals or practices in the medical community	81.2
Ensuring continued operations during an emergency	75.8
Facility improvements to support continued operations during emergencies	73.1
Designating and maintaining access to critical records during an emergency	63.9
Another topic	0.0

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

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The unweighted sample size identifies the number of children with valid program director survey data on each of the constructs. 14 program directors (representing 721 children) completed a program director survey.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Program directors could select all topics that applied.

Table F.11. Emergency management and disaster preparedness activities children's programs conducted in the past 12 months[a]

	Weighted percentage of children (unweighted n=721)
Held staff training on delivering content and services remotely	98.9
Began or maintained partnerships or agreements with individuals or practices in the medical community	90.7
Conducted emergency drills	90.7
Communicated and coordinated with federal, state, local, tribal, and/or non-governmental emergency management organizations about emergency management planning	85.2
Made facility improvements to support continued operations during emergencies	84.3
Let parents and staff know about how the program will communicate with them during an emergency or natural disaster	83.1
Held staff training on evacuation and emergency protocols	75.3
Made improvements to policies or procedures to support continued operations during an emergency	70.6
Designating and maintaining access to critical records during an emergency	62.3
Another activity	0.0

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

All study data, including data reported from staff surveys, are presented at the child level. Estimates should be interpreted as the weighted percentage of children, not the weighted percentage of teachers, center directors, or program directors. See page 14 for more information about how to interpret data from staff surveys.

The unweighted sample size identifies the number of children with valid program director survey data on the construct. 14 program directors (representing 721 children) completed a program director survey.

Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Program directors could select all activities that applied.

DATA USE IN CHILDREN'S PROGRAMS

Table F.12. What data and information children's programs collected and how it was used

	Unweighted total sample size (n)	Weighted percentage of children
Data and information that children's programs collected[a]	721	
Child assessment data		100.0
Results of screenings (for example, vision, developmental, behavioral)		100.0
Child attendance data		97.2
Family needs		96.6
Personnel records		96.1
Parent or family goals		92.4
Child or family demographics		89.8
Staff or teacher performance evaluations		87.9
Service referrals for families		85.4
Services received by families		84.0
CLASS results or other quality measures		74.6
Parent or family attendance data		63.5
Another type of data or information		0.0
Among programs that collected data and information, how programs used the data and information[b]	721	
To determine whether the program is making progress towards program-wide goals		100.0
To help identify the needs of the child and family		98.9
To learn whether families are reaching their goals		96.6
To assess services being provided		95.5
To help identify and address professional development needs of staff		92.7
Another use		0.0

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

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Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

CLASS = Classroom Assessment Scoring System.

[a]Program directors could select all types of data or information that applied.

[b]Program directors could select all types of data and information uses that applied.

Table F.13. Among children's programs that collected data and information, barriers to using data and information

	Unweighted total sample size (n)	Weighted percentage of children
Not enough time to use the data to guide planning	721	
Not a barrier		35.9
A little of a barrier		1.0
Somewhat of a barrier		49.1
A major barrier		14.1^
Inadequate technology resources to track and analyze data	721	
Not a barrier		3.4^
A little of a barrier		79.0
Somewhat of a barrier		14.6^
A major barrier		3.0^
Lack of staff buy-in to the value of the data	721	
Not a barrier		60.5
A little of a barrier		5.1^
Somewhat of a barrier		25.7
A major barrier		8.7^

Source: Spring 2022 Program Director Survey.

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

Table F.14. Among children's programs that collected data and information, how children's programs stored, managed, and analyzed data

	Unweighted total sample size (n)	Weighted percentage of children
Data were stored in an electronic database	721	
Yes		100.0
No		0.0
Among programs with data stored in an electronic database, database was	721	
Set up by the program		4.3^
Provided and managed by an external vendor		77.3
Set up and managed by a combination of the program and external vendor		18.4^
Don't know		0.0
Someone on staff analyzed or summarized data to support decision-making	721	
Yes		77.6
No		22.4^
Among programs with someone on staff to analyze or summarize data, this person		
Only did analysis tasks	431	
Yes		5.7^
No		94.3
Received training or took a course in data analysis	431	
Yes		96.4
No		3.6

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

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The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 14 program directors (representing 721 children) completed a program director survey.

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PROFESSIONAL DEVELOPMENT AND COACHING AND MENTORING IN CHILDREN'S PROGRAMS

Table F.15. Top three areas where program directors reported they need additional support to lead more effectively in children's programs[a]

	Weighted percentage of children (unweighted n=721)
Staffing (hiring)	77.5
Program improvement planning	58.1
Integrating Native culture and language into the curriculum	48.7
Budgeting	12.3^
Leadership skills	11.2^
Building relationships with tribal leadership	8.3^
Data-driven decision making	7.6^
Creating positive learning environments	6.3^
Teacher professional development	6.0^
Educational/curriculum leadership	5.7^
Teacher evaluation	4.1^
Assessing community needs	1.7^
Child assessment	0.0
Establishing good relationships with Office of Head Start programs and/or grant specialists	0.0
Evaluating other program staff	0.0
Health, safety, or related policy guidance	0.0
Preparing for future disasters	0.0
Working with and partnering in the community	0.0
Working with parents, extended family, and community caregivers	0.0

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

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The unweighted sample size identifies the number of children with valid program director survey data on the construct. 14 program directors (representing 721 children) completed a program director survey.

Spring 2022 data were collected from April 2022 to July 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]Program directors could select up to three supports.

Table F.16. Professional development supports offered by children's programs to help program staff get their associate's or bachelor's degree

	Unweighted total sample size (n)	Weighted percentage of children
Supports available to help program staff get their associate's or bachelor's degrees	721	
Yes		97.0
No		3.0^
Among programs with supports in place to help program staff get their associate's or bachelor's degrees, available supports included		
Tuition assistance	609	
Yes		82.0
No		18.0^
Staff release time	636	
Yes		96.5
No		3.5^
Assistance for course books	603	
Yes		85.3
No		14.7^
Associate's or bachelor's courses onsite	576	
Yes		68.6
No		31.4^
Another support[a]	636	
Yes		74.7
No		25.3

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

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The n column in this table includes unweighted sample sizes to identify the number of children with valid program director survey data on each of the constructs. 14 program directors (representing 721 children) completed a program director survey. Some items were only asked of a subsample of respondents, and so these items have a smaller maximum sample size.

Spring 2022 data were collected from April 2022 to July 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.

[b]"Another support" includes examples such as partnering with local colleges and implementing professional development and coaching plans for staff.

Table F.17. Professional development activities in children's programs that were directly supported by Head Start professional development funding, and how often children's programs provided support for activities

	Unweighted total sample size (n)	Weighted percentage of children
Professional development activities in children's programs directly supported by Head Start professional development funding[a]	721	
Attendance at regional, state, or national conferences		97.2
Workshops or trainings sponsored by the program		93.4
Workshops or trainings provided by other organizations		91.3
Cultural trainings		85.8
Time during the regular work day to participate in Office of Head Start Training and Technical Assistance webinars		82.2
Consultants hired to work directly with staff to address a specific issue or concern		80.9
Tuition assistance for courses toward getting a credential		78.9
Tuition assistance for associate's or bachelor's courses		74.2
Mentoring or coaching		63.2
Onsite associate's or bachelor's courses		50.5
A community of learners[b]		48.0
Paid substitutes to allow teachers time to prepare, train, and/or plan		2.6^
Another professional development activity		0.0
How often children's programs provided support for these activities	721	
Activities were part of the regular operation of the program (for example, provided weekly or monthly)		72.6
Activities were supported at least a few times a year		13.2^
Activities were supported once or twice a year		14.1
Activities were supported occasionally, but not every year		0.0
Activities were not supported by the program		0.0

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

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

[a]Program directors could select all activities that applied.

Table F.17 *(continued)*

[b]A “community of learners” is also known as a peer learning group (PLG) or professional learning community (PLC), facilitated by an expert.

Table F.18. Types of well-being supports children's programs provided for staff

	Unweighted total sample size (n)	Weighted percentage of children
Children's program provided regular check-ins with staff for[a]	721	
Educational personnel		75.1
Family service workers or child counselors/therapists		72.1
Managers or coordinators		62.6
Other staff[b]		72.2
Children's program offered mental health consultations for[a]	721	
Educational personnel		57.6
Family service workers or child counselors/therapists		57.6
Managers or coordinators		60.6
Other staff[b]		57.7
Children's program offered virtual or in-person social events for[a]	721	
Educational personnel		82.0
Family service workers or child counselors/therapists		78.9
Managers or coordinators		78.9
Other staff[b]		79.1
Children's program encouraged personal health and safety for[a]	721	
Educational personnel		97.2
Family service workers or child counselors/therapists		80.0
Managers or coordinators		94.2
Other staff[b]		94.3
Children's program provided resources to support physical health for[a]	721	
Educational personnel		78.0
Family service workers or child counselors/therapists		75.0
Managers or coordinators		75.0
Other staff[b]		75.1
Children's program provided resources or programs to support self-care for[a]	721	
Educational personnel		92.5
Family service workers or child counselors/therapists		78.4
Managers or coordinators		92.5
Other staff[b]		92.7
Children's program provided flexible hours scheduling for[a]	721	
Educational personnel		21.1^
Family service workers or child counselors/therapists		20.0^
Managers or coordinators		21.1^
Other staff[b]		20.1^

Table F.18 *(continued)*

	Unweighted total sample size (n)	Weighted percentage of children
Children's program provided a physically and mentally safe work environment for[a]	721	
Educational personnel		94.2
Family service workers or child counselors/therapists		80.0
Managers or coordinators		97.2
Other staff[b]		92.7
Children's program offered chances for staff to take breaks during the day for[a]	721	
Educational personnel		80.0
Family service workers or child counselors/therapists		78.4
Managers or coordinators		78.4
Other staff[b]		81.6
Children's program provided training or resources on secondary traumatic stress for[a]	721	
Educational personnel		73.8
Family service workers or child counselors/therapists		55.0
Managers or coordinators		70.8
Other staff[b]		70.3
Children's program provided counseling resources or referrals to Employee Assistance Programs for[a]	721	
Educational personnel		64.5
Family service workers or child counselors/therapists		61.5
Managers or coordinators		61.5
Other staff[b]		61.6
Children's program provided monetary or financial incentives for[a]	687	
Educational personnel		59.4
Family service workers or child counselors/therapists		56.3
Managers or coordinators		56.3
Other staff[b]		58.2
Children's program provided another type of support for staff well-being for[a,c]	408	
Educational personnel		0.0
Family service workers or child counselors/therapists		0.0
Managers or coordinators		0.0
Other staff[b]		3.6^

	Unweighted total sample size (n)	Weighted mean	Reported range[d]
Number of types of supports for staff well-being provided for educational personnel	687	8.8	0-11
Number of types of supports for staff well-being provided for family service workers or child counselors	687	8.0	0-11
Number of types of supports for staff well-being provided for managers or coordinators	687	8.5	0-11
Number of types of supports for staff well-being provided for other staff	687	8.7	0-13

Table F.18 *(continued)*

Source: Spring 2022 Program Director Survey.

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Spring 2022 data were collected from April 2022 to July 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]Program directors could select the staff for whom they provided types of well-being supports. Percentages do not sum to 100 and may be similar if programs provided a well-being support for all staff.

[b]Examples of “other staff” include facilities and support staff such as custodians, food service workers, office workers, or bus drivers.

[c]Program directors did not specify examples of “another type of support for staff well-being.”

[d]Total “number of types of supports for staff well-being” has a possible range of 0 to 13.

Table F.19. Types of well-being supports that children's programs added or increased for staff in the past 12 months

	Unweighted total sample size (n)	Weighted percentage of children
Children's program added or increased regular check-ins with staff for[a]	721	
Educational personnel		59.9
Family service workers or child counselors/therapists		58.8
Managers or coordinators		59.9
Other staff[b]		61.6
Children's program added or increased mental health consultations for[a]	721	
Educational personnel		56.6
Family service workers or child counselors/therapists		56.6
Managers or coordinators		56.6
Other staff[b]		57.7
Children's program added or increased virtual or in-person social events for[a]	687	
Educational personnel		60.5
Family service workers or child counselors/therapists		60.5
Managers or coordinators		60.5
Other staff[b]		63.3
Children's program added or increased encouragement of personal health and safety for[a]	687	
Educational personnel		82.7
Family service workers or child counselors/therapists		67.2
Managers or coordinators		82.7
Other staff[b]		80.6
Children's program added or increased resources to support physical health for[a]	721	
Educational personnel		66.6
Family service workers or child counselors/therapists		65.5
Managers or coordinators		69.7
Other staff[b]		65.5
Children's program added or increased resources or programs to support self-care for[a]	721	
Educational personnel		71.8
Family service workers or child counselors/therapists		70.7
Managers or coordinators		71.8
Other staff[b]		71.8
Children's program added or increased flexible hours scheduling for[a]	721	
Educational personnel		18.4^
Family service workers or child counselors/therapists		17.3^
Managers or coordinators		18.4^
Other staff[b]		20.1^

Table F.19 *(continued)*

	Unweighted total sample size (n)	Weighted percentage of children
Children's program added or increased supports for a physically and mentally safe work environment for[a]	687	
Educational personnel		81.7
Family service workers or child counselors/therapists		66.2
Managers or coordinators		84.8
Other staff[b]		83.4
Children's program added or increased chances for staff to take breaks during the day for[a]	687	
Educational personnel		69.1
Family service workers or child counselors/therapists		67.9
Managers or coordinators		69.1
Other staff[b]		72.2
Children's program added or increased training or resources on secondary traumatic stress for[a]	687	
Educational personnel		41.1
Family service workers or child counselors/therapists		41.1
Managers or coordinators		44.2
Other staff[b]		43.9
Children's program added or increased counseling resources or referrals to Employee Assistance Programs for[a]	687	
Educational personnel		52.3
Family service workers or child counselors/therapists		52.3
Managers or coordinators		52.3
Other staff[b]		55.2
Children's program added or increased monetary or financial incentives for[a]	687	
Educational personnel		12.3^
Family service workers or child counselors/therapists		9.2^
Managers or coordinators		9.2^
Other staff[b]		12.1^
Children's program added or increased another type of support for staff well-being for[a,c]	408	
Educational personnel		0.0
Family service workers or child counselors/therapists		0.0
Managers or coordinators		0.0
Other staff[b]		3.6^
Children's program added or increased one or more type of supports for staff well-being for educational personnel	687	
Yes		97.1
No		2.9^
Children's program added or increased one or more type of supports for staff well-being for family service workers or child counselors	687	
Yes		78.6
No		21.4

Table F.19 *(continued)*

	Unweighted total sample size (n)	Weighted percentage of children
Children's program added or increased one or more type of supports for staff well-being for managers or coordinators	687	
Yes		97.1
No		2.9^
Children's program added or increased one or more type of supports for staff well-being for other staff[b]	687	
Yes		96.2
No		3.8

Source: Spring 2022 Program Director Survey.

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

[a]Program directors could select the staff for whom they added or increased types of well-being supports. Percentages do not sum to 100 and may be similar if programs added or increased a type of well-being support for all staff.

[b]Examples of "other staff" include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

[c]Program directors did not specify examples of "another type of support for staff well-being."

Table F.20. Quality improvement activities implemented by children's programs in the past 12 months[a,b]

	Weighted percentage of children (unweighted n=721)
Supported staff training to address trauma and/or mental health concerns for children and families from populations with higher needs[c]	95.6
Ensured that the physical environments are conducive to providing effective program services to children and families, and are accessible to children with disabilities and other individuals with disabilities	72.0
Improved the compensation (including benefits) of educational personnel, family service workers, or child counselors	61.6
Improved the compensation (including benefits) of other staff[d]	59.9
Ensured that program had qualified staff who used reading practices supported by scientifically based research	59.8
Employed additional qualified classroom staff to reduce the child-to-teacher ratio in the classroom	26.3
Child counseling, mental health consultation, or other services necessary to address trauma and/or mental health concerns for children and families from populations with higher needs[c]	13.4^
Employed additional qualified family service workers to reduce the family-to-staff ratio for family service workers	9.7^
Another activity	0.0

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

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

[a]Program directors could select all activities that applied.

[b]Head Start programs conduct quality improvement activities that further support Head Start staff, children, and families. In Fiscal Year 2020 (program year 2019–2020), the U.S. Congress made $250 million available to programs under the Head Start Act for quality improvement, aligned with Section 640(a)(5) of the Act. Congress also emphasized, though it did not require, a focus on trauma-informed care with this funding.

[c]"Populations with higher needs" are referred to as "special populations" in the Head Start Act and include groups listed in Section 640(a)(5)(B)(i): children from immigrant, refugee, and asylee families; children experiencing homelessness; children in foster care; children with limited English proficiency; children of migrant or seasonal farmworker families; children from families in crisis; children referred to Head Start programs (including Early Head Start programs) by child welfare agencies; and children who are exposed to chronic violence or substance use.

[d]Examples of "other staff" includes facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

SUBSTANCE USE IN CHILDREN'S PROGRAM COMMUNITIES AND RELATED SUPPORTS FOR STAFF

Table F.21. Substance use and related problems in children's program communities

	Unweighted total sample size (n)	Weighted percentage of children
Public drunkenness or people being high or stoned in public	721	
Not a problem		2.1^
Somewhat of a problem		48.3
Big problem		49.6
Opioid use	721	
Not a problem		0.0
Somewhat of a problem		44.5
Big problem		55.5
Other types of substance use problems	721	
Not a problem		0.0
Somewhat of a problem		34.6
Big problem		65.4
Lack of resources for treatment of substance use	721	
Not a problem		35.9
Somewhat of a problem		39.6
Big problem		24.5^

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

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Table F.22. Supports available to children's program staff who work with families dealing with substance use

	Support for substance use was available[a]		Among programs with each support available, support included focus on opioid use	
	Unweighted total sample size (n)	Weighted percentage of children	Unweighted total sample size (n)	Weighted percentage of children
Training for staff on the effects of substance use exposure on children	721	71.4	400	71.4
Written information for staff on signs and symptoms of problems	721	66.5	423	70.7
Training for staff on how to use information that families share to get them the support they need	721	66.2	384	68.5
Training or peer learning groups for staff on signs and symptoms of substance use and to share strategies for working with families	721	46.4	240	97.7
Written information for staff on where to refer parents for treatment	721	35.1	387	79.0
Coordination between health services manager/committee or family services staff and teaching staff to address substance use	721	23.5^	270	67.2
More mental health professionals available to work directly with children	721	21.3^	207	87.4
Traditional or cultural supports for families, children, and staff	721	19.6^	189	95.1
Training on how to talk with parents or caregivers about suspected problems	721	12.3^	134	100.0
Supervision for staff focused on dealing with family substance use	721	9.5^	113	100.0
Additional classroom staff for working with children to address behavioral and health needs	721	9.1^	73	100.0
Support groups for staff supporting families dealing with substance use problems	721	1.7^	18	0.0
Another support	721	0.0	n.a.	n.a.
None of the above	721	3.4^	n.a.	n.a.
Substance use was an issue in the community but did not affect their program	721	4.5^	n.a.	n.a.

Source: Spring 2022 Program Director Survey.

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Table F.22 *(continued)*

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n.a. = not applicable

[a]Program directors could select all supports that applied.

CHILDREN'S PROGRAM DIRECTOR EDUCATION AND EXPERIENCE

Table F.23. Level of education and credentials of program directors in children's programs

	Unweighted total sample size (n)	Weighted percentage of children
Highest level of education	721	
High school diploma, its equivalent, or less		0.0
Some college or a vocational or technical program after college		0.0
Associate's degree		14.1
Bachelor's degree		27.0^
Graduate or professional degree		58.8
Has early childhood program or school license, certificate, and/or credential in administration	721	
Yes		30.7
No		69.3
Has bachelor's degree or higher and an early childhood program or school license, certificate, and/or credential in administration	721	
Yes		16.6^
No		83.4

Source: Spring 2022 Program Director Survey.

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Table F.24. Children's program directors' years of experience as a Head Start director in children's programs

	Unweighted total sample size (n)	Weighted percentage of children
In current program (categories)	721	
3 years or fewer		17.4^
4 to 9 years		23.6^
10 to 19 years		9.0^
20 or more years		50.0
In any Head Start program (categories)	621	
3 years or fewer		22.8^
4 to 9 years		17.5^
10 to 19 years		37.7^
20 or more years[a]		22.0

	Unweighted total sample size (n)	Weighted mean	Reported range
In current program	721	20.6	0-39
In any Head Start program	621	12.3	2-27

Source: Spring 2022 Program Director Survey.

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[a]Because of item non-response, the percentage of children in the "20 or more years" category is smaller among children's program directors who reported years in any Head Start program compared to children's program directors who reported years in the current Head Start program.

CHILDREN'S PROGRAM DIRECTOR WELL-BEING

Table F.25. Children's program directors' total depressive symptoms scores[a]

	Unweighted total sample size (n)	Weighted percentage of children
Total depressive symptoms score (categories)	721	
No to a few (0 to 4)		46.5
Mild (5 to 9)		33.0
Moderate (10 to 14)		3.4^
Severe (15 to 36)		17.0^

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Total depressive symptoms score	721	6.6	0-25

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

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[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). 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).

[b]Possible scores range from 0 to 36.

Table F.26. Children's program directors' total anxiety symptoms scores[a]

	Unweighted total sample size (n)	Weighted percentage of children
Total anxiety score (categories)	721	
Minimal (0 to 4)		45.1
Mild (5 to 9)		26.0^
Moderate (10 to 14)		10.3^
Severe (15 to 21)		18.6

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Total anxiety symptoms score	721	6.5	0-21

Source: Spring 2022 Program Director 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 data collection instruments. 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 12 for more information.

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

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

[b]Possible scores range from 0 to 21.

Table F.27. Children's program directors' job-related stress

	Unweighted total sample size (n)	Weighted percentage of children
Was under too many pressures to do their job effectively	721	
Strongly disagree		47.0
Disagree		2.8^
Neither agree nor disagree		11.1^
Agree		26.4
Strongly agree		12.8^
Felt staff members often showed signs of stress and strain	721	
Strongly disagree		4.7^
Disagree		0.0
Neither agree nor disagree		35.9
Agree		28.7^
Strongly agree		30.7^
Felt the heavy workload reduced effectiveness	721	
Strongly disagree		1.6^
Disagree		0.0
Neither agree nor disagree		59.1
Agree		33.8^
Strongly agree		5.5^
Felt staff frustration was common at their centers	721	
Strongly disagree		37.5
Disagree		14.1
Neither agree nor disagree		22.8^
Agree		18.0^
Strongly agree		7.6^

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Program directors' job-related stress[a]	721	31	10-50

Source: Spring 2022 Program Director Survey.

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

Table F.27 *(continued)*

[a]"Program directors' job-related stress" is the mean of the four items shown in the top of the table. Higher scores indicate higher job-related stress.

[b]Possible scores range from 10 to 50.

Table F.28. Children's program directors' job-related stress due to the COVID-19 pandemic

	Unweighted total sample size (n)	Weighted percentage of children
Worried about their own potential exposure to COVID-19 while at work	721	
Strongly disagree		11.2^
Disagree		7.3^
Neither agree nor disagree		12.8^
Agree		64.1
Strongly agree		4.7^
Felt COVID-19 safety rules and regulations were stressful for them and other staff members	721	
Strongly disagree		1.7^
Disagree		36.8
Neither agree nor disagree		15.9^
Agree		34.5
Strongly agree		11.1^
Could not meet performance expectations due to the COVID-19 pandemic	721	
Strongly disagree		0.0
Disagree		56.7
Neither agree nor disagree		12.0^
Agree		27.3^
Strongly agree		4.0^
Felt more stress at work "now" than they did before the COVID-19 pandemic began[a]	721	
Strongly disagree		1.7^
Disagree		1.6^
Neither agree nor disagree		38.7
Agree		38.2
Strongly agree		19.8^

	Unweighted total sample size (n)	Weighted mean	Reported range[c]
Job-related stress due to the COVID-19 pandemic[b]	721	3.3	1-5

Source: Spring 2022 Program Director Survey.

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

[a]Program directors were asked about their current job-related stress at the time of the survey.

[b]"Job-related stress due to the COVID-19 pandemic" is the mean of the four items shown in the top of the table. Higher scores indicate higher job-related stress due to the COVID-19 pandemic.

[c]Possible scores range from 1 to 5.

SECTION G

CHARACTERISTICS OF CHILDREN'S CENTERS

Return to description of Section G topics and composites

STAFF PROFESSIONAL DEVELOPMENT, COACHING, SUPPORTS, AND TRAINING AND PARENTING SUPPORT IN CHILDREN'S CENTERS

Table G.1. Top three areas where center directors reported they need additional support to lead more effectively in children's centers[a]

	Weighted percentage of children (unweighted n=493)
Staffing (hiring)	47.5
Teacher professional development	45.8
Integrating Native culture and language into the curriculum	43.1
Preparing for future disasters	37.5
Program improvement planning	32.4
Building relationships with tribal leadership	12.8^
Data-driven decision making	12.1^
Assessing community needs	11.8^
Health, safety, or policy guidance	11.7^
Leadership skills	8.4
Working with parents, extended family, and community caregivers	6.6^
Creating positive learning environments	6.3^
Budgeting	5.5^
Educational or curriculum leadership	4.8^
Evaluating other program staff	3.7^
Child assessment	0.0
Establishing good relationships with Office of Head Start, program, and/or grant specialist	0.0
Teacher evaluation	0.0
Working with and partnering in the community	0.0

Source: Spring 2022 Center Director 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 data collection instruments. 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 12 for more information.

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The unweighted sample size identifies the number of children with valid center director survey data on the construct. 18 center directors completed a center director survey, reporting on 21 centers and 493 children.

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[a]Center directors could select up to three areas.

Table G.2. Professional development activities children's center directors participated in over the past 12 months

	Unweighted total sample size (n)	Weighted percentage of children
A community of learners[a]	493	
Yes		25.5^
No		74.5
A leadership institute, course, coaching, or other leadership development program	493	
Yes		75.6
No		24.4
Native language courses or language mentorships with first speakers	493	
Yes		37.0
No		63.0

Source: Spring 2022 Center Director Survey.

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[a]A "community of learners" is also known as a peer learning group (PLG) or professional learning community (PLC) and is facilitated by an expert.

Table G.3. Whether children's centers consulted with Training and Technical Assistance specialists

	Unweighted total sample size (n)	Weighted percentage of children
Consulted with a regional Training and Technical Assistance (T/TA) specialist	493	
Yes		44.5
No		55.5
Consulted with an American Indian and Alaska Native T/TA specialist	493	
Yes		44.9
No		55.1

Source: Spring 2022 Center Director 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 data collection instruments. 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 12 for more information.

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Table G.4. Professional development activities children's centers offered to teachers, family child care providers, or home visitors

	Unweighted total sample size (n)	Weighted percentage of children
Support or funding to attend tribal, regional, state, or national early childhood conferences	493	
Yes		94.5
No		5.5^
Paid substitutes to allow teachers time to prepare, train, and/or plan	493	
Yes		26.1^
No		73.9
Coaching or mentoring	493	
Yes		43.4
No		56.6
Consultants hired to work directly with staff to address a specific issue or concern	493	
Yes		33.2
No		66.8
Workshops or trainings sponsored by program	493	
Yes		89.1
No		10.9^
Workshops or trainings provided by other organizations	493	
Yes		64.7
No		35.3
A community of learners[a]	493	
Yes		52.5
No		47.5
Time during the regular work day to participate in Office of Head Start Training and Technical Assistance webinars	493	
Yes		42.5
No		57.5
Tuition assistance for associate's or bachelor's degree courses	493	
Yes		41.4
No		58.6
Onsite associate's or bachelor's degree courses	493	
Yes		22.6^
No		77.4
Tuition assistance for courses toward getting a credential	493	
Yes		38.6
No		61.4
Another professional development activity[b]	424	
Yes		15.3^
No		84.7

Source: Spring 2022 Center Director 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

Table G.4 *(continued)*

to the data collection instruments. 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 12 for more information.

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

[a]A “community of learners” is also known as a peer learning group (PLG) or professional learning community (PLC) and is facilitated by an expert.

[b]“Another professional development activity” includes examples such as connecting staff to Tribal resources for scholarships or tuition.

Table G.5. How often staff in children's centers participated in professional development activities

	Unweighted total sample size (n)	Weighted percentage of children
Lead teachers	467	
Weekly		27.3^
2 to 3 times per month		0.0
Monthly		29.5
Once every few months		31.7^
Once a year or less		11.5^
Don't know		0.0
Assistant teachers	493	
Weekly		15.3^
2 to 3 times per month		3.2^
Monthly		16.9
Once every few months		29.2^
Once a year or less		3.1
Don't know		32.3
Family service workers	493	
Weekly		12.7^
2 to 3 times per month		2.4
Monthly		16.9
Once every few months		56.1
Once a year or less		7.8^
Don't know		4.2

Source: Spring 2022 Center Director Survey.

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

Table G.6. Supports for physical activity and nutrition that were available for staff and parents in children's centers

	Unweighted total sample size (n)	Weighted percentage of children
Children's center director talked with teachers about children's weight	493	
Yes		64.6
No		35.4
Children's center director talked with teachers about how to talk to parents about children's weight	493	
Yes		64.6
No		35.4
Children's center provided parent opportunities for physical activity and nutrition supports[a]	493	
Information about physical activity sent home		92.2
Information shared about programs that can help foster physical activity		89.1
Invitations to participate in classroom activities about healthy eating		89.1
Invitations to participate in education activities about physical activity		36.1
Children's center had a policy stating daily amount of gross motor activity time children should receive	477	
Yes		84.9
No		15.1^

	Unweighted total sample size (n)	Weighted mean	Reported range
Among centers that had a policy, average minutes policy stated children should spend doing gross motor activity	403	64.9	30-90

Source: Spring 2022 Center Director Survey.

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Spring 2022 data were collected from April 2022 to July 2022, during the COVID-19 pandemic.

[a]Center directors were asked how often their center provided activities using the following scale: never, about once or twice a year, a few times a year, about once a month, or more frequently than once a month. Percentages represent the children whose centers provided these opportunities at least once or twice a year.

Table G.7. Whether children's centers offered training to staff on providing trauma-informed care, and who conducted the training

	Unweighted total sample size (n)	Weighted percentage of children
Children's center offered training to staff on providing trauma-informed care	493	
Yes		23.7
No		76.3
Among centers who offered training to staff on providing trauma-informed care, who conducted the training[a]	152	
Mental health consultants or specialists		20.9^
Another center or grantee staff person		15.5^
Behavior specialists		9.9^
Counselors or therapists		9.9^
Another trainer[b]		53.7

Source: Spring 2022 Center Director Survey.

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

[a]Center directors could select all staff that applied.

[b]"Another trainer" includes examples such as Tribal staff or through Zoom conferences.

Table G.8. How often teachers in children's centers were given formal performance evaluations

	Weighted percentage of children (unweighted n=493)
Two or more times per year	12.4^
Once a year	78.9
Once every 2 years	0.0
Once every 3 years	0.0
Once every 4 years or more years	0.0
No formal evaluations were conducted	8.7^

Source: Spring 2022 Center Director 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 data collection instruments. 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 12 for more information.

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Table G.9. Parent education or support curricula used in children's centers[a]

	Weighted percentage of children (unweighted n=493)
Yes	44.4
No	55.6

Source: Spring 2022 Center Director 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 data collection instruments. 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 12 for more information.

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[a]The study defines "parent education or parent support curricula" as aiming to build parents' knowledge and give parents the opportunity to practice parenting skills that support their children's learning and development. Parents are the intended audience of these types of curricula.

TEACHER TURNOVER IN CHILDREN'S CENTERS

Table G.10. Number of lead teachers in children's centers and lead teacher turnover in the past 12 months

	Unweighted total sample size (n)	Weighted percentage of children
Number of lead teachers employed in children's centers (categories)[a]	493	
1 to 2		30.1
3 to 5		14.2^
6 to 10		46.4
11 or more		9.3^
Lead teacher turnover percentage (categories)[b]	493	
0 percent		27.1
1 to 25 percent		47.9
26 to 50 percent		10.9
51 to 100 percent		11.7^
More than 100 percent		2.4^

	Unweighted total sample size (n)	Weighted mean	Reported range
Number of lead teachers employed in children's centers[a]	493	5.8	1-12
Lead teacher turnover percentage[b]	493	26.9	0-200

Source: Spring 2022 Center Director 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 data collection instruments. 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 12 for more information.

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[a]The study defines "lead teacher" as the head or primary teacher in the classroom.

[b]We calculated the "lead teacher turnover percentage" by dividing the number of lead teachers who left and had to be replaced in the last 12 months by the total number of lead teachers employed at the center. Any percentage higher than 100 percent indicates that some centers had to replace teachers more than once over the 12 months. For example, if a center director reported employing 10 teachers and replacing 11 teachers—that is, they had to replace all teachers once and one of the replacements also had to be replaced—their teacher turnover percentage would be 110 percent.

Table G.11. Problems related to staff turnover and shortages in children's centers in the past 12 months

	Unweighted total sample size (n)	Weighted percentage of children
Turnover among educational personnel for maintaining consistency in center operations	493	
Not much of a problem		48.7
Somewhat of a problem		15.3^
A substantial problem		36.0^
Turnover among family service workers and child counselors or therapists for maintaining consistency in center operations	493	
Not much of a problem		57.2
Somewhat of a problem		16.8^
A substantial problem		26.0
Turnover among managers and coordinators for maintaining consistency in center operations	493	
Not much of a problem		59.8
Somewhat of a problem		17.0
A substantial problem		23.2^
Turnover among other staff for maintaining consistency in center operations[a]	493	
Not much of a problem		66.6
Somewhat of a problem		21.7^
A substantial problem		11.7^
Difficulty finding classroom coverage for teaching staff in the center	493	
Not much of a problem		39.5
Somewhat of a problem		21.4^
A substantial problem		39.1^
Having enough staff to operate the center at full capacity	493	
Not much of a problem		51.8
Somewhat of a problem		17.9^
A substantial problem		30.3^

Source: Spring 2022 Center Director Survey.

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Table G.11 *(continued)*

[a]Examples of “other staff” include facilities and support staff, such as custodians, food service workers, office workers, or bus drivers.

CHILDREN'S CENTER DIRECTOR EDUCATION AND EXPERIENCE

Table G.12. Level of education and credentials of center directors in children's centers

	Unweighted total sample size (n)	Weighted percentage of children
Highest level of education	493	
High school diploma, it's equivalent, or less		0.0
Some college or a vocational or technical program after high school		4.8^
Associate's degree		38.4
Bachelor's degree		22.6
Graduate or professional degree		34.2^
Child Development Associate (CDA)	493	
Yes		46.8
No		53.2
Teaching certificate or license for preschool[a]	493	
Yes		14.1^
No		85.9
Teaching certificate or license for grades other than preschool[a]	493	
Yes		15.2^
No		84.8
Has early childhood program or school license, certificate, and/or credential in administration	493	
Yes		64.3
No		35.7
Has any of the above state-sponsored credentials	493	
Yes		74.7
No		25.3^
Has bachelor's degree or higher and an early childhood program or school license, certificate, and/or credential in administration	493	
Yes		30.3^
No		69.7
Has bachelor's degree or higher and any state-sponsored credential	493	
Yes		40.7
No		59.3

Source: Spring 2022 Center Director Survey.

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Table G.12 *(continued)*

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

[a]Center directors 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 G.13. Children's center directors' years of experience as a Head Start director in children's centers

	Unweighted total sample size (n)	Weighted percentage of children
In current center (categories)	493	
3 years or fewer		48.7
4 to 9 years		30.7^
10 to 19 years		16.5^
20 or more years		4.2
In any Head Start program (categories)	493	
3 years or fewer		45.9
4 to 9 years		8.6
10 to 19 years		35.2
20 or more years		10.3

	Unweighted total sample size (n)	Weighted mean	Reported range
In current center	493	4.7	0-24
In any Head Start program	493	7.9	0-25

Source: Spring 2022 Center Director 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 data collection instruments. 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 12 for more information.

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CHILDREN'S CENTER DIRECTOR WELL-BEING AND SUPPORTS AVAILABLE TO STAFF IN CHILDREN'S CENTERS

Table G.14. Children's center directors' total depressive symptoms scores[a]

	Unweighted total sample size (n)	Weighted percentage of children
Total depressive symptoms score (categories)	493	
No to few (0 to 4)		20.6^
Mild (5 to 9)		58.5
Moderate (10 to 14)		4.9
Severe (15 to 36)		16.0^

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Total depressive symptoms score	493	9.0	0-25

Source: Spring 2022 Center Director 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 data collection instruments. 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 12 for more information.

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[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). 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).

[b]Possible scores range from 0 to 36.

Table G.15. Children's center directors' total anxiety symptoms scores[a]

	Unweighted total sample size (n)	Weighted percentage of children
Total anxiety symptoms score (categories)	493	
Minimal (0 to 4)		33.0
Mild (5 to 9)		53.9
Moderate (10 to 14)		10.3^
Severe (15 to 21)		2.8^

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Total anxiety symptoms score	493	5.6	0-21

Source: Spring 2022 Center Director 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 data collection instruments. 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 12 for more information.

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

[b]Possible scores range from 0 to 21.

Table G.16. Children's center directors' job-related stress

	Unweighted total sample size (n)	Weighted percentage of children
Was under too many pressures to do their job effectively	493	
Strongly disagree		8.7^
Disagree		8.9^
Neither agree nor disagree		53.7
Agree		19.4^
Strongly agree		9.3^
Felt staff members often showed signs of stress and strain	493	
Strongly disagree		11.5^
Disagree		7.4^
Neither agree nor disagree		32.3
Agree		29.3
Strongly agree		19.5^
Felt the heavy workload at center reduced effectiveness	493	
Strongly disagree		8.7^
Disagree		40.8
Neither agree nor disagree		13.2^
Agree		31.8^
Strongly agree		5.5^
Felt staff frustration was common at center	493	
Strongly disagree		3.7^
Disagree		45.8
Neither agree nor disagree		23.5^
Agree		11.0^
Strongly agree		16.0^

	Unweighted total sample size (n)	Weighted mean	Reported range[b]
Center directors' job-related stress[a]	493	31	10-50

Source: Spring 2022 Center Director 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 data collection instruments. 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 12 for more information.

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Table G.16 *(continued)*

[a]"Center directors' job-related stress" is the mean of the four items shown in the top of the table. Higher scores indicate higher job-related stress.
[b]Possible scores range from 10 to 50.

Table G.17. Children's center directors' job-related stress due to the COVID-19 pandemic

	Unweighted total sample size (n)	Weighted percentage of children
Worried about their own potential exposure to COVID-19 while at work	493	
Strongly disagree		14.1^
Disagree		7.3^
Neither agree nor disagree		15.3^
Agree		53.8
Strongly agree		9.5^
Felt COVID-19 safety rules and regulations were stressful for them and other staff members	493	
Strongly disagree		6.8^
Disagree		10.6^
Neither agree nor disagree		19.7^
Agree		60.6
Strongly agree		2.4
Could not meet performance expectations due to the COVID-19 pandemic	493	
Strongly disagree		8.7^
Disagree		20.2
Neither agree nor disagree		50.2
Agree		12.1^
Strongly agree		8.8^
Felt more stress at work "now" than they did before the COVID-19 pandemic began[a]	493	
Strongly disagree		3.7^
Disagree		9.6^
Neither agree nor disagree		6.5^
Agree		68.2
Strongly agree		12.0^

	Unweighted total sample size (n)	Weighted mean	Reported range[c]
Job-related stress due to the COVID-19 pandemic[b]	493	3.4	1-5

Source: Spring 2022 Center Director 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 data collection instruments. 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 12 for more information.

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

[a]Center directors were asked about their current job-related stress at the time of the survey.

[b]"Job-related stress due to the COVID-19 pandemic" is the mean of the four items shown in the top of the table. Higher scores indicate higher job-related stress due to the COVID-19 pandemic.

[c]Possible scores range from 1 to 5.

Table G.18. Children's centers offered services or supports for staff wellness and overall-well being

	Weighted percentage of children (unweighted n=493)
Yes	79.8
No	20.2

Source: Spring 2022 Center Director Survey.

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