



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

**AIAN FACES**

**Fall 2019**

**Data Tables and Study Design**

**OPRE Report 2021-28**

**June 2021**

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# Descriptive Data on Region XI Head Start Children and Families: AIAN FACES Fall 2019 Data Tables and Study Design

OPRE Report 2021-28

June 2021

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

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## OVERVIEW

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

Since 1997, the Head Start Family and Child Experiences Survey (FACES) has been a major source of information on the Head Start program and the preschool children ages 3 to 5 who attend the program.

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

## Introduction

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

In addition, the report provides information on the AIAN FACES 2019 study methodology, sample, and analytic methods. The study design is the same as the design for AIAN FACES 2015. For the 2015 study, the study team collaborated extensively with a workgroup made up of (1) Head Start directors from Region XI programs, (2) early childhood researchers who have

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<sup>1</sup> In 2017, OPRE funded the 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.

worked with Native communities, (3) Mathematica researchers, and (4) federal government officials. AIAN FACES 2019 had its own workgroup, and its composition was similar to the composition of the 2015 workgroup. Members of the AIAN FACES 2019 Workgroup give advice on study activities, from updating assessments and survey items to collecting and reporting on data.

The study team selected the sample of children in AIAN FACES 2019 to represent all children enrolled in Region XI Head Start in fall 2019. The sample was based on children in 22 randomly selected Region XI programs across the country. The study collected data from the following sources: a range of assessments to measure children’s skills in many different areas; and surveys of children’s parents, teachers, and center and program directors. In fall 2019, the study collected data from children, parents, and teachers (reporting on individual children through teacher child reports). In spring 2020, the study repeated the fall data collection components and collected data from teachers about their classrooms and themselves, and from center and program directors.

## Topics

1. Children’s characteristics, family background, and home environment
2. Children’s cognitive skills
3. Children’s social-emotional skills
4. Children’s physical health and disability status

## Purpose

The purpose of this report is to (1) provide information about the AIAN FACES study, including the background, design, methodology, assessments, and analytic methods; and (2) report detailed descriptive statistics (averages, response ranges, and percentages) in a series of tables on children and their families.

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

## Findings and highlights

For children’s characteristics, family background, and home environment, the [Section A](#) tables show:

- Demographic characteristics (for example, age, race/ethnicity, language(s) spoken in the home, who lives in the household)
- Participation in an Early Head Start program serving infants and toddlers
- Parents’ education and employment status



- 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 sources of public assistance)
- Housing status and conditions
- Parents' Native language use and how important it is to them that the child learns Native language
- Community cultural activities attended by the child in the past year
- Activities families do with children, such as how often parents and children read books and tell stories together
- Children's access to health care providers and medical and dental care
- Parents' health behavior and total depressive symptoms (such as feelings of sadness, hopelessness, or restlessness) scores
- Parents' sources of social support

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

- Reliability of direct assessments (tests conducted with children) that measure children's language (receptive vocabulary [words a child understands], expressive vocabulary [words a child can say]), literacy (letter-word knowledge, early writing), and math skills
- Language used to conduct the direct assessments of children
- Children's language, literacy, and math skills
- Reliability of items that measure children's social skills, problem behaviors (such as aggression and hyperactivity), and approaches to learning (such as attention and persistence)
- Children's executive function (self-regulation skills), social skills, problem behaviors, and approaches to learning
- Teacher reports of children's disability status and type, and Individualized Education Program (IEP)/Individual Family Service Plan (IFSP) status
- Parent reports of children's health status
- Children's height, weight, and body mass index (BMI)

The tables provide the above information for all Region XI Head Start children, regardless of whether they are American Indian or Alaska Native. The tables also provide information for only Region XI Head Start children who are American Indian or Alaska Native.

## Methods

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

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

## Glossary

**AIAN FACES:** American Indian and Alaska Native Head Start Family and Child Experiences Survey

**Head Start Program Information Report (PIR):** The PIR provides data on the services, staff, children, and families served by Head Start programs. All grantees and delegates must submit a PIR annually.

**Region XI:** Serves children and families in programs operated by federally recognized American Indian and Alaska Native tribes

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## INTRODUCTION

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

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

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

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

In the rest of this introduction, we describe the planning, methodology, sample, and analytic methods used for AIAN FACES 2019, all of which are the basis of this report. The unit of analysis throughout the report is the child; we cannot report scores at the program, center, or classroom levels because our sample sizes are too small. The report has four sections of tables, which provide information on all children in Region XI programs during the 2019–2020 program

year and separate information for AIAN children in these programs. The tables have the following topics:

- Children’s characteristics, family background, and home environment ([Section A](#))
- Children’s cognitive skills ([Section B](#))
- Children’s social-emotional skills ([Section C](#))
- Children’s physical health and disability status ([Section D](#))

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.

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

### Logic model

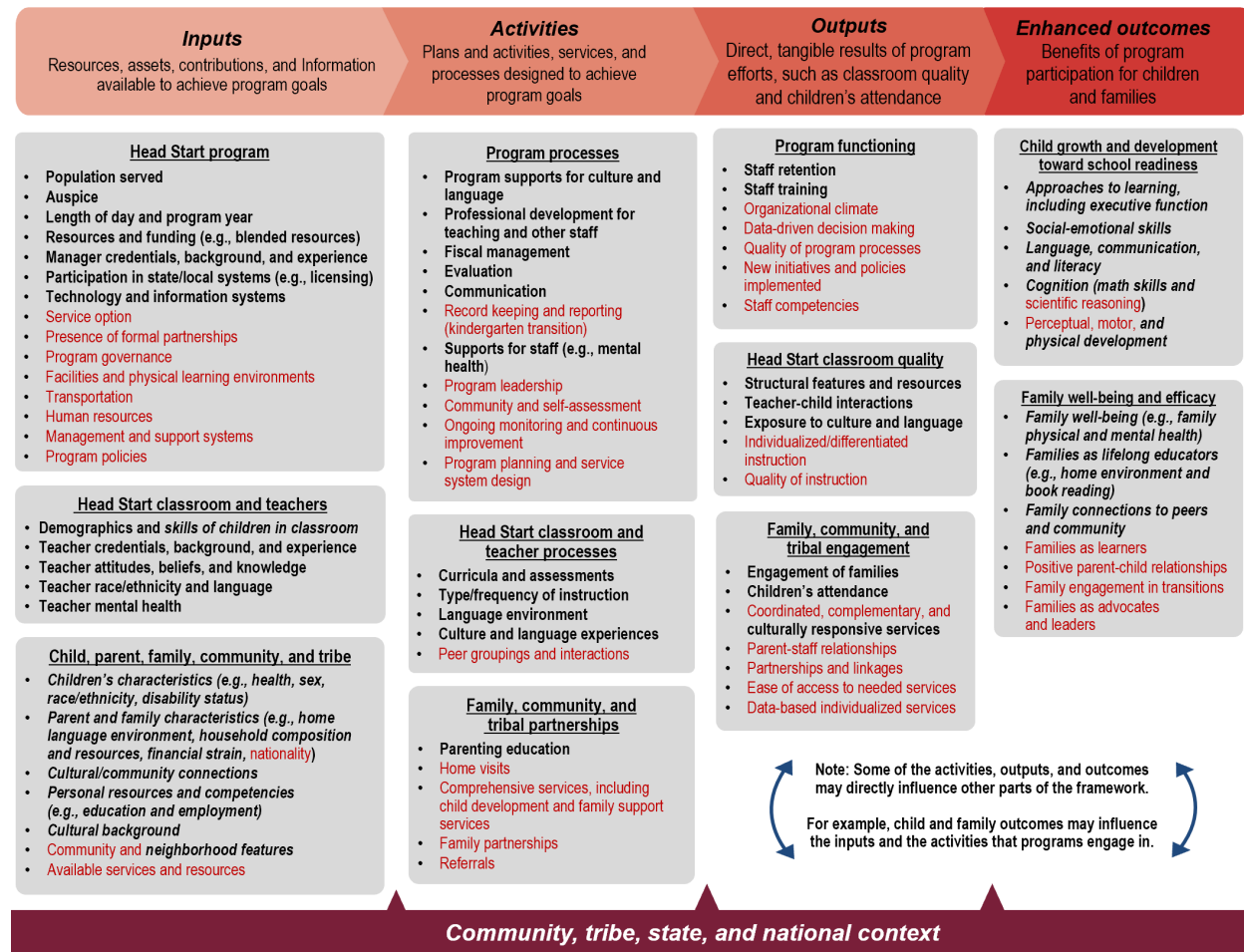
The Head Start logic model in Figure 1 shows the key parts of Head Start and the outcomes Head Start is designed to achieve. The logic model shows the expected pathways from inputs, which are the resources that a program has, to the ultimate goal of achieving better outcomes for children and families.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

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

In Figure 1, we show in black italics the data reported in the fall 2019 data tables, which reflect the importance of factors related to Native culture and language in AIAN FACES.



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



Note: The logic model is a more comprehensive view of Head Start that goes beyond what the FACES studies can measure. The items shown in the bullets in bold black font were measured in AIAN FACES 2019. The items shown in the bullets in regular red font were not measured. The items shown in the bullets in bold and italics are reported in the fall 2019 data tables.

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## **COLLABORATIVE PROCESS FOR STUDY PLANNING**

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

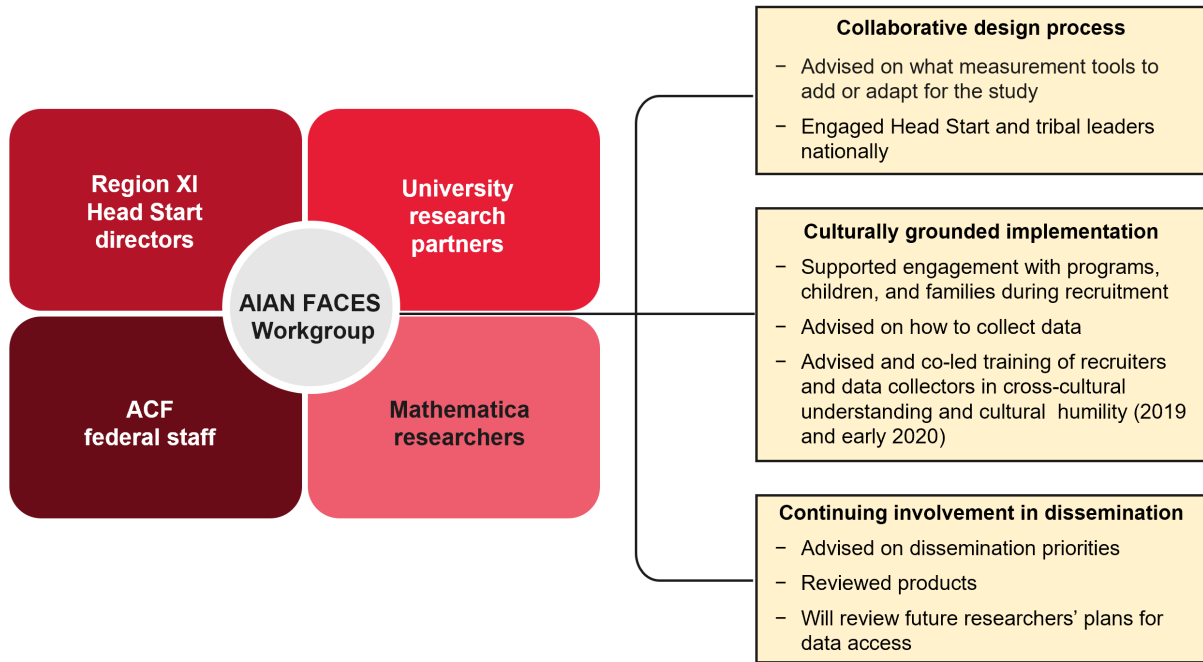
In planning for AIAN FACES 2015, workgroup members discussed and gave input on nearly every component of the study, including (1) the key research questions and information needs; (2) the population of interest (which helped determine the overall sample design); (3) appropriate assessments for measuring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

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

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<sup>2</sup> The AIAN FACES 2015 Technical Report (Malone et al. 2018) contains detailed information on the AIAN FACES 2015 Workgroup activities.

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



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## OVERVIEW OF SAMPLE AND DATA COLLECTION METHODS

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It is not feasible to collect data on all children in Region XI, so the AIAN FACES 2019 study was based on a nationally representative sample of Region XI AIAN Head Start programs, classrooms, and children. To create a nationally representative study of Region XI, we selected a sample of programs from the 2016–2017 Head Start Program Information Report.<sup>3, 4</sup> We selected one to two centers per program and two to four classrooms per center.<sup>5</sup> Within each classroom, we randomly selected 13 children for the study. As shown in Figure 3, 720 children and their families participated in AIAN FACES 2019; they were from 85 classrooms in 40 centers in 22 Region XI Head Start programs.<sup>6</sup>

We cannot report scores at the program, center, or classroom levels because our sample sizes are too small. Small sample sizes increase potential error in the estimation of scores. Therefore, the child is always the unit of analysis in AIAN FACES 2019, even for information reported at the program, center, or classroom level. By design, the AIAN FACES 2019 study describes *all* children enrolled in Region XI AIAN Head Start in fall 2019, including those who attended Head Start for the first time, those who attended a second year of the program, those who are AIAN, and those who are not AIAN. Further, the sample represents the AIAN children who attend Head Start programs in Region XI, which serves 54 percent of all AIAN children in Head Start.<sup>7</sup>

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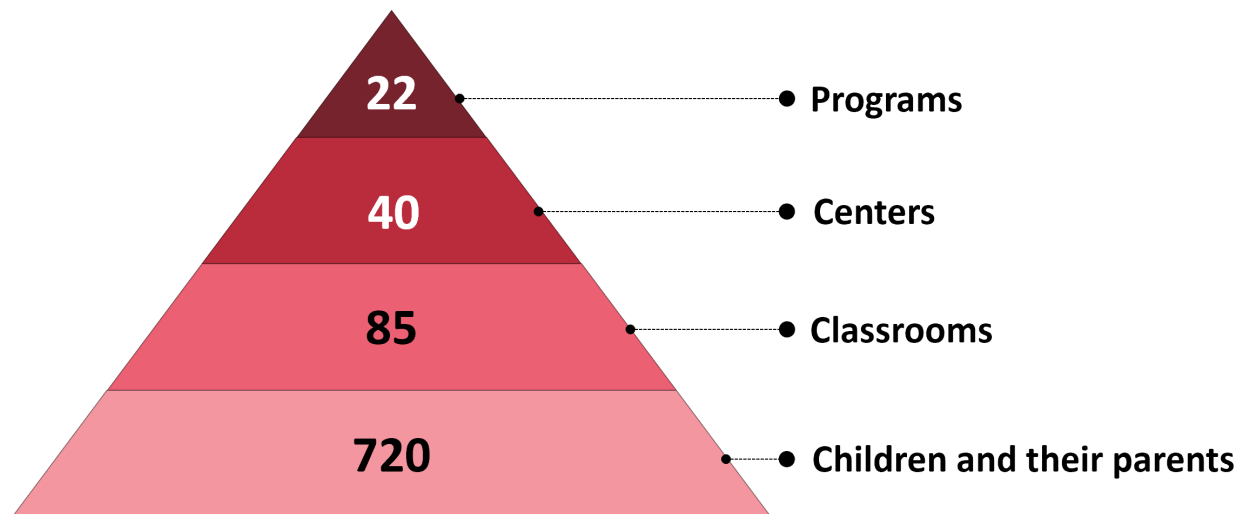
<sup>3</sup> The PIR provides data on the services, staff, children, and families served by Head Start programs across the country. All grantees and delegates must submit a PIR annually for Head Start programs.

<sup>4</sup> We sampled 41 programs, and 22 programs agreed to participate in AIAN FACES 2019.

<sup>5</sup> The number of centers and classrooms varied depending on the program structure. For example, a program might have only one center or only one classroom in a center. All but one (40 of 41) eligible selected centers and all eligible selected classrooms participated in fall 2019.

<sup>6</sup> Seventy-five percent of parents agreed to their children's participation in AIAN FACES 2019 (720 out of 961 eligible sampled children).

<sup>7</sup> FACES includes AIAN children served in Regions I through X; however, because the regions' AIAN children represent only a small percentage of all children in Head Start, the number of AIAN children in the FACES sample is too small to provide reliable estimates of what the true scores would be for the AIAN population served by Regions I through X.

**Figure 3. AIAN FACES 2019 sample**

We collected data over a four-month period (September–December 2019). In all, parents of 720 eligible children gave consent for their children to participate in AIAN FACES 2019. AIAN FACES 2019 assessors conducted an untimed, one-on-one assessment that directly measured each child’s cognitive skills (language, literacy, and math), height and weight, and executive function (self-regulation). At the end of the direct assessment, assessors rated the children’s behavior during the assessment. AIAN FACES 2019 assessors conducted assessments with 619 participating children (86 percent of participating children); 538 children’s parents completed surveys (75 percent of participating children’s parents);<sup>8</sup> and teachers completed ratings for 634 children (88 percent of participating children’s teachers).<sup>9,10</sup>

We use data from direct assessments to report on children’s cognitive skills, physical health, and executive function in fall of the Head Start year. Teacher ratings provide information about children’s social-emotional skills and developmental conditions and needs. Assessors’ ratings are another source of information about children’s social-emotional skills. We also use parent survey data to describe children’s health and other characteristics; families’ backgrounds; and home, cultural, and community experiences.

<sup>8</sup> Forty-eight percent of parents completed the survey on the web; 52 percent completed it via telephone. The study conducted parent surveys in English only.

<sup>9</sup> Teachers completed 37 percent of TCRs on the web and 63 percent on paper. The study offered TCRs in English only.

<sup>10</sup> The rates given here are all unweighted marginal response rates, not accounting for earlier stages of sampling and participation. By definition, the cumulative weighted response rates are lower. They account for the sampling weight and response rate for earlier stages of the sample (such as program, center, and classroom response rates) and fall 2019 child sampling and consent rates. The corresponding cumulative response rates associated with completion of the fall child assessments, parent surveys, and TCRs are 38, 33, and 38 percent, respectively.

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## OVERVIEW OF COMPOSITES, ASSESSMENTS, AND RATINGS

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In this section, we discuss how we measured (1) children’s demographic characteristics, family background, and the home environment and (2) children’s cognitive skills, social-emotional skills, and physical health and disability status. We give details about composites, where we use more than one survey or measurement item to arrive at one construct. An example of a composite is *who is living in child’s household*. This composite is constructed from two items: the people living in the house, and the relationship of each member of the household to the child. Together, these two items make up the composite that indicates who is living in the child’s household. Where relevant, we include information on how children’s skills compare to other children of the same age (norming sample). We also discuss how we administered the items and their limitations.

### Children’s characteristics, family background, and the home environment

Parents reported on characteristics of their households (such as education level, employment status, income, and languages spoken in the home), household members (including their relationship to the child in the sample), their own symptoms of depression (if any), their social support, and their ratings of their children’s health status, among other subjects.

In the fall, AIAN FACES 2019 gathered information about children’s Native culture and language experiences at home and in the community through parent surveys, including how important it is that their child learn their Native language, frequency of Native language use, and community activities such as participating in traditional ceremonies. Parents were also asked about the frequency of storytelling with the child.

We created composites (summary constructs) to describe child and family characteristics and define subgroups. We define these composites below.

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

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

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

- Second, we identify *American Indian and Alaska Native children* based on the parent’s report of whether the child is American Indian or Alaska Native only, or in combination with another race or Hispanic ethnicity. This definition is broader than child race/ethnicity above to include children who are (1) only American Indian or Alaska Native and not Hispanic/Latino/a, (2) American Indian or Alaska Native and Hispanic/Latino/a, and (3) American Indian or Alaska Native and another race but not Hispanic/Latino/a.<sup>11</sup>

*Language that is always or usually spoken to the child in the home* is the parent’s report of the language they always or usually use with the child at home. If parents reported speaking only one language in the home, the study considered that to be the one they always used when speaking to the child. If they reported more than one language in the home, then we used the language that is usually spoken to the child. Categories include English, the parent’s own Native language, another Native language, Spanish, and Other language.<sup>12</sup>

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

We show *parent marital status* for children who live with their biological or adoptive mother and biological or adoptive father. Marital status categories include married, registered domestic partnership or civil union, living together in a committed relationship, unmarried, and other.<sup>13</sup>

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

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<sup>11</sup> The first group is the same as the American Indian or Alaska Native, non-Hispanic we defined for child race/ethnicity. The second group is part of the Hispanic/Latino/a ethnicity group defined for child race/ethnicity. The third group is part of the group defined as multi-racial/bi-racial, non-Hispanic for child race/ethnicity.

<sup>12</sup> In a small number of cases, parents entered a Native language under the “Other language” option. In these cases, we categorize the language that is always or usually spoken to the child in the home as “Native language, unspecified.”

<sup>13</sup> Marital status focuses on biological or adoptive parents in the household and does not include other adults, such as parents’ romantic partners, step-parents, foster parents, or grandparents. Other types of marital status include divorced, separated, and widowed parents.

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

All potential sources of income supporting the household as a *percentage of federal poverty threshold* uses 2018 thresholds set by the U.S. Census Bureau, determined by annual household income relative to the number of family members. In 2018, for example, 100 percent of the federal poverty threshold for a family of four was \$25,701.<sup>14</sup> We also report *annual household income*, which includes all contributions from members of the household, public assistance programs, and other sources of income such as rental income, interest, and dividends. Household income is not used to determine eligibility for Head Start. Head Start qualifying criteria use family (not household) income, and there are other (non-income) ways to qualify for the program. Region XI Head Start programs may enroll families that have family incomes above the poverty line if (1) all eligible children in the service area who wish to be enrolled are served by Head Start; (2) the tribe has resources in its grant to enroll children whose family incomes exceed the low-income guidelines in the Head Start Program Performance Standards; and (3) at least 51 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>).

*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: rarely or never (1), some or a little (2), occasionally or moderately (3), and most or all of the time (4). Responses of rarely or never are recoded as 0; some or a little are recoded as 1; occasionally or moderately are recoded as 2; and most or all of the time are recoded as 3. We sum the recoded numbers for a possible range from 0 to 36. Total depressive scores are categorized as no to few depressive symptoms (0 to 4), mild depressive symptoms (5 to 9), moderate depressive symptoms (10 to 14), and severe depressive symptoms (15 and above). The CES-D is a screening tool, not a diagnostic tool, but scores have been correlated with clinical diagnosis (Radloff 1977).

*Financial strain* is constructed from four items that measured parents' sense they have enough money to afford the kind of home, clothing, food, and medical care they need (Conger et al. 1993; Raver et al. 2013). We categorized a family as "reported a financial strain" if the parent disagreed or strongly disagreed with the statement that they have enough money to afford any of the four items (home, clothing, food, or medical care). Possible answers were "strongly disagree," "disagree," "neutral," "agree," or "strongly agree." We also created an index reflecting the total number (count) and mean number of financial strains experienced by a Head

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<sup>14</sup> When we could not construct household income because of out-of-range or missing values, we imputed the continuous income variable. Imputation is a statistical procedure that allows us to use non-missing data to estimate what the missing value is likely to be.



Start family. The index is similar to other scoring practices for the same items (Raver et al. 2013).

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) and the USDA’s 2006 updates to the guide. The possible categories of food security are high, marginal, low, and very low:

- *Food secure* means that households are in the high or marginal categories. Food-secure households report no or minimal food access problems or limitations.
- *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 that they want, but it does not affect the quantity of 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 the quantity of food they eat.

To measure *utility, medical, and transportation hardships (or not being able to meet these needs due to financial constraints)*, we asked parents eight items that measure whether anyone in the family experienced hardships with basic utilities, medical needs, or transportation in the past 12 months (7 items based on the Multisite Implementation Evaluation of Tribal Home Visiting [MUSE] study Family Resources Check-In [FRC]; Whitesell et al. 2017). We categorized families’ reports of hardships as follows:

- *Hardships with basic utilities*: Parents said they could not afford a basic utility for “one or two months” or more often. We also created a count of lack of basic utilities reported.
- *Hardships with medical needs*: Parents said they could not afford to go to the doctor or dentist, or afford medications, glasses, or other medical supplies, for “one or two months” or more often. We also created a count of unmet medical needs reported.
- *Hardships with transportation*: Parents said they could not afford transportation for “one or two months” or more often.<sup>15</sup> We calculated the proportion of unmet transportation needs by counting if the parent reported they (1) ever lacked access to a reliable vehicle, (2) could not afford gas, or (3) could not afford public transportation in the past 12 months. 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.

To measure *crowding*, we used the number of people per room in the house. We used parents’ reports of the number of people in the household, divided by the number of separate rooms in

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<sup>15</sup> Parents could select a “not applicable” response for each transportation hardship question.

their housing. In work for the U.S. Department of Housing and Urban Development (Blake et al. 2007), researchers have used more than one person per room as a benchmark for crowding.

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

## **Children’s cognitive skills**

This section outlines (1) the assessments we used to directly assess children’s cognitive skills and (2) the process we used to decide what those assessments should be for each child.

### **Children’s cognitive skills**

To assess children’s skills and knowledge, AIAN FACES 2019 assessors directly administered norm- and criterion-referenced assessments of language, literacy, and math skills.<sup>16</sup> Norm-referenced assessments allow us to compare a group of children’s performance to the performance of other children in the same age (the norming group). Criterion-referenced assessments provide information on children’s skills in absolute terms; that is, without taking the performance of other children into account.

The Peabody Picture Vocabulary Test, Fifth Edition (PPVT–5; Dunn 2019) measures children’s English receptive vocabulary knowledge relative to English-speaking children of the same age in the U.S.

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

Selected assessments from the Woodcock–Johnson Tests of Achievement, Fourth Edition (WJ IV; Schrank et al. 2014)<sup>17</sup> measure letter knowledge, early math, and early writing relative to

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<sup>16</sup> In AIAN FACES 2015, we reviewed percentages, average scores, and reliabilities to get a quick picture of how these assessments looked for AIAN children compared to all children in FACES 2014. We also looked at how difficult the items were for different groups of children by conducting analysis of differential item functioning (DIF) to assess validity in comparing AIAN children to White children. The results of these analyses suggested no systemic bias. Malone et al. (2018b) describe these analyses in more detail. AIAN FACES 2019 used some of the same (EOWPVT–4 and ECLS–B) assessments as in 2015, but relied on updated versions of the PPVT and Woodcock-Johnson. To examine the updated versions for AIAN FACES 2019, we conducted DIF analysis for the PPVT-5 and the Woodcock Johnson IV Applied Problems and Letter-Word Identification and found no systemic bias (Bernstein et al., 2021).

<sup>17</sup> AIAN FACES 2015 used the fourth edition of the PPVT (PPVT–4; Dunn and Dunn 2006) and assessments from the third edition of the Woodcock-Johnson Tests of Achievement (WJ III; Woodcock et al. 2001). AIAN FACES 2019 uses the PPVT–5 and WJ IV. Therefore, the AIAN FACES 2019 PPVT–5 and WJ IV assessment scores are not comparable to the PPVT–4 and WJ III assessment scores obtained in AIAN FACES 2015 because assessment scores are based on updated norms, items, and rules. Given this change in the WJ edition, the ECLS scores are also not comparable because the ECLS scores are created by using information from both the WJ IV and ECLS. For more information on the comparability of scores for AIAN FACES 2019 and AIAN FACES 2015, see the AIAN FACES 2019 User’s Manual (Bernstein et al., 2021).

English-speaking children of the same age in the U.S. The Letter-Word Identification (Letter-Word) assessment measures children's knowledge of the alphabet, print concepts/conventions, and sight word recognition. The Applied Problems assessment measures math skills in the areas of number concepts and quantities, number relationships and operations, counting, and reasoning and problem solving. Finally, the Spelling assessment measures children's early writing and ability to spell from memory.

AIAN FACES also uses a set of math items from the Early Childhood Longitudinal Study–Birth cohort (ECLS–B; Snow et al. 2007) math assessment to measure a broader set of early math skills than the skills measured by the WJ IV Applied Problems assessment.

AIAN FACES also uses a set of letter-sounds items from the ECLS–B to measure the skills of children who have progressed beyond letter knowledge on the WJ IV Letter-Word Identification assessment but have not yet learned to recognize words by sight. AIAN FACES administers them only to children who meet a threshold of correct items on the WJ IV Letter-Word Identification assessment.

### **Children's assessment type**

The direct assessment includes assessments of two types: full and shortened. Both assessments are conducted in English. We use two sources to identify the *assessment type*: 1) the language children use most often at home identified from the parent consent form and 2) children's performance on a language screener.

The direct child assessment begins with Simon Says and Art Show from the Preschool Language Assessment Survey 2000 (*preLAS* 2000; Duncan and DeAvila 1998). We use the *preLAS* as a warm-up for children who most often use English at home. For children who most often use a language other than English at home, we use the *preLAS* as a language screener to determine whether to assess such children with the full assessment or to administer a shortened assessment that includes English vocabulary and height and weight measurements.<sup>18</sup> The shortened assessment includes the PPVT–5 and the EOWPVT–4, reflecting program interest in understanding the progression of English-language vocabulary.

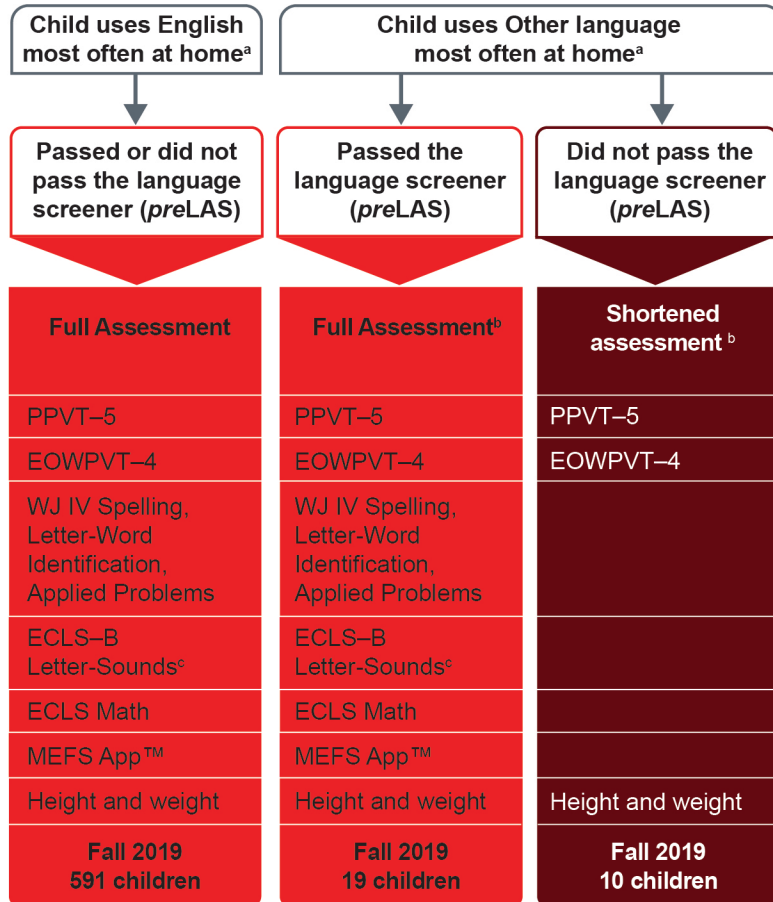
Following the *preLAS*, we administered the PPVT–5 to all children to measure English receptive vocabulary and the EOWPVT–4 to measure English expressive vocabulary. After we administered these vocabulary assessments, children took the remainder of the full or shortened assessment. Figure 4 shows the language path and assessments based on the language the child

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<sup>18</sup> In FACES, Spanish-speaking children who did not demonstrate sufficient English-language skills received the Spanish versions of some of the assessments. We conducted the AIAN FACES 2019 child assessment exclusively in English based on AIAN FACES 2015 Workgroup members' advice that most children's primary language would be English. Therefore, the anticipated sample size of children who most often use Spanish at home and might not pass the screener would be too small to analyze. Similarly, for children who most often use a language other than English or Spanish, the sample size would be too small, and standardized assessments are not generally available in those languages.

uses most often at home and performance on the language screener. It also shows the number of children who completed each language path.

**Figure 4. AIAN FACES 2019 language paths and assessments and number of children assessed**



<sup>a</sup> We use data from the parent consent form to identify the language that the child uses most often at home.

<sup>b</sup> Language of direct assessment is based on the language that the child uses most often at home and the child’s performance on the language screener. Children who most often used a language other than English at home passed the language screener if they made 12 or fewer errors.

<sup>c</sup> In AIAN FACES, the study team administered this assessment only to children who met a certain threshold on the WJ IV Letter-Word Identification assessment.

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

## Children's social-emotional skills

AIAN FACES 2019 used a variety of sources—teacher, assessor, and direct assessment—to get several perspectives on children's positive behavior and challenging behavior that could affect their ability to learn and interact with other children of the same age and with adults.<sup>19</sup>

Teachers reported on children's cooperative classroom behavior or social skills (for example, following teacher's directions or complimenting classmates) and on their problem behaviors (for example, hits/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 Scale (Gresham and Elliott 1990). 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).

At the end of the one-on-one assessments, assessors used the Leiter International Performance Scale—Third Edition (Leiter-3; Roid et al. 2013) to evaluate the child's behavior in the assessment situation, including approaches to learning and any problem behavior. AIAN FACES 2019 used the cognitive/social scale, which includes 27 items in four subscales: (1) attention (ability to focus attention on a task); (2) organization/impulse control (approach to a task in how organized or impulsive the child is—for example, in selecting answers quickly without considering all of the options); (3) activity level (lack of excessive movements that are not necessary for a task); and (4) sociability (friendliness and appropriateness in interacting with the assessor).<sup>20</sup>

Finally, the Minnesota Executive Function Scale App (MEFS App<sup>TM</sup>; Carlson and Zelazo 2014) is a standardized assessment of children's executive function, or self-regulation skills. These skills have been shown to predict children's school readiness even when controlling for other cognitive skills (Fitzpatrick et al. 2014). Each child individually completed the MEFS App<sup>TM</sup> on a touch-screen tablet as part of the direct child assessment. The MEFS App<sup>TM</sup> measures children's ability to remember instructions (working memory), regulate their behavior to sort cards as instructed (inhibitory control), and switch their behavior to sort cards according to new rules when instructions change (cognitive flexibility).<sup>21</sup>

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<sup>19</sup> Similar to the cognitive assessments, we conducted analyses to understand the performance of social-emotional assessments with AIAN children in AIAN FACES 2015 (Malone et al. 2018).

<sup>20</sup> AIAN FACES 2015 used the Leiter International Performance Scale—Revised Examiner Ratings (Leiter-R; Roid and Miller 1997). The items and administration for the Leiter-R and Leiter-3 are identical. However, the Leiter-3 was normed using a sample collected in 2010; as a result, the *standard scores* are not comparable to those obtained in AIAN FACES 2015.

<sup>21</sup> The MEFS App<sup>TM</sup> was normed on a sample of 32,800 typically developing youth (ages 2 years through 17.9) in the U.S. (Carlson 2020). The MEFS App<sup>TM</sup> developers report evidence of test-retest reliability and convergent validity (Carlson 2020). The AIAN FACES 2019 sample includes more AIAN and low income children than the MEFS App<sup>TM</sup> developer's sample. Therefore, it is important to understand how the MEFS App<sup>TM</sup> performed in (continued)

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

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

AIAN FACES 2019 measured children’s physical health and disability status in several ways. Teachers reported on aspects of children’s disability status and developmental conditions or concerns. For children with a teacher-reported disability, teachers reported on the type(s) of disability and whether the child had an individualized education program (IEP) or Individual Family Service Plan (IFSP). Parents rated their child’s overall health status. During the direct assessment, we also measured each child’s height and weight for analyses of obesity or underweight status.

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

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the AIAN FACES 2019 sample. For other assessments used in AIAN FACES 2019, we calculate reliability in terms of internal consistency, or that the assessment items measure the same thing to form a scale. However, internal consistency reliability is not an appropriate metric for the MEFS App<sup>TM</sup>. This is because the MEFS App<sup>TM</sup> scores account for a child’s accuracy and response time, and response times can be different for individual items, across levels, and by the child’s age. Instead, we examined correlations between MEFS App<sup>TM</sup> scores and other assessment scores (PPVT–5, EOWPVT–4, WJ IV Letter-Word Identification, and WJ IV Applied Problems) to understand concurrent validity in the AIAN FACES 2019 sample. We controlled for child age, whether the child is American Indian or Alaska Native, sex, language that is always or usually spoken to the child at home, household poverty threshold, and maternal education. The results of the correlations and covariate-adjusted associations support the validity of the MEFS for children who took the assessments in English; see FACES 2019 User’s Manual (Kopack Klein et al., 2021).

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## OVERVIEW OF ANALYTIC METHODS

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Below, we describe how we calculated the Region XI Head Start population estimates (estimates for *all* Region XI Head Start children and their families based on the AIAN FACES 2019 nationally representative sample) for family characteristics and children’s cognitive skills, social-emotional skills, and physical health and disability status.

### Population estimates

The data used in these tables are weighted to represent all children enrolled in Region XI Head Start programs in the fall of the program year. We use weights because children across the entire sample can have different probabilities of being selected. Additionally, we use weights to adjust for changes in children’s eligibility status and the effects of nonresponse. This report applies an analysis weight to include 526 children who had a completed parent survey **and** *either* a child assessment *or* TCR in the fall. Estimates included in the data tables are based on weighted data to be nationally representative of the population.

The tables also include unweighted sample sizes, which show the stability of the estimates for the Head Start population. Sample sizes can provide information on the precision of the estimates, as smaller sample sizes result in a larger standard error, signifying a wider confidence interval (which gives the range around the observed estimate within which we are fairly certain the true value for the entire population of Region XI lies).<sup>22</sup>

### Children’s cognitive skill scores, social-emotional skill scores, and health and physical health and disability status

*Children’s cognitive skills scores.* Direct assessment scores created in AIAN FACES 2019 include raw and Item Response Theory (IRT)-based or W scores, which allow us to compare children’s skills in absolute terms. They also include standard scores, which allow us to compare children’s performance to others of the same age. Standard scores provide information compared

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<sup>22</sup> The number of children within and across tables can vary depending on item nonresponse, which happens when there are data from a parent survey, TCR, or direct assessment for a child but a specific item within that instrument is missing. This situation can happen if an item was not administered by design or if someone chooses not to respond to a particular item. For example, depending on whether a child took the full or shortened assessment, a child may be missing scores on certain assessments because we did not administer these assessments to the child. In the parent survey, a parent may not have received an item based on a response to an earlier “gateway” item. Rates of item-level missing data are low in AIAN FACES 2019. Data on key children’s characteristics such as race/ethnicity, age, sex, and language that is always or usually spoken to child in home are present for all sample members or missing in less than 1 percent of cases. Less than 2 percent of direct assessments are missing assessments that should have been administered. Another type of AIAN FACES 2019 missing data is unit nonresponse, when the entire parent survey, TCR, or direct assessment is missing. Rates of unit nonresponse are typically low, although they are higher for some instruments. Our approach to addressing unit nonresponse is the use of analysis weights. For more information about how to handle nonresponse in AIAN FACES 2019 data, see the AIAN FACES 2019 User’s Manual (Bernstein et al., 2021).

to other same-age children nationally. In this report, we focus on standard and IRT-based scores.<sup>23</sup>

Standard and IRT-based scores can be used to address different types of questions about children's skills.

- *Standard scores* have a mean or average of 100 and a standard deviation of 15. Standard deviations tell us how spread out scores are. For standard scores, they highlight how far away a child's performance is from the mean score of 100. Scores above or below the mean indicate that, compared to children of the same age nationally, the child's skills are more or less advanced. The standard score is calculated by using the child's raw score in combination with the child's age (and sometimes other background characteristics).
- It is important to take note of the norming sample used for each assessment when considering how children compare to a national sample at particular time points. Importantly, norming samples typically have not included large numbers of AIAN children. However, results from psychometric analyses completed during AIAN FACES 2015 support the use of these scores for AIAN young children (Malone et al. 2018). Standard scores are reported in the tables for the PPVT-5, EOWPVT-4, and WJ IV assessments.<sup>24</sup> Given the range of children's skills, we were particularly interested in knowing what percentage of children were within certain ranges from the mean, so we created categories based on the full range of scores. We created five categories of children's skills across the cognitive assessments, based on standard deviation units: scores two or more standard deviations below the mean (70 or less), scores between one and two standard deviations below the mean (71 to 85), scores within one standard deviation of the mean (86 to 114), scores between one and two standard deviations above the mean (115 to 129), and scores two or more standard deviations above the mean (130 or greater). Generally, standard scores that are two or more standard deviations below the mean suggest the need for referral or additional evaluation.<sup>25</sup>
- *IRT-based scores* estimate a child's performance as if all children had responded to the same set of items in an assessment. (A child might not be given all the items based on the

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<sup>23</sup> For information on the full set of scores available in AIAN FACES 2019, see the AIAN FACES 2019 User's Manual (Bernstein et al., 2021).

<sup>24</sup> The WJ IV updates included more difficult items. For the Spelling assessment in particular, age equivalent scores are not available for children under 3 years, 4 months old. For children younger than 3 years, 4 months, a raw score of zero (no correct items) equals a standard score at or near 100. Therefore, we do not report WJ IV Spelling standard scores for children younger than 3 years, 4 months. Readers can review other scores such as the W scores for children's absolute performance rather than the standard scores which are relative to children of the same age.

<sup>25</sup> Readers should not necessarily interpret low scores on the English vocabulary measures as indicative of a child's need for referral or additional evaluation. All children received the PPVT-5 to measure English receptive vocabulary regardless of the language they most often use at home and their performance on the language screener. All children received the EOWPVT-4 to measure English expressive vocabulary regardless of their performance on the language screener. Therefore, some of these children may have scored lower on these assessments because of low levels of English vocabulary, not because of a developmental language delay.



administration rules for that assessment).<sup>26</sup> For any items that the child does not take, IRT models estimate the probability that the child would have answered correctly based on the difficulty of each item. In AIAN FACES, the difficulties of the items are based on the difficulties from large, nationally-representative samples used in the development of the assessments. The IRT score for each child is the *sum of the probabilities* for correct answers on the items in the assessment and is an indicator of absolute performance. Consequently, the IRT score is usually not a whole number. IRT scale scores from the ECLS–B Math and Letter-Sounds assessments are reported in the tables. The IRT scale scores for ECLS–B Math and the combined WJ IV Applied Problems and ECLS–B math items were set to fall between 0 and the total number of items administered to any child in the sample (0-22 for ECLS–B Math and 0-43 for the combined WJ IV Applied Problems and ECLS–B items). The IRT scale scores for ECLS–B Letter-Sounds and the combined WJ IV Letter-Word Identification and ECLS–B Letter-Sounds items were set to fall between 0 and the total number of items administered to any child in the sample (0-5 for ECLS–B Letter-Sounds and 0-23 for the combined WJ IV Letter-Word Identification and ECLS–B Letter-Sounds items).

**Children’s social-emotional skills scores.** These scores are based on a variety of sources: assessors’ and teachers’ ratings of children and children’s performance on the MEFS App™, an executive function assessment.

Scores are indicators of absolute performance, not performance relative to other children.

- *Social skills score* is a sum score of 12 items with 24 possible points related to children’s cooperative behavior and social skills. The items come from the Personal Maturity Scale and the Social Skills Rating Scale. Higher scores indicate the child exhibits cooperative behavior more frequently.
- *Approaches to learning score* is an mean rating of six items that make up the Approaches to Learning Scale from the ECLS–K. Higher scores indicate the child exhibits positive approaches to learning behaviors more frequently.
- *Problem behaviors total score* is a sum score of 14 items that contains three subscale scores—Aggressive Behavior (4 items), Withdrawn Behavior (6 items), and Hyperactive Behavior (3 items). The items come from an abbreviated adaptation of the Personal Maturity Scale and from the Behavior Problems Index. Higher scores indicate the child exhibits negative behavior more frequently.<sup>27</sup>

Assessor-reported scores of children’s behavior during the direct assessment include raw and standard scores from the Leiter–3.

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<sup>26</sup> Each assessment has specific stopping rules that represent a child’s upper ability. We use these rules to prevent child fatigue.

<sup>27</sup> The number of items in the three subscales add up to 13. One additional item not included in the subscales is included in the total score for problem behaviors. Therefore, there are a total of 14 items in the total score for problem behaviors.

- *Attention, organization/impulse control, activity level, and sociability* are raw subscale scores; *cognitive/social behavior total score* is a sum score of the subscales. Higher scores reflect better behaviors on these assessments.
- *Cognitive/social behavior total standard score* has a mean of 100 and a standard deviation of 15; it indicates performance relative to children of the same age nationally.

Executive function, or self-regulation, percentile and standard scores are derived from the MEFS App™ during the direct assessment.

- The *percentile scores* range from 0 to 100. A score of 50 is the 50th percentile, meaning the child scored better than 50 percent of children the same age in the MEFS App™ 2019 norming sample.
- The *standard score* has a mean of 100 and a standard deviation of 15, and reflects a child's performance relative to children the same age in the MEFS App™ 2019 norming sample. The standard score categories include approaching age expectations, meets low age expectations, meets age expectations, and exceeds age expectations.
  - *Approaching age expectations* means the child scored a full standard deviation or more below the mean.
  - *Meeting age expectations* (includes meets low age and meets high age expectations) means the child scored between one standard deviation below and one standard deviation above the mean.
  - *Exceeding age expectations* means the child scored a full standard deviation or more above the mean.

***Children's height and weight.*** Assessors weighed each child and measured the child's height using procedures from the ECLS–K and ECLS–B. Body mass index (BMI) is calculated as the ratio of a child's weight to height (weight in kilograms divided by squared height in meters) and can be used as an indicator of overweight and obese status. BMI calculation is specific to age and sex. According to the Centers for Disease Control and Prevention, a child is (1) underweight if the child's BMI score is below the 5th percentile for age and sex, (2) normal weight if the child's BMI score is at or above the 5th percentile and below the 85th percentile for age and sex, (3) overweight if the child's BMI score is at or above the 85th percentile and below the 95th percentile for age and sex, and (4) obese if the child's BMI is at or above the 95th percentile for age and sex.

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## CONCLUDING CONSIDERATIONS

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This report describes Region XI Head Start children and their families. Readers should keep certain things in mind – some of them unique to Region XI – when they review the findings. Most importantly, the reported information does not account or control for factors that might influence child and family well-being.<sup>28</sup>

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

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

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

It is also important to note that there are some federal regulations and standards specific to Region XI Head Start programs. As noted, Region XI Head Start programs support AIAN families by giving them opportunities to take part in traditional language and cultural practices based on community needs and wishes. In addition, these programs can embed language and culture directly into programming (for example, by using a culturally based curriculum or

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<sup>28</sup> It is important to note that standard scores available for cognitive skills and assessor ratings provide information relative to children of the same age nationally, and BMI factors age and sex into its calculation.

providing Native language exposure or instruction). As another example, Region XI programs may enroll participants who do not meet the income criteria as long as these participants account for less than 50 percent of total enrollment. Some of these differences in regulations make direct comparisons with other regions difficult.

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

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

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## KEY TERMS

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**Absolute performance.** Scores that reflect a child’s performance on an assessment isolated from any context; that is, without taking the performance of other children into account.

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

**Assessments.** Measure children’s skills or performance on a given area like language, literacy, math, and others, usually resulting in a score given either in the context of other children’s performance or given without that context according to a criterion or criteria.

**Assessor.** The person conducting the direct assessment (see definition below) with the child.

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

**Cognitive skills.** Children’s language, literacy, and math skills.

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

**Criterion-referenced assessments.** Assessments that evaluate what children know or what skills they possess based on a set of established criteria, without context; that is, without comparing the children’s skills or knowledge to those of other children (as distinguished from norm-referenced assessments, defined below).

**Crowding.** A household is crowded if there is more than one person for every room in the house; for example, a house with five rooms and seven people is crowded.

**Cultural/language elder or specialist.** A person whom teachers, centers, or programs rely on or consult with about their community’s culture or language, to support children’s cultural and Native language experiences.

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

**Direct assessment.** The one-on-one test, or assessment, administered directly to the child by the assessor. The assessment is composed of multiple assessments that measure children’s language (English and Spanish receptive vocabulary), literacy (letter-word knowledge, early writing skills), and math, along with their executive function skills, their height, and their weight.

**Expressive vocabulary.** The words a child can say in English.

**Executive function.** Self-regulation skills including working memory, inhibitory control, and cognitive flexibility.

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

**Financial strain.** As measured in AIAN FACES 2019, the sense that the household does not have enough money for the kind of home, clothing, food, and medical care the household members need.

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

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

**Household food security.** The level of access a household has to enough food or food of the quality, variety, or type it prefers. A *food secure* household reports minimal problems or related limitations in accessing food, or no problems at all. *Low food security* means that households do not have food of the quality, variety, or type they want, but it does not affect the quantity of food they eat. *Very low food security* means that households report that their eating patterns have been disrupted several times, with a decrease in their food intake

**Item Response Theory (IRT)-based scores.** These scores estimate a child’s performance as if all children had responded to the same set of items in an assessment. (A child might not be given all the items based on the administration rules for that assessment). For any items that the child is not assessed on, IRT models estimate the probability that the child would have answered correctly based on the difficulty of each item. The IRT score for each child is the sum of the probabilities for correct answers on the items in the assessment and is an indicator of absolute performance.

**Material hardship.** As measured in AIAN FACES 2019, the inability to pay for utilities, transportation, and/or medical needs.

**Norm-referenced assessments.** Assessments that allow us to compare the performance of a group of children to the performance of children the same age, as distinguished from criterion-referenced assessments (defined above).

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

**Receptive vocabulary.** The words a child understands. Measured separately for English and Spanish.

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

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

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

**Standard score.** Shows what a child's performance is relative to the performance of children of the same age nationally. The standard score is calculated by using the child's raw score in combination with the child's age (and sometimes other background characteristics). Standard scores are expressed in standard units. Thus, the difference in performance between standard scores of 85 and 90 is the same as the difference between scores of 55 and 60.

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

**W score.** An indicator of absolute performance considering all possible items in an assessment. W scores (or Growth Score Value scores) are a different form of IRT scores. The W scores use information from all items and children to estimate a child's score on a continuous scale. The estimate is based on the difficulty of the items and the child's ability. W scores are appropriate for examining change in performance over time.

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**LIST OF ACRONYMS**

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AIAN FACES	American Indian and Alaska Native Head Start Family and Child Experiences Survey
BMI	Body mass index
CES-D	Center for Epidemiological Studies Depression Scale
ECLS-BC	Early Childhood Longitudinal Study-Birth Cohort
ECLS-K	Early Childhood Longitudinal Study-Kindergarten Class of 1998-99
EOWPVT-4	Expressive One-Word Picture Vocabulary Test-4th Edition
FACES	Head Start Family and Child Experiences Survey
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
IRT	Item Response Theory
MEFS App <sup>TM</sup>	Minnesota Executive Functioning Scale App
PIR	Program Information Report
PPVT-5	Peabody Picture Vocabulary Test, Fifth Edition
<i>pre</i> LAS 2000	Preschool Language Assessment Survey 2000
TCR	Teacher Child Report
USDA	U.S. Department of Agriculture
WJ IV	Woodcock-Johnson Tests of Achievement, Fourth Edition

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## **SECTION A**

### **CHILDREN'S CHARACTERISTICS, FAMILY BACKGROUND, AND HOME ENVIRONMENT**

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

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

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage	n	Percentage <sup>b</sup>
<b>Age as of September 1, 2019</b>	526		457	
3 years old or younger		42.1		41.3
4 years old or older		57.9		58.7
<b>Race/ethnicity</b>	526		457	
White, non-Hispanic		8.2		0.0
African American, non-Hispanic		0.1		0.0
Hispanic/Latino/a		17.7		14.9
American Indian or Alaska Native, non-Hispanic <sup>c</sup>		58.4		67.6
Asian or Pacific Islander, non-Hispanic		0.0		0.0
Multiracial/biracial, non-Hispanic		15.6		17.6
Other, non-Hispanic <sup>d</sup>		0.0		0.0
<b>American Indian or Alaska Native, alone or in combination with another race or ethnicity</b>	526	86.5	457	100.0
<b>Sex</b>	526		457	
Female		46.5		45.6
Male		53.5		54.4
<b>Head Start program exposure</b>	526		457	
Newly entering children		61.1		60.2
Returning children		38.9		39.8
<b>Participated in Early Head Start</b>	526		457	
Yes		34.1		35.9
No		65.9		64.1

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

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

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

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

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

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage	n	Percentage
<b>All languages spoken in the home<sup>b</sup></b>				
English	526	98.5	457	98.2
Parent's own Native language	525	40.6	456	45.6
Another Native language	525	5.6	456	6.3
Native language, unspecified <sup>c</sup>	525	1.0	456	1.1
Spanish	525	8.0	456	6.8
Other language <sup>d</sup>	525	0.5	456	0.6
<b>Only English spoken in the home</b>	525	51.5	456	47.0
<b>Any Native language spoken in the home<sup>e</sup></b>	525	43.4	456	48.7
<b>Language that is always or usually spoken to the child in the home<sup>f</sup></b>	525		456	
English		95.8		95.6
A Native language		3.7		4.2
Spanish		0.4		0.0
Other language <sup>g</sup>		0.1		0.2

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

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

<sup>d</sup>"Other language" includes responses such as Finnish.

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

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

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

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

	All children (AIAN and non-AIAN)			AIAN children only <sup>b</sup>		
	n	Percentage <sup>c</sup>		n	Percentage	
<b>Child living with</b>	526			457		
Mother and Father		42.8			39.5	
Married		22.9			20.7	
Registered domestic partnership or civil union		0.1			0.1	
Living together in a committed relationship		14.4			14.0	
Unmarried		4.9			4.0	
Marital status not reported		0.5			0.6	
Mother only		39.5			42.4	
Father only		4.6			4.9	
Neither mother nor father		13.0			13.2	
<b>Child living with grandparent and/or great grandparent<sup>d</sup></b>	526	21.2		457	22.6	
	n	Mean	Reported range	n	Mean	Reported range
<b>Number of people in household<sup>e</sup></b>	526	3.0	2-8	457	3.1	2-8

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

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

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

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

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

	All children (AIAN and non-AIAN)		AIAN children only <sup>b</sup>	
	n	Percentage	n	Percentage
<b>Mothers in the household</b>	431		368	
Less than high school diploma		13.5		15.0
High school diploma or GED		34.4		37.0
Some college/vocational/technical/Associate degree		41.0		38.1
Bachelor's degree or higher		11.1		9.9
<b>Fathers in the household</b>	247		203	
Less than high school diploma		18.4		16.1
High school diploma or GED		44.8		48.2
Some college/vocational/technical/Associate degree		29.6		30.0
Bachelor's degree or higher		7.2		5.7

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

<sup>a</sup>Parents can be biological or adoptive parents. We exclude the 12 percent of children whose households do not include a mother or father.

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

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

	All children (AIAN and non-AIAN)							
	Fathers' employment status							
	Overall mother's employment status	Working full-time	Working part-time	Looking for work	Not in labor force	Father status missing	No father in household	
	n	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	
<b>Overall father's employment status</b>	463		37.4	5.8	4.5	5.6	1.2	45.4
<b>Mothers' employment status</b>								
Working full-time		52.7	20.6	2.5	1.2	2.5	0.1	25.8
Working part-time		14.0	5.5	0.5	0.7	0.8	0.7	5.8
Looking for work		10.1	1.8	1.4	0.5	0.3	0.3	5.7
Not in labor force		16.2	6.0	0.8	1.8	1.1	0.0	6.5
Mother status missing		1.7	0.0	0.0	0.0	0.0	0.0	1.7
No mother in household		5.3	3.3	0.6	0.2	0.9	0.2	n.a.
	AIAN children only <sup>c</sup>							
	Fathers' employment status							
	Overall mother's employment status	Working full-time	Working part-time	Looking for work	Not in labor force	Father status missing	No father in household	
	n	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	
<b>Overall father's employment status</b>	397		34.7	4.9	5.2	5.1	1.2	48.9
<b>Mothers' employment status</b>								
Working full-time		50.2	18.1	1.2	1.4	1.6	0.1	27.7
Working part-time		13.7	4.9	0.5	0.8	1.0	0.8	5.7
Looking for work		11.4	1.9	1.7	0.6	0.3	0.3	6.6
Not in labor force		17.1	6.1	0.8	2.1	1.3	0.0	6.9
Mother status missing		1.9	0.0	0.0	0.0	0.0	0.0	1.9
No mother in household		5.6	3.7	0.7	0.3	0.9	0.0	n.a.

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2019.

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

n.a. = not applicable.

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

<sup>b</sup>Data include one- or two-parent households with biological or adoptive parents. We exclude the 12 percent of children whose households do not include a biological or adoptive parent.

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

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

	All children (AIAN and non-AIAN)		AIAN children only <sup>c</sup>	
	n	Percentage	n	Percentage
Below 50 percent	526	10.5	457	10.9
50 to 100 percent	526	18.2	457	19.4
101 to 130 percent	526	12.0	457	12.6
131 to 185 percent	526	17.8	457	17.7
186 to 200 percent	526	2.8	457	2.5
201 percent or above	526	38.7	457	36.9

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

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

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

All children			
	n	Mean	Range
<b>Annual household income</b>	526	\$36,185	\$3,000- >\$75,000
	n	Percentage	
<b>Annual household income categories</b>	526		
<\$10,000		12.7	
\$10,001-\$20,000		14.8	
\$20,001-\$30,000		22.4	
\$30,001-\$40,000		15.4	
\$40,001-\$50,000		8.8	
>\$50,000		25.8	
AIAN children only <sup>a</sup>			
	n	Mean	Range
<b>Annual household income</b>	457	\$35,411	\$3,000- >\$75,000
	n	Percentage	
<b>Annual household income categories</b>	457		
<\$10,000		13.2	
\$10,001-\$20,000		15.5	
\$20,001-\$30,000		22.6	
\$30,001-\$40,000		15.1	
\$40,001-\$50,000		9.2	
>\$50,000		24.5	

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2019.

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

Parents include both biological and adoptive parents.

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

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

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

**Table A.8. Parent'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<sup>a</sup>**

	All children (AIAN and non-AIAN)					
	Percentage <sup>b</sup>					
	n	Very often	Often	Sometimes	Rarely	Never
Spoke Native language with child	526	6.5	13.8	30.3	15.6	33.7
Made sure child heard Native language spoken by others	524	7.7	25.4	31.5	13.0	22.3
Encouraged child to learn Native language (for example, take classes in school)	521	20.6	29.1	18.7	10.1	21.5
Used Native language in prayers or songs with child	525	7.6	13.2	18.0	17.1	44.2
Used Native language in everyday life with child	526	7.8	18.7	19.2	16.6	37.7
Spoke Native language with other adults when child was around	526	5.6	10.3	17.1	18.6	48.4
	<b>n</b>	<b>Mean (reported range)</b>				
<b>Frequency of Native language use<sup>c</sup></b>	526	2.5 (1-5)				
	American Indian and Alaska Native children only <sup>d</sup>					
	Percentage <sup>b</sup>					
	n	Very often	Often	Sometimes	Rarely	Never
Spoke Native language with child	457	7.2	16.0	32.7	17.5	26.6
Made sure child heard Native language spoken by others	455	8.2	28.4	32.0	14.3	17.1
Encouraged child to learn Native language (for example, take classes in school)	453	22.5	32.4	18.7	9.2	17.2
Used Native language in prayers or songs with child	456	8.5	14.7	19.5	19.2	38.0
Used Native language in everyday life with child	457	8.6	20.7	21.2	18.1	31.4
Spoke Native language with other adults when child was around	457	5.9	11.7	18.3	20.6	43.6
	<b>n</b>	<b>Mean (reported range)</b>				
<b>Frequency of Native language use<sup>c</sup></b>	457	2.7 (1-5)				
	American Indian and Alaska Native children who have a Native language spoken at home <sup>d</sup>					
	Percentage <sup>b</sup>					
	n	Very often	Often	Sometimes	Rarely	Never
Spoke Native language with child	232	14.5	29.9	47.9	7.2	0.4
Made sure child heard Native language spoken by others	231	14.0	43.2	35.2	5.6	2.0
Encouraged child to learn Native language (for example, take classes in school)	230	33.0	40.9	18.9	4.4	2.9
Used Native language in prayers or songs with child	232	15.0	25.2	28.8	17.3	13.7
Used Native language in everyday life with child	232	16.6	35.5	35.9	10.4	1.5
Spoke Native language with other adults when child was around	232	11.9	21.5	32.2	25.7	8.7
	<b>n</b>	<b>Mean (reported range)</b>				
<b>Average frequency of Native language use<sup>c</sup></b>	232	3.5 (1-5)				

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

<sup>a</sup>The data on Native language use exclude households that do not include a biological/adoptive mother and/or biological/adoptive father.



**Table A.8.** *(continued)*

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

<sup>c</sup>Scores can range from 1 (Never) to 5 (Very often) and reflect the mean of the six items above.

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

**Table A.9. Importance that child learns Native language, by languages spoken in the home**

	All children (AIAN and non-AIAN)						AIAN children only <sup>a</sup>					
	Overall		English only spoken in child's home		Native language spoken in child's home		Overall		English only spoken in child's home		Native language spoken in child's home	
	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage	n	Percentage
Very important	525	59.2	268	39.3	239	81.2	457	64.6	215	46.5	232	81.5
Somewhat important	525	31.2	268	42.5	239	18.7	457	28.6	215	39.6	232	18.4
Not at all important	525	9.6	268	18.2	239	0.1	457	6.8	215	13.9	232	0.1

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

**Table A.10. Parents' total depressive symptoms scores**

	All children (AIAN and non-AIAN)			AIAN children only <sup>a</sup>		
	n	Percentage		n	Percentage	
<b>Total depressive symptoms score categories<sup>b</sup></b>	522			453		
No to few (0 to 4)		49.7			48.1	
Mild (5 to 9)		24.9			26.9	
Moderate (10 to 14)		13.5			13.2	
Severe (15 to 36)		11.9			11.8	
	n	Mean	Reported range	n	Mean	Reported range
<b>Total depressive symptoms score<sup>b</sup></b>	522	6.6	0-32	453	6.6	0-29

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

<sup>b</sup>The total depressive symptom score is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. The publisher reports that depressive symptoms scores have been correlated with clinical diagnosis, but the CES-D is a screening tool and not used to formally diagnose depression.

**Table A.11. Types and number of social supports available to parents**

	All children (AIAN and non-AIAN)			AIAN children only <sup>a</sup>		
	n	Percentage <sup>b</sup>	Reported range <sup>c</sup>	n	Percentage <sup>b</sup>	Reported range <sup>c</sup>
<b>If I need to do an errand, I can easily find someone to watch my child</b>	521			453		
Never true		18.8			18.1	
Sometimes true		40.2			38.7	
Always true		41.0			43.2	
<b>If I need a place to stay, I can find someone to provide me and my child with a place to live</b>	522			453		
Never true		6.9			6.0	
Sometimes true		14.6			15.0	
Always true		78.4			78.9	
<b>If I have an emergency and need cash, family or friends will loan it to me</b>	524			455		
Never true		7.8			5.7	
Sometimes true		36.2			37.6	
Always true		56.0			56.6	
<b>If I have troubles or need advice, I have someone I can talk to</b>	523			454		
Never true		4.2			2.9	
Sometimes true		22.1			22.5	
Always true		73.7			74.6	
<b>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</b>	524			455		
Never true		5.9			4.9	
Sometimes true		18.4			18.5	
Always true		75.8			76.5	
<b>If I need food for my family, I can rely on fishing, hunting, or gathering</b>	518			449		
Never true		26.1			24.2	
Sometimes true		32.7			34.3	
Always true		41.2			41.5	
<b>Number of types of social supports parent can always get</b>	522	3.7	0-6	453	3.7	0-6

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

<sup>c</sup>Possible range for number of types of social supports is 0 to 6.

**Table A.12. Types and number of household financial strains experienced in the past 12 months**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>			
	n	Percentage	n	Percentage <sup>b</sup>		
<b>Parents experienced being unable to afford the</b>						
Home they need	526	18.8	457	18.6		
Clothing they need	526	11.0	457	10.8		
Food they need	526	6.5	457	5.9		
Medical care they need	521	13.3	452	12.3		
<b>Number of financial strains</b>	526		457			
None		71.1		70.7		
One		17.9		19.7		
Two		4.1		3.3		
Three		4.2		4.2		
Four		2.7		2.2		
<b>Parent experienced one or more financial strains<sup>c</sup></b>	526		457			
Yes		28.9		29.3		
No		71.1		70.7		
	<b>n</b>	<b>Mean</b>	<b>Reported range</b>	<b>n</b>	<b>Mean</b>	<b>Reported range</b>
<b>Number of financial strains</b>	526	0.5	0-4	457	0.5	0-4

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

<sup>c</sup>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.

**Table A.13. Household ability to pay for food or meals in the past 12 months**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage <sup>b</sup>	n	Percentage <sup>b</sup>
<b>Household food security</b>	523		454	
High		63.1		61.5
Marginal		11.6		12.3
Low		17.2		18.3
Very low		8.2		8.0
<b>Household is food secure<sup>c</sup></b>	523		454	
Yes		74.6		73.7
No		25.4		26.3
<b>Food purchased for household did not last and there was no money to get more</b>	525		456	
Never true		70.8		70.2
Sometimes true		21.8		22.8
Often true		7.3		7.0
<b>Household could not afford to eat balanced meals</b>	526		457	
Never true		73.6		72.8
Sometimes true		21.2		21.6
Often true		5.3		5.5
<b>Parent or other adult(s) in household cut size of or skipped meals because not enough money for food</b>				
Yes	523	16.6	454	16.9
No	523	83.4	454	83.1
<b>Among parents or other adult(s) who cut size of or skipped meals, frequency</b>	76		65	
In only 1 or 2 months		41.2		42.8
Some months, but not every month		49.4		48.4
Almost every month		9.4		8.9
<b>Parent ate less than should have because not enough money for food</b>	522		453	
Yes		15.0		15.3
No		85.0		84.7
<b>Parent was hungry but did not eat because could not afford enough food</b>	525		456	
Yes		7.7		7.4
No		92.3		92.6

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

**Table A.13.** *(continued)*

<sup>c</sup>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. A household is 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.14. Home ownership, moves, and crowding**

	All children (AIAN and non-AIAN)			AIAN children only <sup>a</sup>		
	n	Percentage <sup>b</sup>	Reported range	n	Percentage <sup>b</sup>	Reported range
<b>Housing</b>	525			456		
Owns home		40.7			38.6	
Rents home		35.2			34.7	
Lives in public or subsidized housing		9.3			10.4	
Lives with someone else, whether pays rent or not		14.1			15.8	
Other <sup>c</sup>		0.7			0.4	
<b>Moved in past 12 months because they could not afford where they were living</b>	523			454		
Never		92.4			92.1	
Once		5.4			5.9	
Twice		1.3			1.3	
Three or more times		1.0			0.8	
<b>Crowded household<sup>d</sup></b>	519			450		
Yes		14.3			15.1	
No		85.7			84.9	
<b>Number of people per room in the house</b>	519	0.8	0.2-5.0	450	0.8	0.2-5.0

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

<sup>c</sup>“Other” includes housing statuses such as living in a family-owned property rent free.

<sup>d</sup>Work conducted for the U.S. Department of Housing and Urban Development has used more than one person per room as a benchmark for crowding in housing (Blake et al. 2007).



**Table A.15. Housing conditions**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage <sup>b</sup>	n	Percentage <sup>b</sup>
<b>Housing is just the right size</b>	524		455	
Never true		17.6		18.5
Sometimes true		20.0		18.7
Often true		15.5		17.1
Always true		46.9		45.7
<b>Housing is crowded</b>	525		456	
Never true		61.2		59.8
Sometimes true		21.0		21.8
Often true		7.2		7.2
Always true		10.6		11.2
<b>Housing needs major repairs</b>	525		457	
Never true		58.4		58.2
Sometimes true		28.1		27.5
Often true		6.7		7.3
Always true		6.8		7.0
<b>Housing is old and aged</b>	522		455	
Never true		56.8		55.8
Sometimes true		20.8		21.0
Often true		9.0		9.5
Always true		13.4		13.7
<b>Housing is kept in good condition</b>	526		457	
Never true		1.9		2.2
Sometimes true		19.4		18.6
Often true		24.7		24.8
Always true		53.9		54.4

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

**Table A.16. Hardships with basic utilities in the past 12 months**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage	n	Percentage <sup>b</sup>
<b>Did not have telephone or cell phone service because they could not afford to pay for it</b>	525		456	
Never		79.5		80.4
1 or 2 months		8.6		8.9
Some months, but not every month		9.4		8.0
Almost every month		2.5		2.7
<b>Electricity or other utilities (for example, gas or oil) shut off because they could not afford to pay the bill</b>	526		457	
Never		84.2		83.4
1 or 2 months		10.2		10.7
Some months, but not every month		4.9		5.2
Almost every month		0.7		0.7
<b>Water service turned off because they did not make payments</b>	523		454	
Yes		4.1		4.2
No		95.9		95.8
<b>Number of basic utilities household lacks<sup>c</sup></b>	522		453	
None		71.2		71.6
One		18.7		17.8
Two		8.5		9.3
Three		1.6		1.4

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

<sup>c</sup>We counted each of the following responses: any response of "1 or 2 months" or more often; response of "yes" to "Water service turned off because they did not make payments."

**Table A.17. Hardships with medical needs in the past 12 months**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage <sup>b</sup>	n	Percentage
<b>Could not afford to go to the doctor, dentist, or other health care provider when they needed to</b>	524		455	
Never		86.5		87.4
1 or 2 months		6.4		6.2
Some months, but not every month		3.8		3.8
Almost every month		3.2		2.6
<b>Could not afford medications, glasses, or other medical supplies that they needed</b>	524		455	
Never		82.4		82.5
1 or 2 months		11.9		12.5
Some months, but not every month		3.4		3.4
Almost every month		2.2		1.6
<b>Number of unmet medical needs<sup>c</sup></b>	523		454	
None		78.1		78.0
One		12.6		13.8
Two		9.2		8.2

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

<sup>c</sup>We counted each response of "1 or 2 months" or more often.

**Table A.18. Hardships with transportation in the past 12 months**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>			
	n	Percentage <sup>b</sup>	n	Percentage <sup>b</sup>		
<b>Did not have access to a reliable vehicle to get to where they needed to go</b>	524		455			
Never		78.4		77.9		
1 or 2 months		7.7		7.8		
Some months, but not every month		6.3		6.8		
Almost every month		4.9		5.2		
Not applicable		2.7		2.3		
<b>Could not afford gas to get to where they needed to go</b>	525		456			
Never		68.4		68.1		
1 or 2 months		11.7		12.3		
Some months, but not every month		11.8		10.9		
Almost every month		5.8		6.2		
Not applicable		2.3		2.5		
<b>Could not afford to take the bus or other public transportation to get to where they needed to go</b>	524		455			
Never		65.0		65.1		
1 or 2 months		2.3		2.7		
Some months, but not every month		1.7		1.8		
Almost every month		1.5		1.8		
Not applicable		29.4		28.7		
	<b>n</b>	<b>Proportion</b>	<b>Reported range</b>	<b>n</b>	<b>Proportion</b>	<b>Reported range</b>
<b>Proportion of unmet transportation needs<sup>c</sup></b>	517	0.20	0-1	449	0.20	0-1

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

<sup>c</sup>We calculated proportion of unmet transportation needs by counting if the parent reported they (1) ever lacked access to a reliable vehicle, (2) could not afford gas, or (3) could not afford public transportation in the past 12 months. 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. We excluded "Not applicable" responses from this calculation.

**Table A.19. Public assistance received by household in the past six months**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage	n	Percentage
Welfare or Temporary Assistance to Needy Families (TANF)	524	13.5	455	14.9
Unemployment insurance	523	3.6	454	4.2
Food Stamps or Supplemental Nutrition Assistance Program (SNAP)	526	44.3	457	47.3
WIC or the Special Supplemental Nutrition Program for Women, Infants, and Children	524	44.3	455	45.5
Child support	525	13.3	456	12.5
Supplemental Security Income (SSI) or Social Security Retirement, Disability, or Survivor's benefits	526	10.2	457	9.5
Foster care, guardianship, or adoption assistance or payments	525	6.3	456	6.9
Energy assistance	525	12.6	456	13.6
Food assistance from a Native or tribal community source <sup>b</sup>	525	13.4	456	14.4

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

<sup>b</sup>Native or tribal community sources include commodities, tribal community food bank, or the Food Distribution Program Indian Reservation (FDPIR).

**Table A.20. Community cultural activities with child in the past 12 months<sup>a</sup>**

	All children (AIAN and non-AIAN)		AIAN children only <sup>b</sup>			
	n	Percentage	n	Percentage		
<b>Type of activities in which child participated</b>						
Listened to Elders tell stories	518	54.2	449	57.9		
Participated in traditional ways, including carving, harvesting, collecting, hunting, and fishing	525	58.2	456	60.7		
Danced, sang, or drummed at a pow-wow or other community cultural activity	526	55.5	457	60.8		
Worked on traditional arts and crafts, such as beading, blanket weaving, or making jewelry, a basket, a painting, or pow-wow regalia	525	34.0	456	36.5		
Participated in traditional ceremonies	526	36.2	457	39.1		
Played American Indian or Alaska Native games	520	24.5	452	26.7		
<b>Participated in at least one activity</b>	522	82.5	453	85.3		
<b>Number of community activities in which child participated</b>						
0		17.5		14.7		
1		14.1		12.0		
2		16.0		15.9		
3		16.6		17.6		
4		16.6		18.6		
5		8.5		9.1		
6		10.7		12.1		
	<b>n</b>	<b>Mean</b>	<b>Reported range</b>	<b>n</b>	<b>Mean</b>	<b>Reported range</b>
<b>Number of community activities in which child participated</b>	522	2.7	0-6	453	2.9	0-6

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

<sup>a</sup>Community cultural activities refers to activities with community members outside of the immediate family.

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

**Table A.21. How often a family member read to or told story to child in the past week**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage	n	Percentage <sup>b</sup>
<b>Number of times family member read to child</b>	526		457	
Not at all		2.8		3.2
Once or twice		26.3		26.6
Three or more times, but not every day		40.9		41.2
Every day		30.0		29.0
<b>Number of times family member told child stories</b>	519		450	
Not at all		13.3		14.5
Once or twice		29.8		25.9
Three or more times, but not every day		37.1		38.7
Every day		19.8		21.0

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

**Table A.22. Types and number of activities that family members did with the child in the past week**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage <sup>b</sup>	n	Percentage <sup>b</sup>
<b>Taught child letters, words, or numbers</b>	526		457	
Never		2.9		3.4
1 or 2 days		18.6		19.2
3 or 4 days		24.3		21.8
Most days		54.2		55.6
<b>Taught child songs or music</b>	524		455	
Never		14.4		14.9
1 or 2 days		33.1		31.2
3 or 4 days		15.4		15.4
Most days		37.2		38.4
<b>Worked with child on arts and crafts</b>	525		456	
Never		21.5		21.9
1 or 2 days		42.1		42.3
3 or 4 days		15.1		12.6
Most days		21.3		23.1
<b>Played with toys or games indoors</b>	526		457	
Never		0.9		0.9
1 or 2 days		7.5		7.9
3 or 4 days		18.4		17.0
Most days		73.2		74.2
<b>Danced, played a game, sport, or exercised together</b>	526		457	
Never		2.8		3.1
1 or 2 days		22.0		22.5
3 or 4 days		25.8		25.9
Most days		49.4		48.5
<b>Took child along on errands</b>	526		457	
Never		3.2		3.7
1 or 2 days		20.6		20.1
3 or 4 days		23.9		25.0
Most days		52.4		51.3
<b>Involved child in household chores</b>	526		457	
Never		1.1		1.3
1 or 2 days		8.2		8.8
3 or 4 days		14.2		12.6
Most days		76.4		77.3



Table A.22. (continued)

	All children (AIAN and non-AIAN)			AIAN children only <sup>a</sup>		
	n	Percentage <sup>b</sup>	Reported range <sup>d</sup>	n	Percentage <sup>b</sup>	Reported range <sup>d</sup>
<b>Talked about what happened in Head Start</b>	526			457		
Never		1.2			1.2	
1 or 2 days		9.7			9.3	
3 or 4 days		12.0			12.1	
Most days		77.1			77.4	
<b>Talked about TV programs or videos</b>	524			456		
Never		12.1			13.4	
1 or 2 days		24.4			24.0	
3 or 4 days		27.5			26.7	
Most days		36.0			36.0	
<b>Played counting games</b>	525			456		
Never		2.9			3.1	
1 or 2 days		29.0			27.4	
3 or 4 days		28.5			28.5	
Most days		39.6			41.0	
<b>Played a board game or a card game</b>	526			457		
Never		35.3			35.0	
1 or 2 days		47.6			46.6	
3 or 4 days		7.7			7.8	
Most days		9.3			10.5	
<b>Played with blocks</b>	526			457		
Never		24.4			25.7	
1 or 2 days		39.6			37.1	
3 or 4 days		18.3			19.5	
Most days		17.7			17.7	
<b>Counted different things</b>	526			457		
Never		4.5			4.3	
1 or 2 days		27.5			27.5	
3 or 4 days		26.4			25.2	
Most days		41.7			43.0	
<b>Number of activities<sup>c</sup></b>	526	12.6	5-14	457	12.5	5-14

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

<sup>c</sup>The number of activities includes all activities listed in this table that the parent reported doing at least one day, as well as whether a family member told the child a story in the past week (see Table A.20 for how frequently family members told stories).

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

**Table A.23. Children's access to health care providers and medical and dental care**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage <sup>b</sup>	n	Percentage
<b>Child has a regular health care provider<sup>c</sup></b>	525		456	
Yes		99.7		99.7
No		0.3		0.3
<b>Where child usually goes if sick</b>	525		456	
A private doctor, private clinic, or HMO		28.3		22.4
An outpatient clinic run by a hospital		11.5		12.5
The emergency room at a hospital		1.9		1.8
Public health department or community health center		4.9		4.5
A migrant health clinic		0.0		0.0
The Indian Health Service		50.4		57.1
Urgent care		2.9		1.7
<b>Where child usually goes for routine medical care</b>	525		456	
No regular place		0.5		0.5
A private doctor, private clinic, or HMO		28.4		20.7
An outpatient clinic run by a hospital		11.7		12.4
The emergency room at a hospital		0.0		0.0
Public health department or community health center		5.8		5.5
A migrant health clinic		0.0		0.0
The Indian Health Service		53.1		60.2
Urgent care		0.0		0.0
<b>Child uses a dentist or dental clinic</b>	524		455	
Yes		82.6		82.9
No		17.4		17.1

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI programs in fall 2019.

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

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

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

<sup>c</sup>A child has a regular health care provider if the parent reports taking the child to one of the following locations for routine medical care: a private doctor, private clinic, or HMO; an outpatient clinic run by a hospital; a public health department or community health center; a migrant health clinic; or The Indian Health Service. A child does not have a regular health care provider if the parent reports taking the child to a hospital emergency room for routine medical care, or not having a regular place for the child's care.

## **SECTION B**

### **CHILDREN'S COGNITIVE SKILLS**

[Return to description of Section B topics and scores.](#)

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**Table B.1. Reliability of the direct assessments, by type of assessment**

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	Number of items administered	Cronbach's alpha	Number of items administered	Cronbach's alpha
<b>Full and shortened assessment<sup>b</sup></b>				
Receptive vocabulary (PPVT–5 standard score)	186	0.98	186	0.98
Expressive vocabulary (EOWPVT–4 standard score)	130	0.96	130	0.96
<b>Full assessment only<sup>b</sup></b>				
Letter–word knowledge (WJ IV: Letter-Word Identification standard score)	28	0.841	28	0.83
Early writing (WJ IV: Spelling standard score)	18	0.71	18	0.69
Early math (WJ IV: Applied Problems standard score)	32	0.88	32	0.87
Letter–sounds knowledge (ECLS–B Letter Sounds IRT score)	5	0.62	5	0.65
Letter–sounds and letter–word knowledge (Combined ECLS–B Letter–Sounds/WJ IV Letter–Word Identification IRT score)	23	0.67	23	0.66
Early math (ECLS–B Math IRT score)	21	0.80	21	0.78 <sup>c</sup>
Number and shape knowledge (ECLS–B Number/Shape IRT–based proficiency probability score)	2	0.54	2	0.53
Early math (Combined ECLS–B/WJ IV Applied Problems IRT score)	42	0.91	42	0.91 <sup>c</sup>

Source: Fall 2019 AIAN FACES Direct Child Assessment and Fall 2019 AIAN FACES Parent Survey.

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

<sup>b</sup>The direct child assessment includes assessments of two types: full and shortened. The study based the type of assessment on data from the parent consent form on the language the child uses most often at home and performance on the language screener. Figure 4 illustrates how the study assigned children to each assessment.

**Table B.2. Direct assessment type<sup>a</sup>**

	<b>All children (AIAN and non-AIAN)</b>		<b>AIAN children only<sup>b</sup></b>	
	<b>n</b>	<b>Percentage</b>	<b>n</b>	<b>Percentage</b>
Full assessment	466	98.6	404	98.4
Shortened assessment	466	1.4	404	1.6

Source: Fall 2019 AIAN FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2019.

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

<sup>a</sup>The direct child assessment includes assessments of two types: full and shortened. The study based the assessment type on data from the parent consent form on the language the child uses most often at home and performance on the language screener. Figure 4 illustrates how the study assigned children to each type of assessment.

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

**Table B.3. Vocabulary skills<sup>a</sup>**

	n	Mean	Standard Deviation (SD)	Reported score range <sup>c</sup>	Possible score range <sup>c</sup>	Percentage of children <sup>b</sup>				
						2 or more SDs below the mean	Between 1 and 2 SDs below the mean	Within 1 SD of the mean	Between 1 and 2 SDs above the mean	2 or more SDs above the mean
<b>All children (AIAN and non-AIAN)</b>										
Receptive vocabulary (PPVT–5 standard score)	466	85.2	15.0	40-126	40-160	14.9	35.4	47.4	2.3	0.0
Expressive vocabulary (EOWPVT–4 standard score)	466	92.9	16.3	45-141	45-155	9.2	18.7	63.5	8.0	0.7
<b>American Indian and Alaska Native children<sup>d</sup></b>										
Receptive vocabulary (PPVT–5 standard score)	404	84.3	14.7	40-126	40-160	16.2	37.5	44.0	2.3	0.0
Expressive vocabulary (EOWPVT–4 standard score)	404	92.1	15.9	45-141	45-155	9.0	20.2	63.6	6.8	0.4

Source: Fall 2019 AIAN FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2019.

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

<sup>a</sup>The table reports standard scores; they reflect a child’s performance relative to English–speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15.

<sup>b</sup>In these columns, we categorize standard scores using standard deviation units: scores two or more standard deviations below the mean (70 or less), scores between one and two standard deviations below the mean (71 to 85), scores within one standard deviation of the mean (86 to 114), scores between one and two standard deviations above the mean (115 to 129), and scores two or more standard deviations above the mean (130 or greater).

<sup>c</sup>The EOWPVT–4 publisher provides a range of <55 to >145, but in AIAN FACES 2019 we assign scores outside this range as 45 or 155, respectively.

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

**Table B.4. Vocabulary skills, by age<sup>a</sup>**

	3 years old or younger <sup>b</sup>			4 years old or older <sup>b</sup>		
	n	Mean (reported range)	Standard Deviation (SD)	n	Mean (reported range)	Standard Deviation (SD)
<b>All children (AIAN and non-AIAN)</b>						
Receptive vocabulary (PPVT–5 standard score)	229	85.1 (44-126)	16.1	237	85.3 (40-122)	14.1
Expressive vocabulary (EOWPVT–4 standard score)	229	88.9 (45-141)	16.6	237	95.6 (45-135)	15.6
<b>American Indian and Alaska Native children<sup>c</sup></b>						
Receptive vocabulary (PPVT–5 standard score)	192	84.1 (45-126)	16.0	212	84.4 (40-122)	13.8
Expressive vocabulary (EOWPVT–4 standard score)	192	88.2 (45-141)	16.4	212	94.7 (45-135)	15.0

Source: Fall 2019 AIAN FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2019.

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

<sup>a</sup>The table reports standard scores; they reflect a child's performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15.

<sup>b</sup>Age as of September 1, 2019.

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



**Table B.5. Literacy skills for children taking full assessment<sup>a,b</sup>**

	n	Mean	Standard Deviation (SD)	Reported score range	Possible score range	Percentage of children <sup>c</sup>				
						2 or more SDs below the mean	Between 1 and 2 SDs below the mean	Within 1 SD of the mean	Between 1 and 2 SDs above the mean	2 or more SDs above the mean
<b>All children (AIAN and non-AIAN)</b>										
Letter–word knowledge (WJ IV: Letter–Word Identification standard score)	457	86.3	11.5	52-117	0->=200	9.0	38.7	52.0	0.2	0.0
Early writing (WJ IV: Spelling standard score) <sup>d</sup>	414	96.0	10.2	60-127	0->=200	2.3	9.4	84.2	4.1	0.0
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	139	0.9	0.4	0.4-3.0	0-5	n.a.	n.a.	n.a.	n.a.	n.a.
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ IV Letter–Word Identification IRT score)	139	8.9	2.5	4.5-16.9	0-23	n.a.	n.a.	n.a.	n.a.	n.a.
<b>American Indian and Alaska Native children<sup>e</sup></b>										
Letter–word knowledge (WJ IV: Letter–Word Identification standard score)	395	86.0	11.1	52-117	0->=200	8.7	40.0	51.2	0.1	0.0
Early writing (WJ IV: Spelling standard score) <sup>d</sup>	358	95.3	9.9	60-123	0->=200	2.2	9.8	84.4	3.6	0.0
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	113	0.9	0.5	0.4-2.1	0-5	n.a.	n.a.	n.a.	n.a.	n.a.
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ IV Letter–Word Identification IRT score)	113	8.8	2.5	4.5-13.9	0-23	n.a.	n.a.	n.a.	n.a.	n.a.

Source: Fall 2019 AIAN FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2019.

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

n.a. = not applicable. We only report these data for measures with standard scores.

<sup>a</sup>The direct child assessment includes assessments of two types: full and shortened. The study based the type of assessment on data from the parent consent form on the language the child uses most often at home and performance on the language screener. Figure 4 illustrates how the study assigned children to each assessment.

<sup>b</sup>The table reports standard scores; they reflect a child’s performance relative to English–speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT–based scores provide information on children’s absolute performance at a specific point in time.

<sup>c</sup>In these columns, we categorize standard scores using standard deviation units: scores two or more standard deviations below the mean (70 or less), scores between one and two standard deviations below the mean (71 to 85), scores within one standard deviation of the mean (86 to 114), scores between one and two standard deviations above the mean (115 to 129), and scores two or more standard deviations above the mean (130 or greater).

<sup>d</sup>We do not report WJ IV Spelling standard scores for children younger than 3 years, 4 months because these scores may not adequately reflect the abilities of this age group.

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

**Table B.6. Literacy skills for children taking the full assessment, by age<sup>a,b</sup>**

	3 years old or younger <sup>c</sup>			4 years old or older <sup>c</sup>		
	n	Mean (reported range)	Standard Deviation (SD)	n	Mean (reported range)	Standard Deviation (SD)
<b>All children (AIAN and non-AIAN)</b>						
Letter–word knowledge (WJ IV: Letter–Word Identification standard score)	221	86.8 (63-117)	11.5	236	86.0 (52-111)	11.5
Early writing (WJ IV: Spelling standard score) <sup>d</sup>	178	99.4 (80-127)	8.6	236	94.1 (60-117)	10.5
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	36	0.7 (0.4-1.2)	0.3	103	1.0 (0.4-3.0)	0.4
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ IV Letter–Word Identification IRT score)	36	7.5 (4.5-11.0)	2.1	103	9.1 (4.5-16.9)	2.4
<b>American Indian and Alaska Native children<sup>e</sup></b>						
Letter–word knowledge (WJ IV: Letter–Word Identification standard score)	184	86.5 (64-117)	10.6	211	85.6 (52-109)	11.4
Early writing (WJ IV: Spelling standard score) <sup>d</sup>	147	98.6 (80-123)	7.9	211	93.6 (60-117)	10.4
Letter–sounds knowledge (ECLS–B letter–sounds IRT score)	26	!	!	87	1.0 (0.4-2.1)	0.5
Letter–sounds and letter–word knowledge (Combined ECLS–B letter–sounds/WJ IV Letter–Word Identification IRT score)	26	!	!	87	9.1 (4.5-13.9)	2.5

Source: Fall 2019 AIAN FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2019.

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

! Too few cases for a reliable estimate.

<sup>a</sup>The direct child assessment includes assessments of two types: full and shortened. The study based the type of assessment on data from the parent consent form on the language the child uses most often at home and performance on the language screener. Figure 4 illustrates how the study assigned children to each assessment.

<sup>b</sup>The table reports standard scores; they reflect a child's performance relative to English–speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT–based scores provide information on children's absolute performance at a specific point in time. See Table B.5 for possible response ranges.

<sup>c</sup>Age as of September 1, 2019.

<sup>d</sup>We do not report WJ IV Spelling standard scores for children younger than 3 years, 4 months because these scores may not adequately reflect the abilities of this age group.

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

**Table B.7. Math skills for children taking the full assessment<sup>a,b</sup>**

	n	Mean	Standard Deviation (SD)	Reported score range	Possible score range	Percentage of children <sup>c</sup>				
						2 or more SDs below the mean	Between 1 and 2 SDs below the mean	Within 1 SD of the mean	Between 1 and 2 SDs above the mean	2 or more SDs above the mean
<b>All children (AIAN and non-AIAN)</b>										
Early math (WJ IV: Applied Problems standard score)	432	80.8	17.2	41-122	0->=200	29.1	26.0	44.0	1.0	0.0
Early math (ECLS-B math IRT score)	436	7.4	3.3	2.5-17.6	0-22	n.a.	n.a.	n.a.	n.a.	n.a.
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score <sup>d</sup> )	436	0.422	0.37	0.00-1.00	0.0-1.00	n.a.	n.a.	n.a.	n.a.	n.a.
Early math (Combined ECLS-B/WJ IV Applied Problems IRT score)	436	13.9	7.3	3.4-34.5	0-43	n.a.	n.a.	n.a.	n.a.	n.a.
<b>American Indian and Alaska Native children<sup>e</sup></b>										
Early math (WJ IV: Applied Problems standard score)	374	79.2	17.1	41-117	0->=200	32.2	27.2	40.2	0.5	0.0
Early math (ECLS-B math IRT score)	378	7.2	3.2	2.5-16.5	0-22	n.a.	n.a.	n.a.	n.a.	n.a.
Number and shape knowledge (ECLS-B number/shape IRT proficiency probability score <sup>d</sup> )	378	0.400	0.36	0.00-1.00	0.0-1.00	n.a.	n.a.	n.a.	n.a.	n.a.
Early math (Combined ECLS-B/WJ IV Applied Problems IRT score)	378	13.4	7.1	3.4-32.6	0-43	n.a.	n.a.	n.a.	n.a.	n.a.

Source: Fall 2019 AIAN FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2019.

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

n.a. = not applicable. We only report these data for assessments with standard scores.

<sup>a</sup>The direct child assessment includes assessments of two types: full and shortened. The study based the type of assessment on data from the parent consent form on the language the child uses most often at home and performance on the language screener. Figure 4 illustrates how the study assigned children to each assessment.

<sup>b</sup>The table reports standard scores; they reflect a child’s performance relative to English-speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT-based scores provide information on children’s absolute performance at a specific point in time.

<sup>c</sup>In these columns, we categorize standard scores using standard deviation units: scores two or more standard deviations below the mean (70 or less), scores between one and two standard deviations below the mean (71 to 85), scores within one standard deviation of the mean (86 to 114), scores between one and two standard deviations above the mean (115 to 129), and scores two or more standard deviations above the mean (130 or greater).

<sup>d</sup>Proficiency probability scores indicate the probability that a child would have passed the proficiency level. Scores can be multiplied by 100 to be interpreted as the percentage of the population who have "mastered" this skill or skill set (for example, a score of 0.42 would mean that 42 percent of Region XI Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take any value from zero to one.

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

**Table B.8. Math skills for children taking the full assessment, by age<sup>a,b</sup>**

	3 years old or younger <sup>c</sup>			4 years old or older <sup>c</sup>		
	n	Mean (reported range)	Standard Deviation (SD)	n	Mean (reported range)	Standard Deviation (SD)
<b>All children (AIAN and non-AIAN)</b>						
Early math (WJ IV: Applied Problems standard score)	216	74.8 (41-116)	16.3	216	85.1 (41-122)	16.6
Early math (ECLS–B math IRT score)	207	5.0 (2.5-12.0)	2.0	229	8.9 (2.5-17.6)	3.0
Number and shape knowledge (ECLS–B number/shape IRT proficiency probability score <sup>d</sup> )	207	0.16 (0.00-0.95)	0.22	229	0.59 (0.00-1.00)	0.34
Early math (Combined ECLS-B/WJ IV Applied Problems IRT score)	207	8.6 (3.4-24.1)	4.5	229	17.3 (3.4-34.5)	6.7
<b>American Indian and Alaska Native children<sup>e</sup></b>						
Early math (WJ IV: Applied Problems standard score)	181	73.0 (41-116)	16.0	193	83.5 (41-117)	16.5
Early math (ECLS–B math IRT score)	172	4.9 (2.5-12.0)	1.9	206	8.6 (2.5-16.5)	2.9
Number and shape knowledge (ECLS–B number/shape IRT proficiency probability score <sup>d</sup> )	172	0.144 (0.00-0.95)	0.20	206	0.57 (0.00-1.00)	0.34
Early math (Combined ECLS–B/WJ IV Applied Problems IRT score)	172	8.2 (3.4-24.1)	4.3	206	16.6 (3.4-32.6)	6.5

Source: Fall 2019 AIAN FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2019.

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

<sup>a</sup>The direct child assessment includes assessments of two types: full and shortened. The study based the type of assessment on data from the parent consent form on the language the child uses most often at home and performance on the language screener. Figure 4 illustrates how the study assigned children to each assessment.

<sup>b</sup>The table reports standard scores; they reflect a child’s performance relative to English–speaking children of the same age nationally unless otherwise noted. These scores have a mean of 100 and a standard deviation of 15. IRT–based scores provide information on children’s absolute performance at a specific point in time. See Table B.7 for possible response ranges.

<sup>c</sup>Age as of September 1, 2019.

<sup>d</sup>Proficiency probability scores indicate the probability that a child would have passed the proficiency level. Scores can be multiplied by 100 to be interpreted as the percentage of the population who have “mastered” this skill or skill set (for example, a score of 0.42 would mean that 42 percent of Region XI Head Start children are able to demonstrate these skills at the beginning of the program year). These scores can take any value from zero to one.

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

## **SECTION C**

### **CHILDREN'S SOCIAL-EMOTIONAL SKILLS**

[Return to description of Section C topics and ratings.](#)

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

	Number of items administered <sup>a</sup>	Cronbach's alpha	
		All children (AIAN and non-AIAN)	AIAN children only <sup>b</sup>
<b>Teachers' report of children's behavior</b>			
Social skills <sup>c</sup>	12	0.90	0.89
Problem behaviors total scored <sup>c</sup>	14	0.87	0.87
Aggressive behavior	4	0.84	0.85
Hyperactive behavior	3	0.78	0.77
Withdrawn behavior	6	0.78	0.77
Approaches to learning (ECLS-K)	6	0.92	0.92
<b>Assessor rated behavior during the direct child assessment</b>			
Total cognitive/social behavior raw score (Leiter-3)	4	0.88	0.88
Attention subscale score	10	0.96	0.96
Organization/impulse control subscale score	8	0.92	0.92
Activity level subscale score	4	0.94	0.94
Sociability subscale score	5	0.85	0.84
Total cognitive/social behavior standard score (Leiter-3)	4	0.88	0.88

Source: Fall 2019 AIAN FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, and Parent Survey.

Note: ECLS-K=Early Childhood Longitudinal Study-Kindergarten Class of 1998-99

n.a. = not applicable.

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

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

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

**Table C.2. Executive function scores**

	All children (AIAN and non-AIAN)				AIAN children only <sup>a</sup>				Possible score range <sup>e</sup>
	n	Mean	Standard Deviation (SD)	Reported score range	n	Mean	Standard Deviation (SD)	Reported score range	
MEFS App™ percentile score <sup>b</sup>	417	44.3	18.4	0-100	361	43.5	18.3	0-93	0-100
MEFS App™ standard score <sup>c</sup>	417	97.0	9.5	61-139	361	96.6	9.4	61-122	60-140
	n	Percentage			n	Percentage			
<b>MEFS App™ standard score categories<sup>d</sup></b>	417				361				
Approaching age expectations		6.2				6.4			
Meets-low age expectations		27.9				29.3			
Meets age expectations		49.5				50.1			
Meets-high age expectations		15.6				13.7			
Exceeds age expectations		0.8				0.6			

Source: Fall 2019 AIAN FACES Direct Child Assessment, Parent Survey, and Survey Management System.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2019.

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

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

<sup>b</sup>The MEFS App™ is a standardized assessment of children's executive function skills. We administered it to each child individually on a touch-screen tablet. The MEFS App™ measures children's ability to remember instructions (working memory), regulate their behavior to sort cards as instructed (inhibitory control), and switch their behavior to sort cards according to new rules when instructions change (cognitive flexibility). Percentile scores range from 0 to 100. A score of 50 is the 50th percentile, meaning the child scored better than 50 percent of same-age children in the MEFS App™ 2019 norming sample.

<sup>c</sup>The standard score reflects a child's performance relative to same age children in the MEFS App™ 2019 norming sample. This standard score has a mean of 100 and a standard deviation of 15.

<sup>d</sup>Approaching age expectations means the children who scored a full standard deviation or more below the mean. Meeting age expectations (includes meets-low age and meets-high age) means the child scored one standard deviation below to one standard deviation above the mean. Exceeding age expectations means the child scored a full standard deviation or more above the mean.

<sup>e</sup>The possible score range is the same for all children and for AIAN children only.



**Table C.3. Social skills, problem behaviors, and approaches to learning scores<sup>a</sup>**

	All children (AIAN and non-AIAN)				AIAN children only <sup>b</sup>				Possible score range <sup>c</sup>
	n	Mean	Standard Deviation (SD)	Reported score range	n	Mean	Standard Deviation (SD)	Reported score range	
<b>Teachers' report of children's behavior</b>									
Social skills score <sup>d</sup>	477	16.0	4.9	1-24	412	15.9	4.8	1-24	0-24
Problem behaviors total score <sup>d</sup>	479	4.8	4.9	0-25	414	4.8	4.8	0-25	0-28
Aggressive behavior subscale score	478	1.4	1.9	0-8	414	1.4	1.9	0-8	0-8
Hyperactive behavior subscale score	477	1.4	1.6	0-6	412	1.4	1.6	0-6	0-6
Withdrawn behavior subscale score	479	1.5	2.1	0-12	414	1.5	2.1	0-12	0-12
Approaches to learning score (ECLS-K)	478	2.7	0.7	1-4	413	2.7	0.7	1-4	1-4
<b>Assessor rating during direct assessment</b>									
Cognitive/social behavior total score (Leiter-3)	459	57.2	18.4	8-81	400	56.1	18.3	8-81	0-81
Attention subscale score	459	20.2	7.8	0-30	400	19.7	7.8	0-30	0-30
Organization/impulse control subscale score	459	16.2	5.9	0-24	400	15.8	5.9	0-24	0-24
Activity level subscale score	459	7.9	3.4	0-12	400	7.8	3.4	0-12	0-12
Sociability subscale score	459	12.9	2.7	1-15	400	12.8	2.7	1-15	0-15
Cognitive/social behavior total standard score <sup>e</sup> (Leiter-3)	459	102.3	26.6	48-158	400	100.3	26.0	48-158	39-158

Source: Fall 2019 AIAN FACES Direct Child Assessment, Teacher Child Report, Assessor Rating, and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2019.

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.

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

<sup>a</sup>We report raw scores unless noted otherwise.

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

<sup>c</sup>The possible score range is the same for all children and for AIAN children only

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

<sup>e</sup>This standard score has a mean of 100 and a standard deviation of 15.

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## **SECTION D**

### **CHILDREN'S PHYSICAL HEALTH AND DISABILITY STATUS**

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

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

	All children (AIAN and non-AIAN)		AIAN children only <sup>b</sup>	
	n	Percentage	n	Percentage
<b>Children with disabilities</b>	478		413	
Yes		14.6		14.3
No		85.4		85.7
<b>Among children with disabilities</b>				
<b>Type of disability<sup>c</sup></b>	80		68	
Speech or language		61.7		59.9
Cognitive <sup>d</sup>		30.9		30.2
Behavioral/emotional <sup>e</sup>		15.9		17.5
Sensory <sup>f</sup>		9.5		7.6
Physical <sup>g</sup>		18.4		18.6
<b>Children who have multiple disabilities</b>	80	23.9	68	21.9
<b>Children who have IEP or IFSP</b>	79	62.1	67	60.8

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

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2019.

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

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

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

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

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

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

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

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

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

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

	All children (AIAN and non-AIAN)		AIAN children only <sup>a</sup>	
	n	Percentage	n	Percentage
Excellent	525	56.9	456	56.8
Very good	525	30.2	456	30.0
Good	525	11.5	456	12.0
Fair	525	1.1	456	0.9
Poor	525	0.2	456	0.3

Source: Fall 2019 AIAN FACES Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2019.

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

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

**Table D.3. Children's body mass index, height, and weight**

	All children (AIAN and non-AIAN)			AIAN children only <sup>a</sup>		
	n	Percentage		n	Percentage	
<b>Body mass index (BMI) categories<sup>b</sup></b>	447			390		
Underweight		1.7			0.2	
Normal weight		53.7			54.6	
Overweight		21.0			20.3	
Obese		23.6			24.9	
	n	Mean	Reported range	n	Mean	Reported range
Height (in inches)	449	41.4	33.9-48.0	391	41.5	33.9-48.0
Weight (in pounds)	449	41.6	27.4-79.4	392	42.0	27.4-79.4
BMI <sup>c</sup>	447	17.0	13.5-27.2	390	17.1	13.8-27.2

Source: Fall 2019 AIAN FACES Direct Child Assessment and Parent Survey.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2019.

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

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

<sup>b</sup>According to the Centers for Disease Control and Prevention (CDC), a child is considered underweight if the child's BMI score is below the 5th percentile for age and sex, normal weight if the child's BMI score is at or above the 5th percentile and below the 85th percentile for age and sex, overweight if the child's BMI score is at or above the 85th percentile and below the 95th percentile for age and sex, and obese if the child's BMI is at or above the 95th percentile for age and sex.

<sup>c</sup>BMI percentiles are age- and sex-specific. For example, for a 4-year-old boy, a BMI score of 14.0 is the 5th percentile, a BMI score of 17.0 is the 85th percentile, and a BMI score of 17.8 is the 95th percentile. For a 4-year-old girl, a BMI score of 13.8 is the 5th percentile, a BMI score of 16.8 is the 85th percentile, and a BMI score of 18.0 is the 95th percentile. The mean BMI score of 17.0 in AIAN FACES is around the 85th percentile for both a 4-year-old boy and 4-year-old girl.

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