



American Indian and  
Alaska Native

family and child experiences survey

# American Indian and Alaska Native Head Start Family and Child Experiences Survey 2015 (AIAN FACES 2015)

Key Findings from Fall 2015 and Spring 2016

OPRE Report #2021-74

## What is Head Start?

- Head Start programs promote school readiness for young children ages 3 to 5 in low-income families nationwide. Programs provide comprehensive services to support children's early learning and health, as well as their families well-being.
- Early Head Start (EHS) serves pregnant women, infants, and toddlers, but EHS programs are not included in this study.
- Programs engage parents in their children's learning and aim to strengthen parent-child relationships. In addition, they promote parents' progress toward their own educational and employment goals.



# What are the regions of Head Start?

- Head Start operates in 12 regions nationwide
- Regions I-X are geographically defined
- Regions XI and XII are defined by the populations served.
  - Region XI: Grants to federally-recognized American Indian/Alaska Native tribes
  - Region XII: Children and families of migrant and seasonal farmworkers



# What is a federally recognized tribe?

- “A federally recognized tribe is an American Indian or Alaska Native tribal entity that is recognized as having a government-to-government relationship with the United States, with the responsibilities, powers, limitations, and obligations attached to that designation, and is eligible for funding and services from the Bureau of Indian Affairs.
- Furthermore, federally recognized tribes are recognized as possessing certain inherent rights of self-government (i.e., tribal sovereignty) and are entitled to receive certain federal benefits, services, and protections because of their special relationship with the United States.”
  - Definition from the Bureau of Indian Affairs

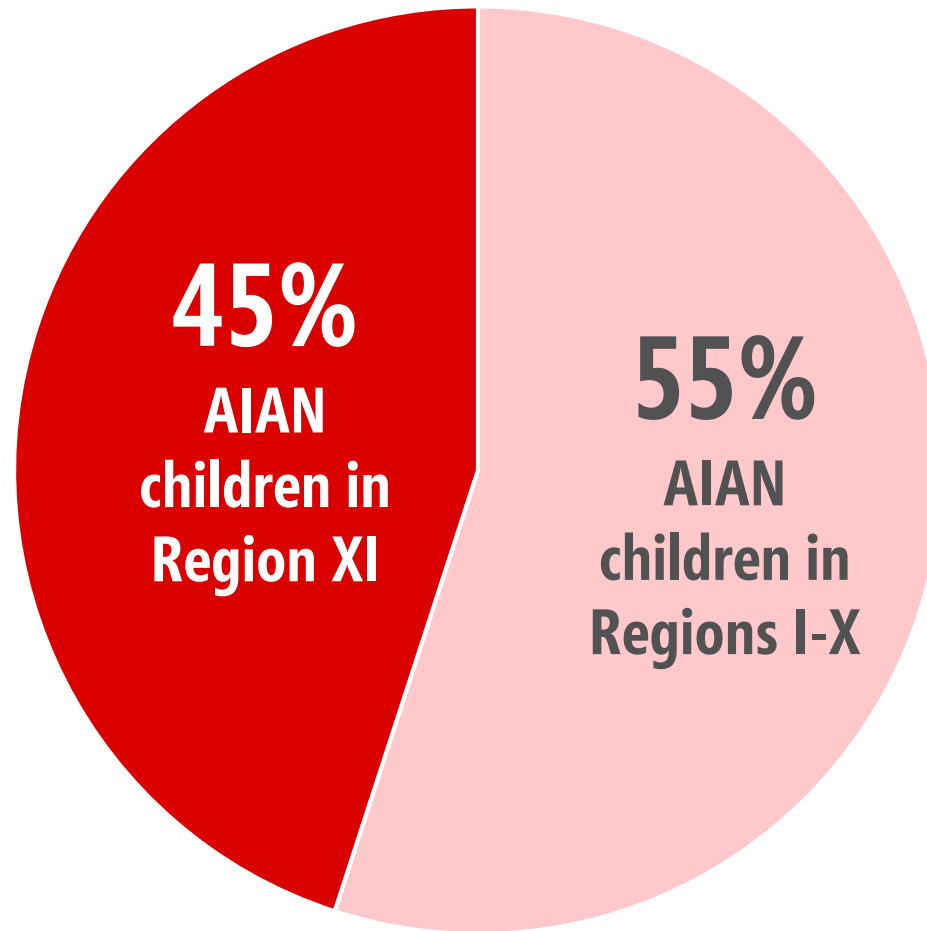


# History of Native language loss

- Historically, policies and practices in education have hindered young children's Native language learning and cultural development.
- Involuntary boarding school experiences and bans on the use of Native languages and practices from the 1800s through the 1980s effectively halted the passing of Native language and cultural practices from generation to generation
- Current practices regarding workforce qualifications and English-only legislation in some states hinder progress in AI/AN communities' Native language and culture revitalization efforts.
  - From: *Home and Community Native Language and Cultural Experiences Among AI/AN Children in Region XI Head Start: Findings from the American Indian and Alaska Native Head Start Family and Child Experiences Survey 2015*



**Region XI** serves **just fewer than ½** of all AIAN children in Head Start.



Source: Head Start Program Information Report, 2015-2016.

# Head Start Family and Child Experiences Survey (FACES)

- The goal of FACES is to describe the children who attend Head Start and their families as well as the programs and staff who serve them. FACES collects data on a nationally representative sample of 3- and 4-year-olds, their families, and the programs they attend.
- Six waves of data collection occurred from 1997 through 2018. Children were sampled from programs and centers in the 50 states and the District of Columbia. Some data from the 2009 cohort are also included.





# What is the American Indian and Alaska Native (AIAN) FACES 2015?

- Until 2015, FACES did not include programs operated in Region XI Head Start.
- Reasons Region XI was not part of FACES include:
  - Tribal concerns about research
  - Unique protocols for research involving sovereign tribal nations
  - Planning and implementing research according to best practices for research with tribal communities is resource intensive



**The AIAN FACES Workgroup was formed in 2013 to help guide the study according to best practices for research with AIAN communities.**



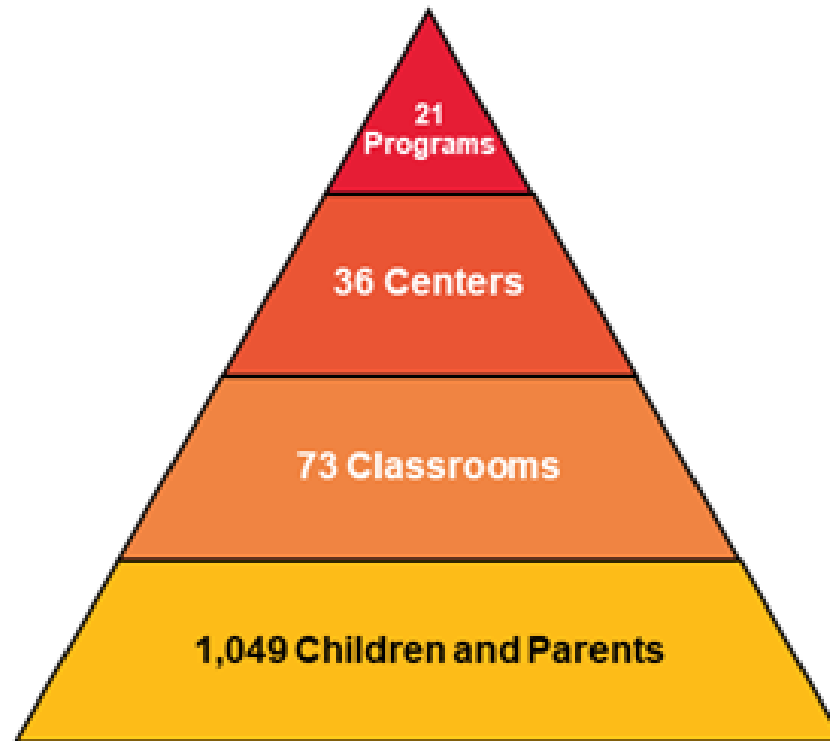
- The members of the Workgroup advised on the study design and implementation and the dissemination of study findings.
- The members of the Workgroup worked to ensure that Region XI priorities were at the forefront.

# AIAN FACES 2015 meets a call from program leaders for national data on Region XI, with Native voices at the forefront.



- AIAN FACES 2015 was informed by the members of the Workgroup on the design, implementation, and dissemination of the study.
- This advice aligned with cultural and community values and practices.

**During the 2015-2016 program year, 21 Region XI Head Start programs were randomly selected and agreed to participate.**



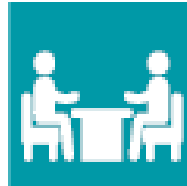
Protocols for tribal review and approval were followed in each community.

# Data were gathered in the fall and spring from parents, teachers, directors, and children.



## Surveys

- Fall and spring parent surveys
- Spring director surveys
- Spring teacher surveys



## Child Assessments

- Fall and spring one-on-one assessments of children's cognitive, social-emotional, and physical development



## Teacher Child Report

- Fall and spring teacher report of children's social-emotional development and developmental needs



## Observations

- Spring observations of classroom experiences, teacher-child interactions, Native culture and language experiences

# Data Collection and Weighing

- All children in sampled classrooms were selected to participate with parental consent.
- Children completed several direct child assessments on a variety of skills, once in the fall and once in the spring.
  - Not reported in this slide deck, but available in other resources found at: <https://www.acf.hhs.gov/opre/research/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey-faces>
- The data are weighted to represent all of the children enrolled in Region XI Head Start.



# How does AIAN FACES 2015 differ from FACES 2014?

- AIAN FACES 2015 is nationally representative of Region XI Head Start children, families, and programs
  - FACES 2014 is nationally representative of Regions I-X Head Start
- AIAN FACES 2015 is designed to support estimates at the child and family level
  - All findings should be considered in the context of the child or family, but should not make statements about other levels
    - An example of an **accurately** reported finding: “XX% of Region XI Head Start children’s teachers....”
    - An example of an **inaccurately** reported finding: “XX% of teachers...”
- AIAN FACES 2015 used FACES 2014 as model, but had to decide whether to:
  - Align
  - Adapt
  - Add



## How the data are presented:

### All Region XI Head Start children and AIAN children only

- These data are presented as:
  - 1) Entire sample: All Region XI Head Start children, including AIAN children and non-AIAN children
  - 2) Subset of sample: AIAN children (only)
- AIAN children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity
- The AIAN children group is a subset of the whole sample; we cannot compare the two groups



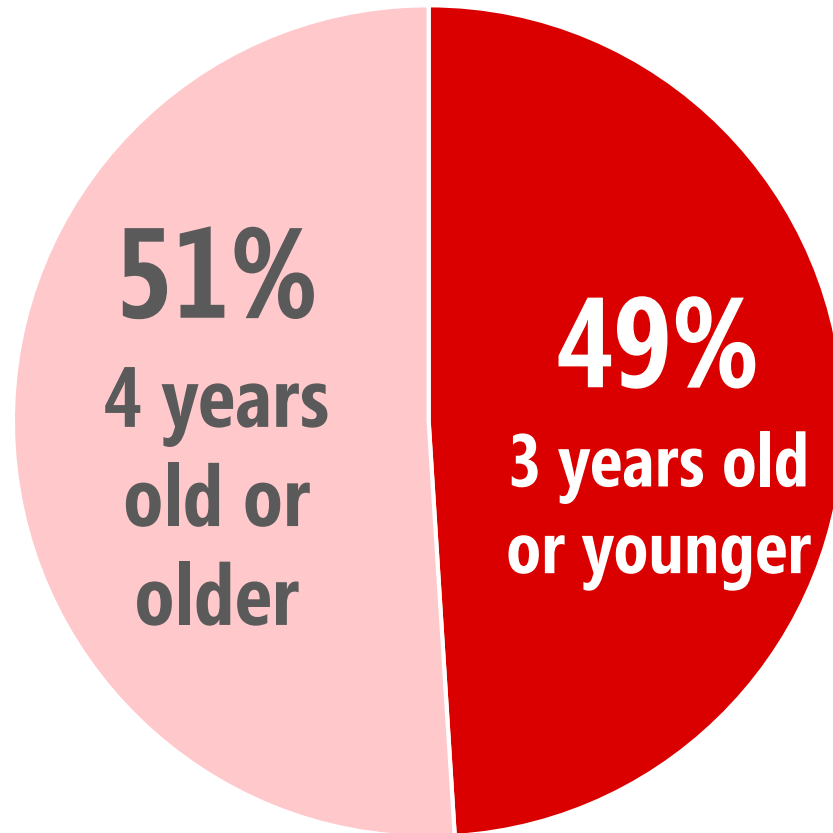


# **Section A: Child Characteristics and Family Environments**

Fall 2015, Spring 2016, and Fall 2015-Spring 2016 Change



**Less than 1/2** of Region XI Head Start children were 3 years or younger as of Sept. 1, 2015.

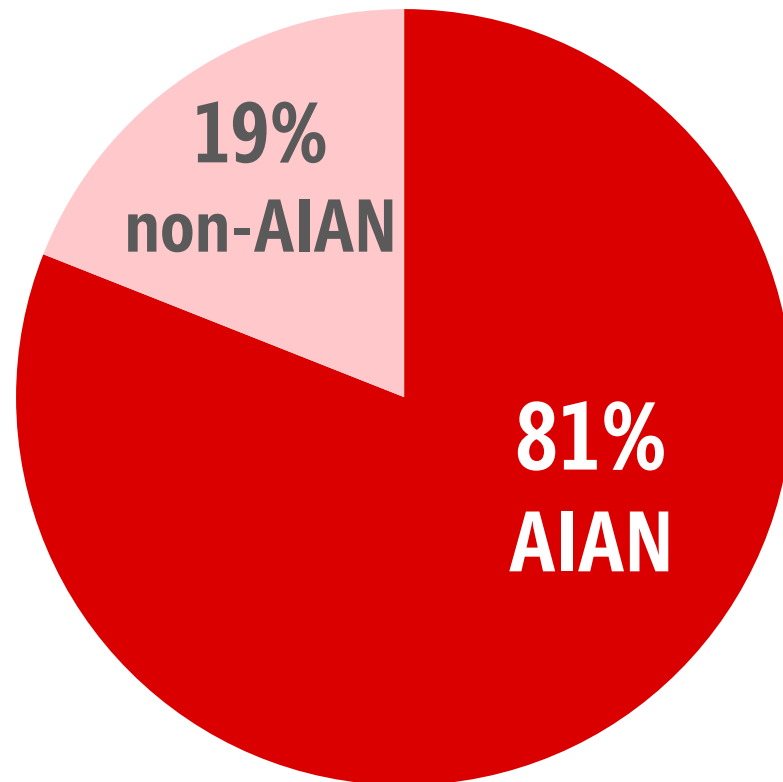


Source: Fall 2015 AIAN FACES Parent Survey and Survey Management System, Table A.1.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity.

## **The majority** of Region XI Head Start children were **American Indian or Alaska Native**.

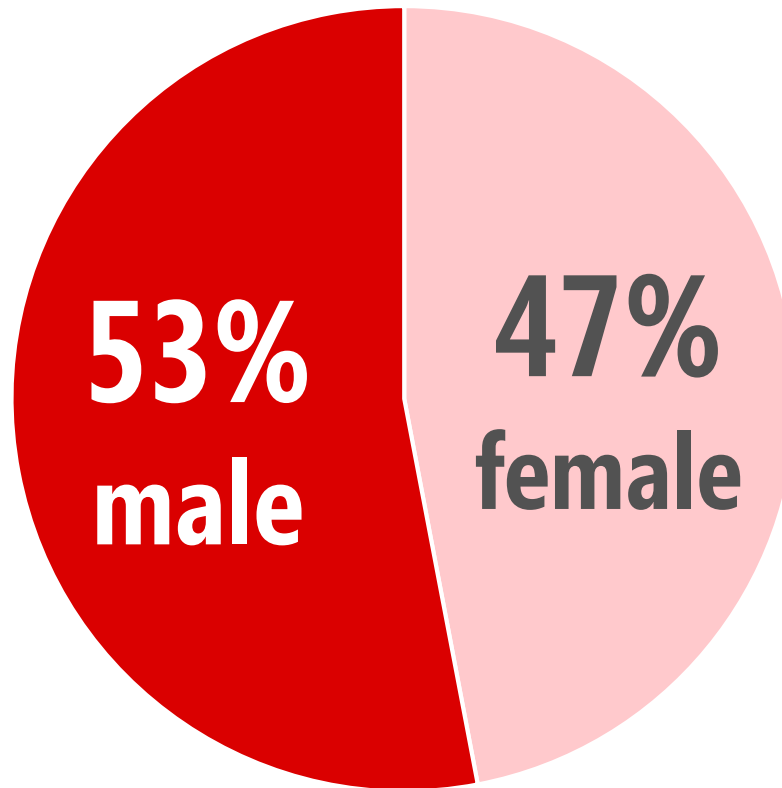
AIAN children include children whose parents reported that they were AIAN only or in combination with another race or Hispanic identity.



Source: Fall 2015 AIAN FACES Parent Survey and Survey Management System, Table A.1.

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

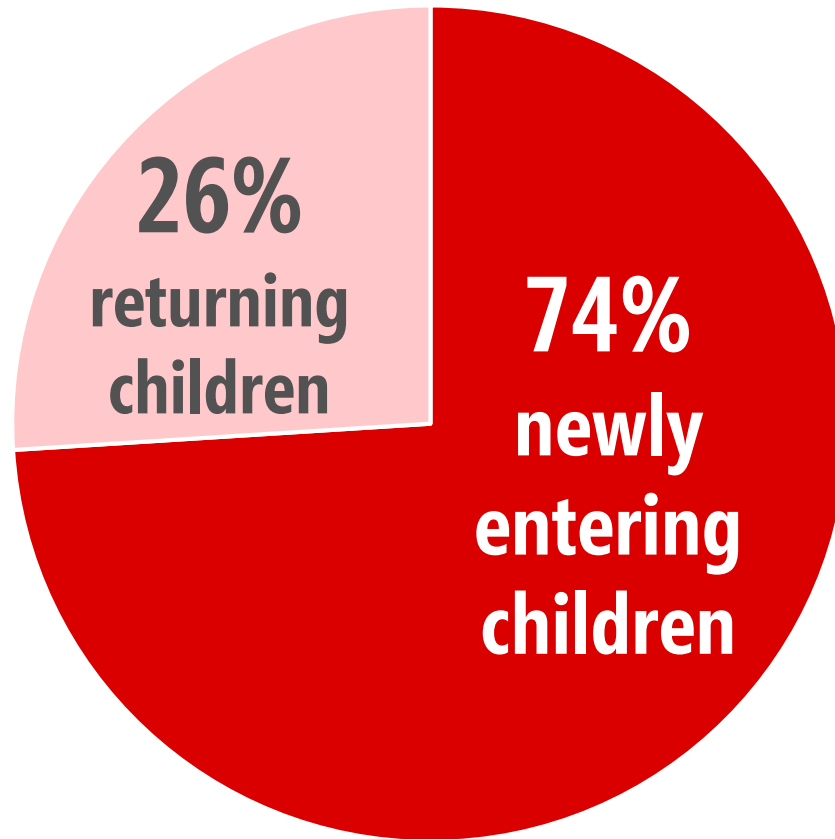
**More than 1/2** of Region XI Head Start children were identified as male by their parents.



Source: Fall 2015 AIAN FACES Parent Survey and Survey Management System, Table A.1.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity.

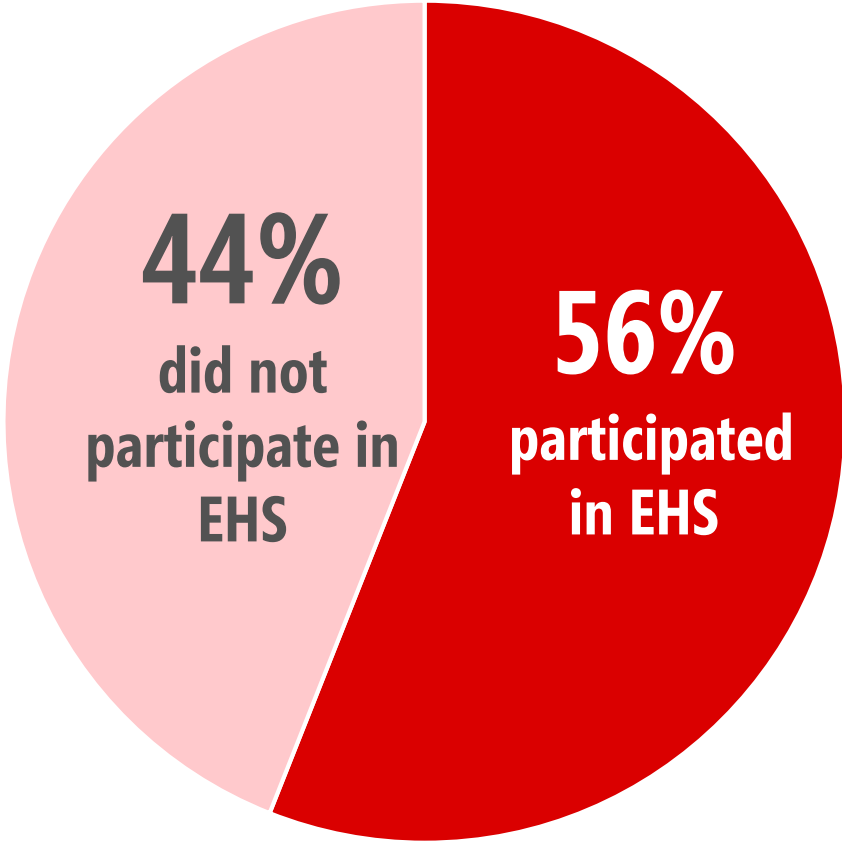
**The majority** of Region XI Head Start children were newly entering the program.



Source: Fall 2015 AIAN FACES Parent Survey and Survey Management System, Table A.1.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity.

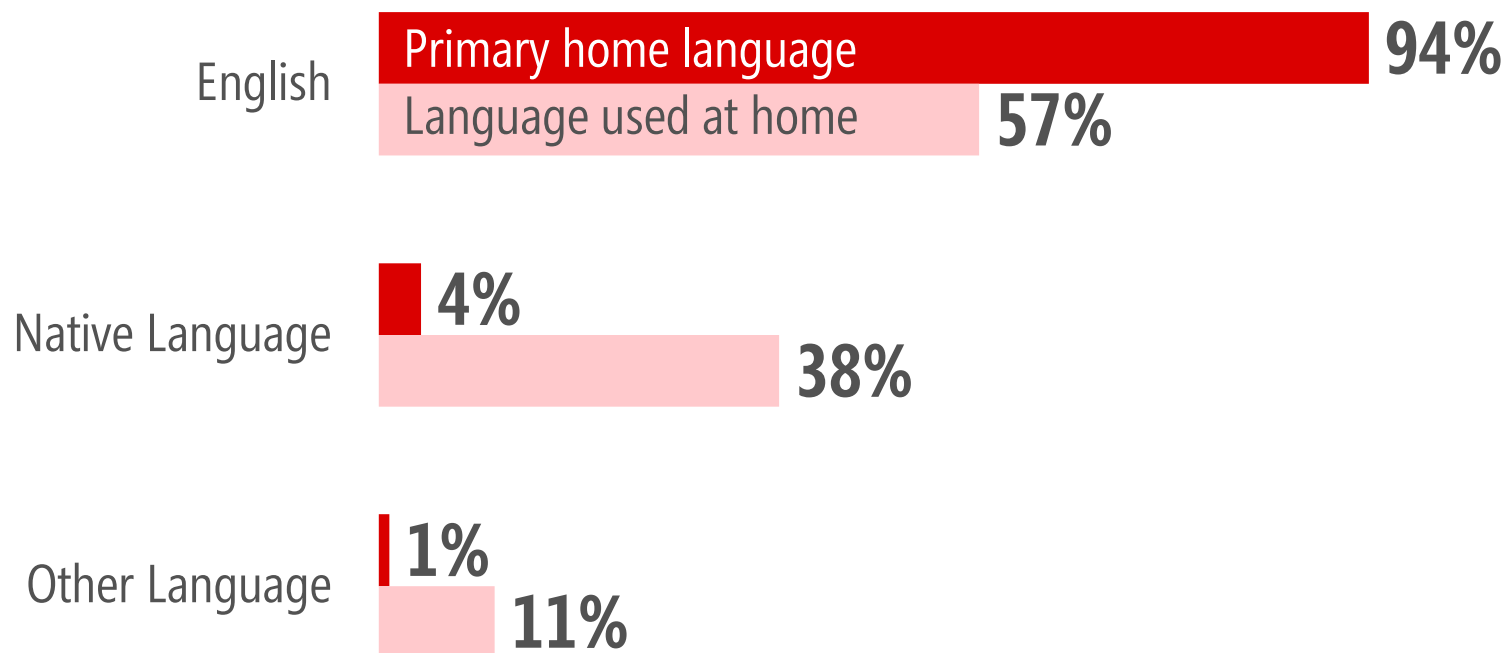
**More than 1/2 of Region XI Head Start children participated in Early Head Start (EHS).**



Source: Fall 2015 AIAN FACES Parent Survey and Survey Management System, Table A.1.  
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity.



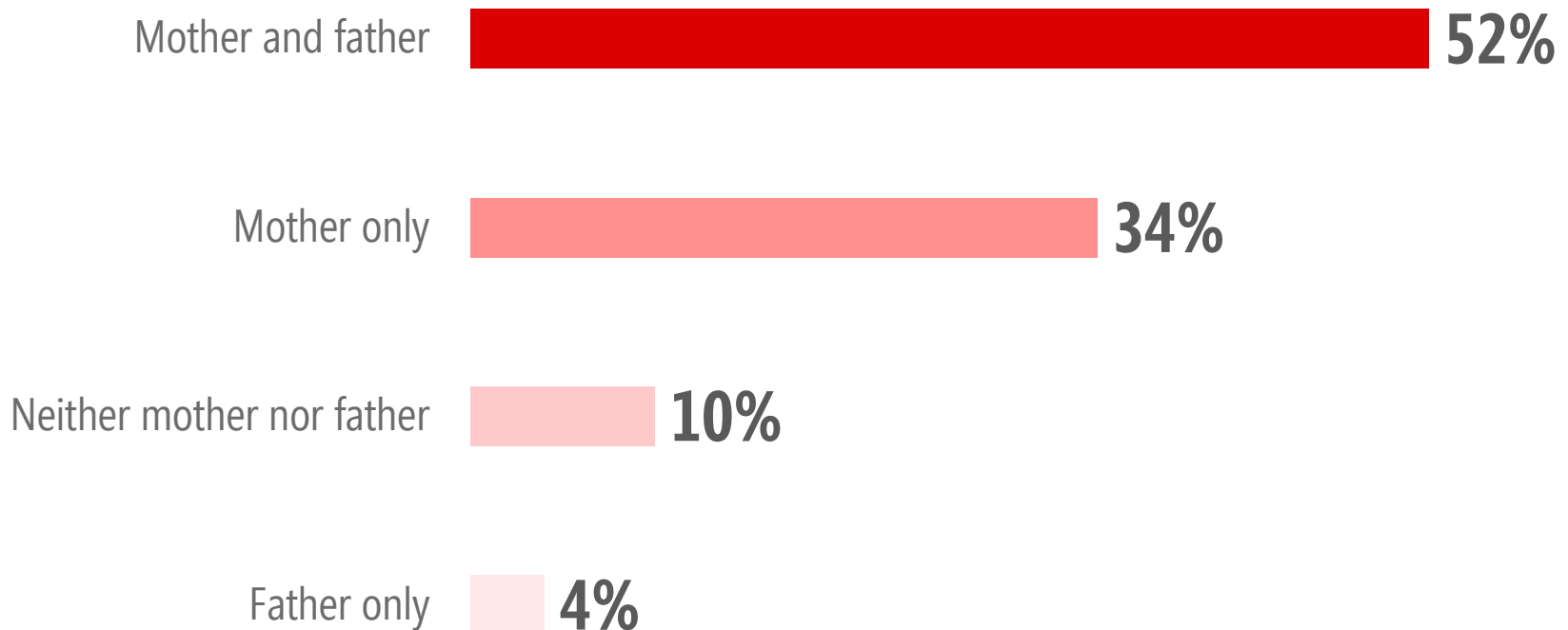
English was the primary language spoken in **most** Region XI Head Start children's homes. A Native language was spoken in **almost 1/2** of homes.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.2.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Percentages may not sum to 100 due to rounding. There can be more than one language reported for "Language(s) spoken in the Home" but not for "Primary home language". "Primary home language" is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

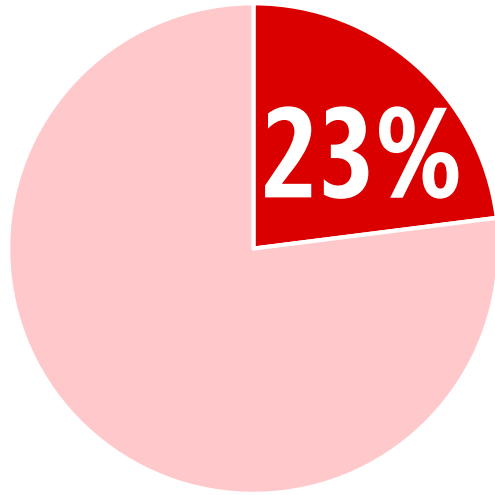
# More than ½ of Region XI Head Start children lived with their mother and father.



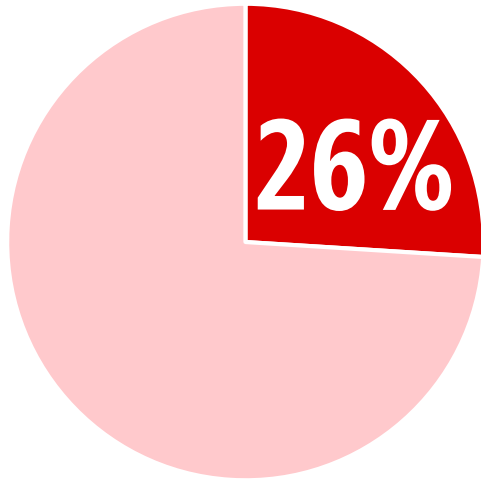
Source: Fall 2015 AIAN FACES Parent Survey, Table A.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. This table focuses on biological/adoptive parents and does not include other adults, such as parents' romantic partners, step-parents, foster parents, or grandparents. Thus, for example, the "Biological mother only" category does not mean that the biological/adoptive mother is the only adult in the household, but that she is the only biological/adoptive parent in the household.





**23%** of Region XI Head Start children lived with their grandparent or great-grandparent.

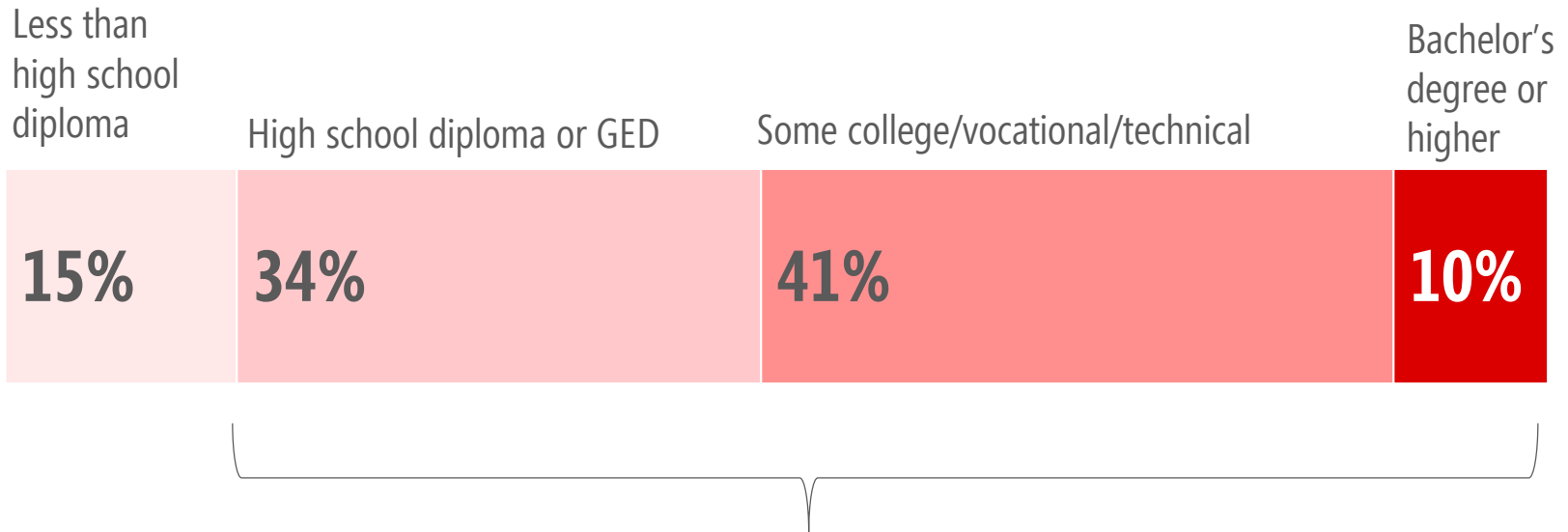


**26%** of AIAN children lived with their grandparent or great-grandparent.

Source: Fall 2015 AIAN FACES Parent Survey, Table A.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. This includes children living with and without their biological/adoptive parent(s).

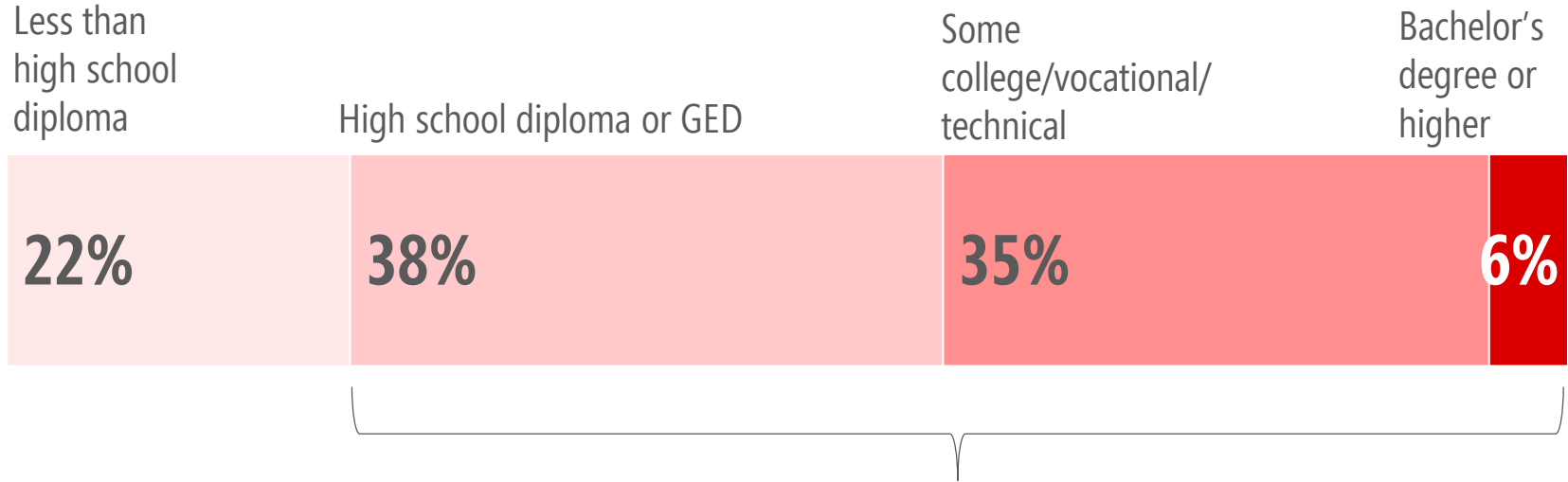




**Most (85%) Region XI Head Start children's mothers had at least completed their high school diploma or GED.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.4.

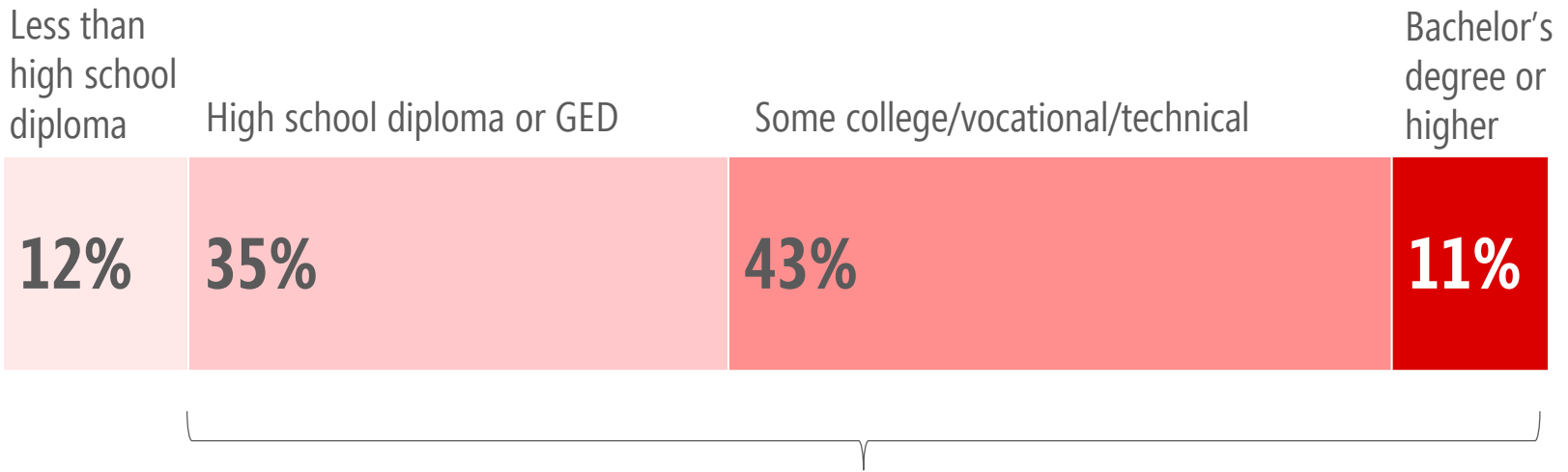
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant percentage calculations for highest level of education. Households with a mother include those with a mother only and those with both a mother and father. Percentages may not sum to 100 due to rounding.



**The majority (79%) of Region XI Head Start children's fathers had at least completed their high school diploma or GED.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.4.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant percentage calculations for highest level of education. Households with a father include those with a father only and those with both a mother and father. Percentages may not sum to 100 due to rounding.

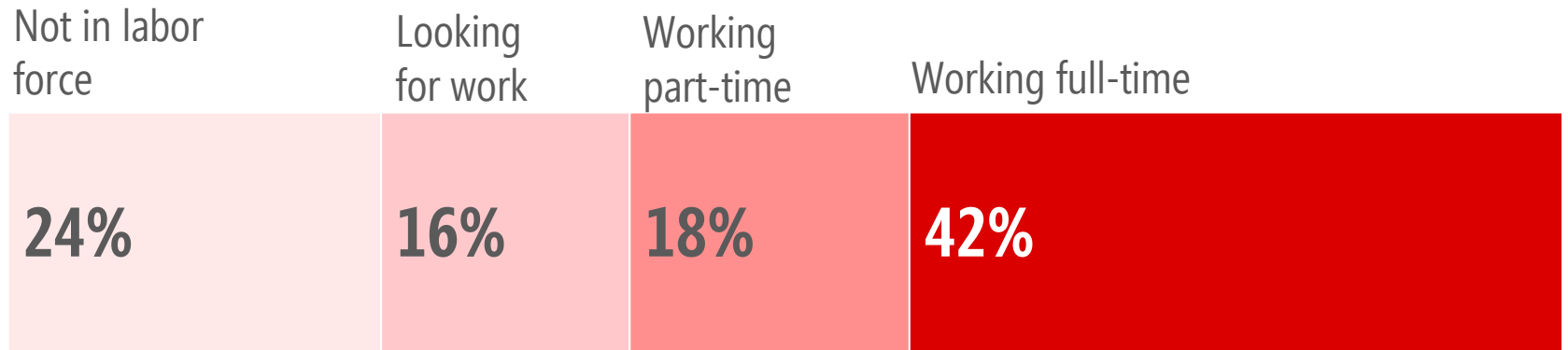


**Most (89%) Region XI Head Start children lived in a household where the most educated parent had at least a high school diploma or GED.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.4.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant percentage calculations for highest level of education. Households with a mother include those with a mother only and those with both a mother and father. If there is only one parent (mother only or father only), it reflects that parent. Percentages may not sum to 100 due to rounding.

# **Almost 1/2** of Region XI Head Start children's mothers were working full-time.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.5.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant percentage calculations for employment status. Households with a mother include those with a mother only and those with both a mother and father. Percentages may not sum to 100 due to rounding.

# Almost 1/2 of Region XI Head Start children's fathers were working full-time.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.5.

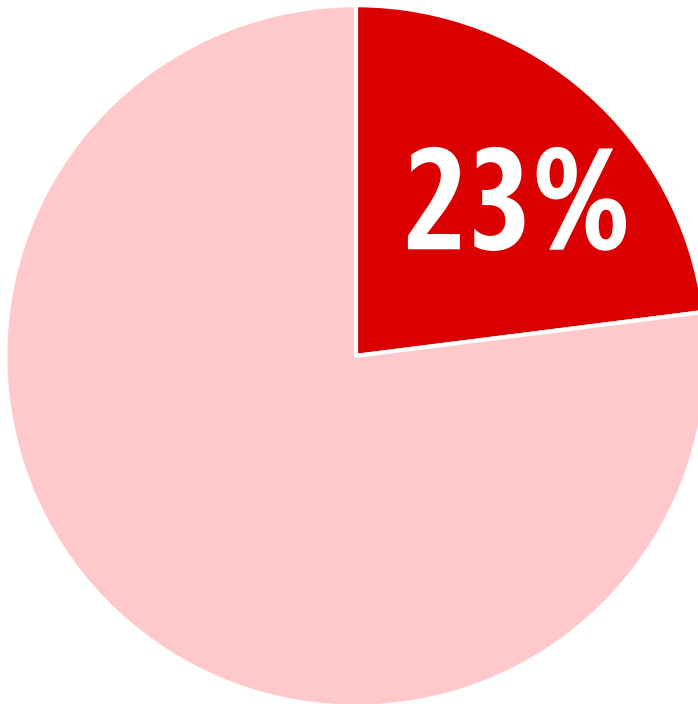
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant percentage calculations for employment status. Households with a father include those with a father only and those with both and mother and father. Percentages may not sum to 100 due to rounding.

# The majority of Region XI Head Start children's parents who were most employed in the household worked full-time.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.5.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Parents include both biological and adoptive parents. Households that do not include a mother and/or father are not included in the relevant percentage calculations for employment status. Any parent in the household includes children with one or two parents in the household (that is, mother only, father only, and mother and father) and the highest employment level among them when there are two parents in the household. If there is only one parent (mother only or father only), it reflects that parent. Percentages may not sum to 100 due to rounding.



**of Region XI Head Start children's families' household incomes were 201 percent or above the federal poverty threshold.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.6.

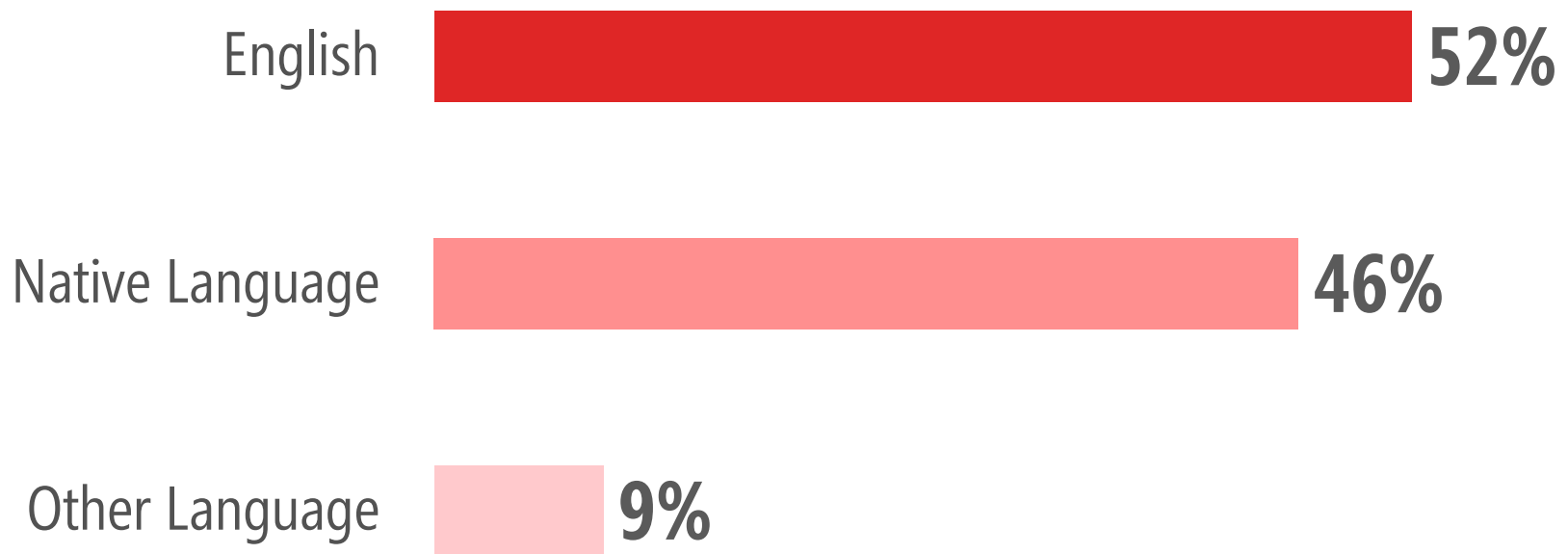
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. This table summarizes household income, and therefore should not be used to estimate eligibility for Head Start. Head Start qualifying criteria are based on family (not household) income, and there are other (non-income) ways to qualify for the program. The federal poverty threshold is based on 2015 thresholds set by the United States Census Bureau. For example, the federal poverty threshold for a family of four in 2015 was \$24,529. Percentages may not sum to 100 due to rounding.



# **Section A continued: AIAN Children Only**



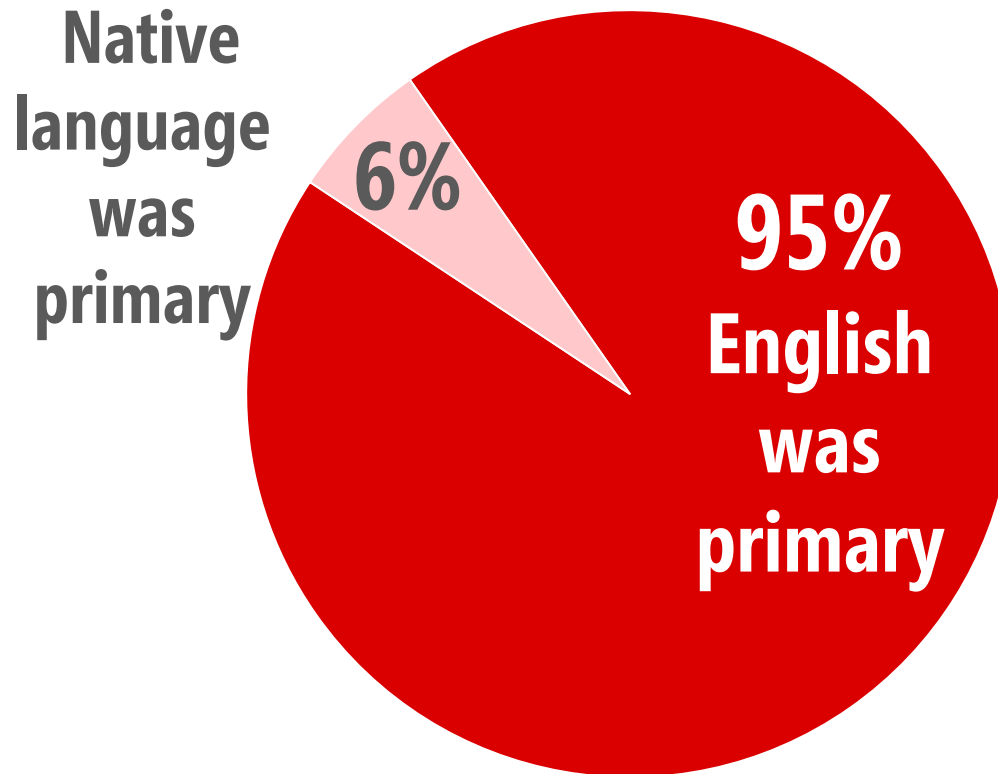
**More than ½ of AIAN children's parents only spoke English at home. Almost ½ of AIAN children's parents used at least some Native language at home.**



Source: Fall 2015 AIAN FACES Parent Survey, Table A.2.

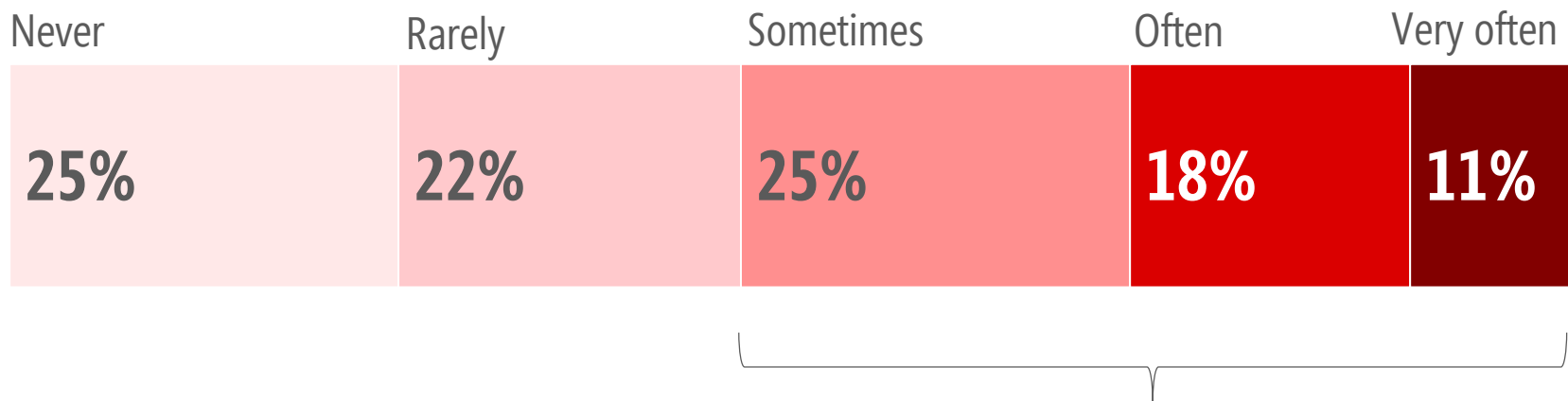
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity. Native language and other languages can overlap. For example, a household in which a Native language and Spanish are spoken would be represented in both Native Language and Other Language categories.

**Most AIAN children were in homes where English is the primary language.**



Source: Fall 2015 AIAN FACES Parent Survey, Table A.2.

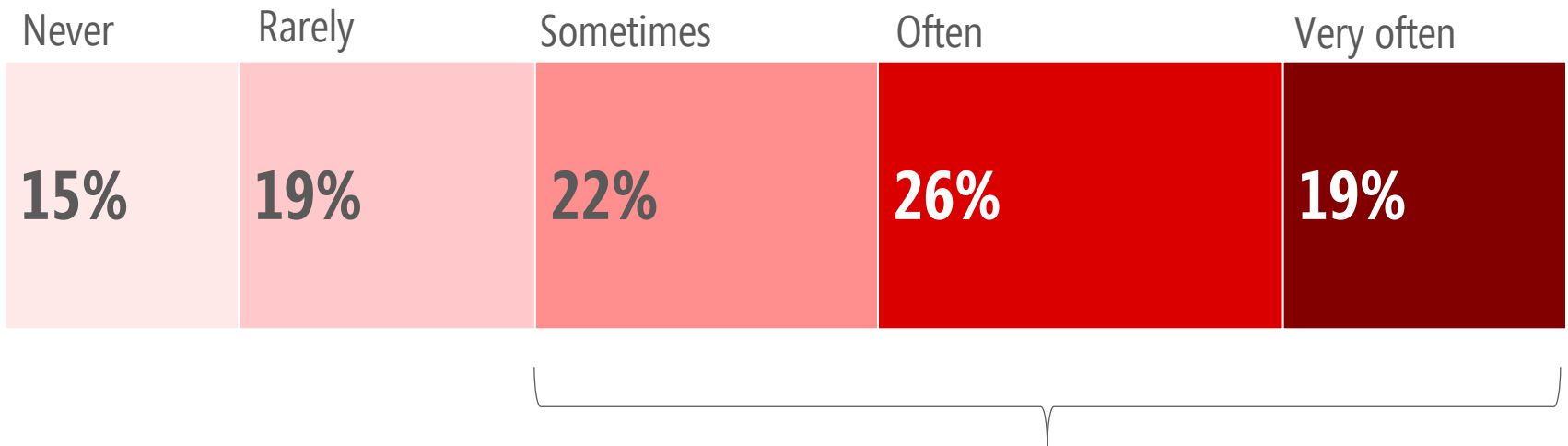
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity. This characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child. Percentages do not sum to 100 due to rounding.



**More than ½ (54%) of AIAN children’s parents spoke with their child in a Native language at least sometimes.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.7.

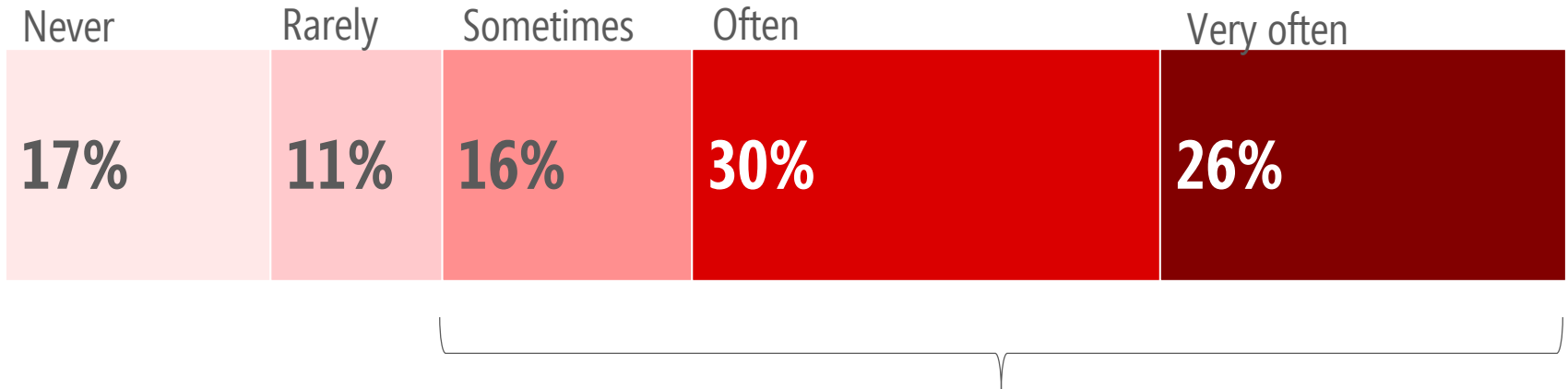
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Households that do not include a biological/adoptive mother and/or biological/adoptive father are not included in the relevant percentage calculations for Native language use. Percentages may not sum to 100 due to rounding. 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.



**The majority (67%) of AIAN children’s parents made sure their child heard a Native language spoken by others at least sometimes.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.7.

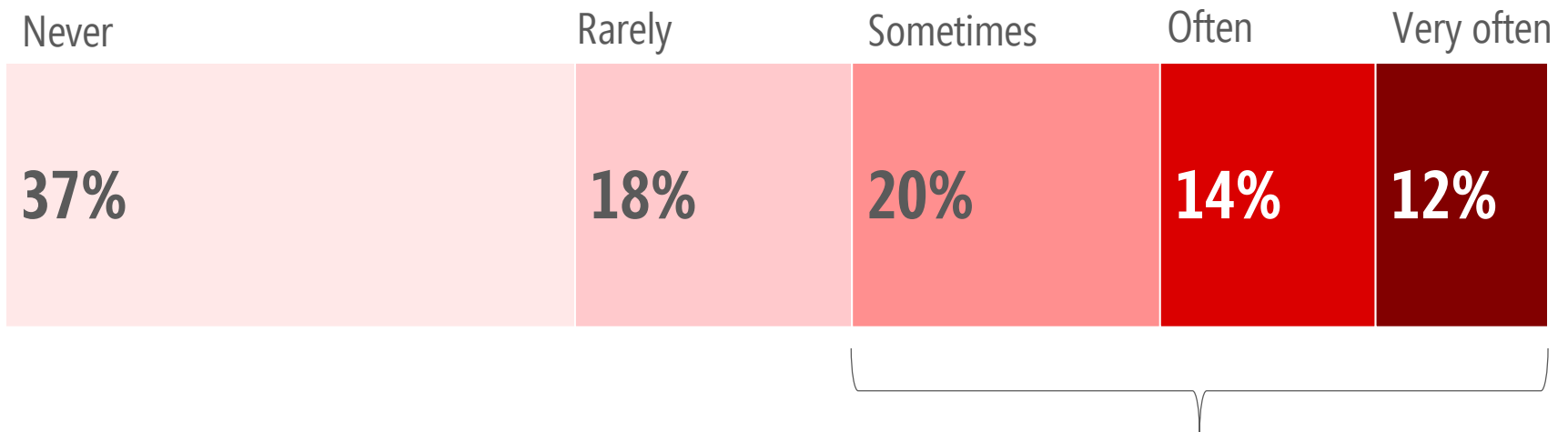
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Households that do not include a biological/adoptive mother and/or biological/adoptive father are not included in the relevant percentage calculations for Native language use. Percentages may not sum to 100 due to rounding. American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity. This question asked about frequency in the past month.



**The majority (72%) of AIAN children’s parents encouraged their child to learn a Native language at least sometimes.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.7.

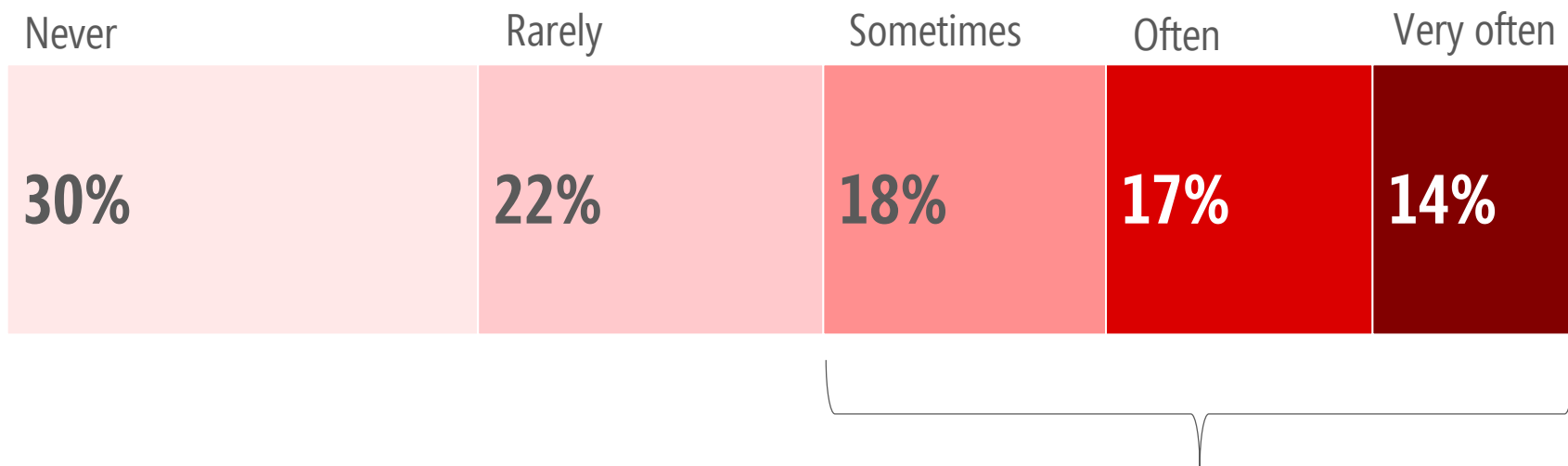
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Households that do not include a biological/adoptive mother and/or biological/adoptive father are not included in the relevant percentage calculations for Native language use. Percentages may not sum to 100 due to rounding. American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity. This question asked about frequency in the past month.



**Almost ½ (46%) of AIAN children’s parents used a Native language in prayers or songs with their child at least sometimes in the last month.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Households that do not include a biological/adoptive mother and/or biological/adoptive father are not included in the relevant percentage calculations for Native language use. Percentages may not sum to 100 due to rounding. American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity. This question asked about frequency in the past month.



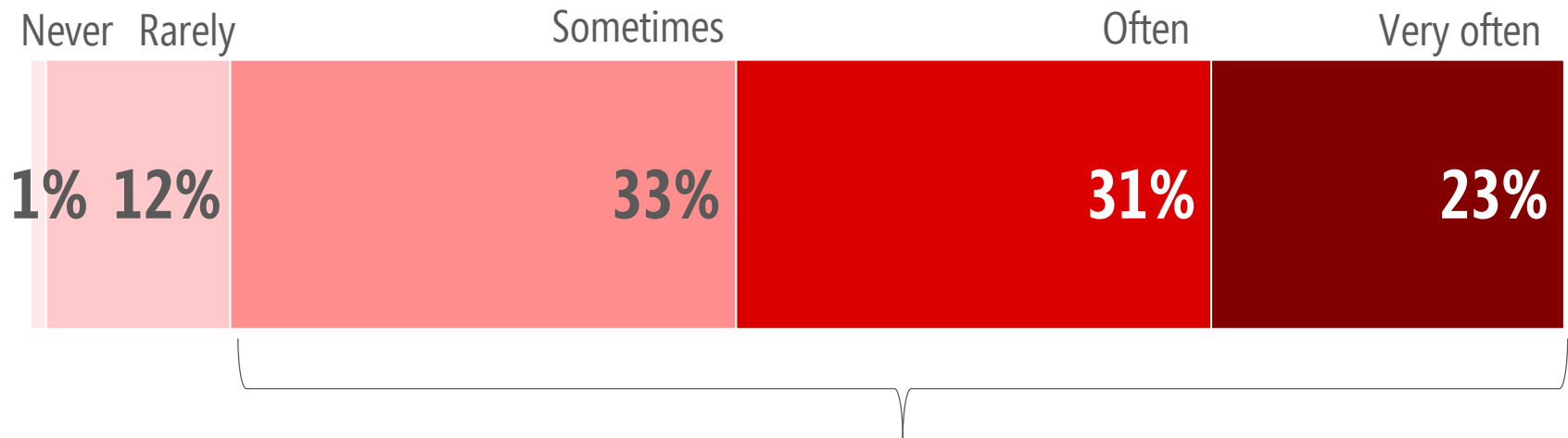
**Almost ½ (49%) of AIAN children’s parents used a Native language in everyday life with their child at least sometimes.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Households that do not include a biological/adoptive mother and/or biological/adoptive father are not included in the relevant percentage calculations for Native language use. Percentages may not sum to 100 due to rounding. American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity. This question asked about frequency in the past month.



# Of AIAN children's parents who spoke a Native language at home:



**Most (87%) spoke in a Native language with their child at least sometimes.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Households that do not include a biological/adoptive mother and/or biological/adoptive father are not included in the relevant percentage calculations for Native language use. Percentages may not sum to 100 due to rounding. American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity. This question asked about frequency in the past month.

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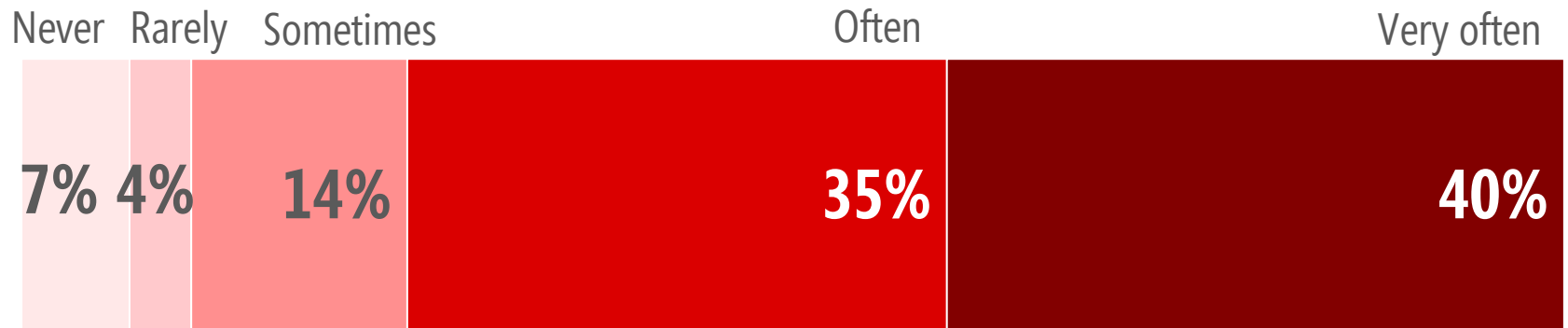


**Most (90%) made sure that their child heard a Native language spoken by others at least sometimes.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Households that do not include a biological/adoptive mother and/or biological/adoptive father are not included in the relevant percentage calculations for Native language use. Percentages may not sum to 100 due to rounding. American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity. This question asked about frequency in the past month.

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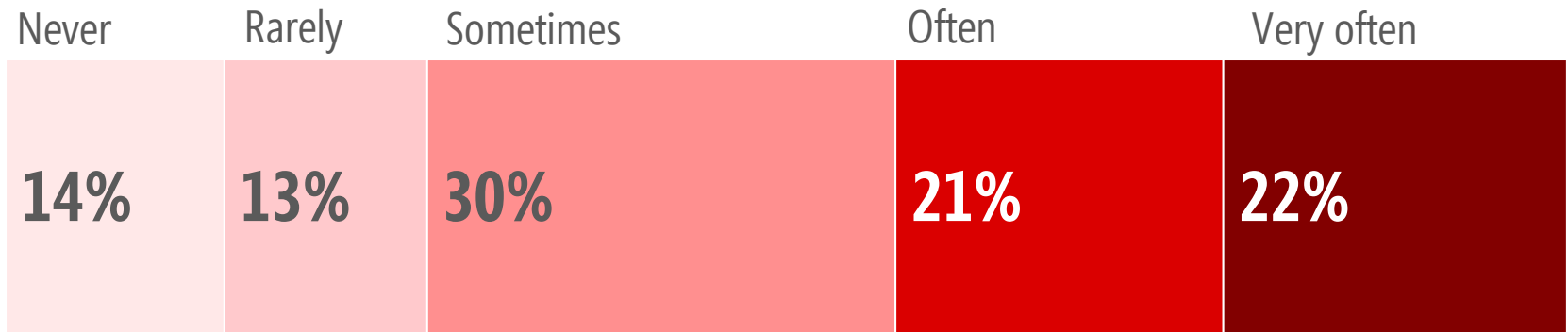


**Most (89%) encouraged their child to learn a Native language (for example, take classes in school).**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Households that do not include a biological/adoptive mother and/or biological/adoptive father are not included in the relevant percentage calculations for Native language use. Percentages may not sum to 100 due to rounding. American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity. This question asked about frequency in the past month.

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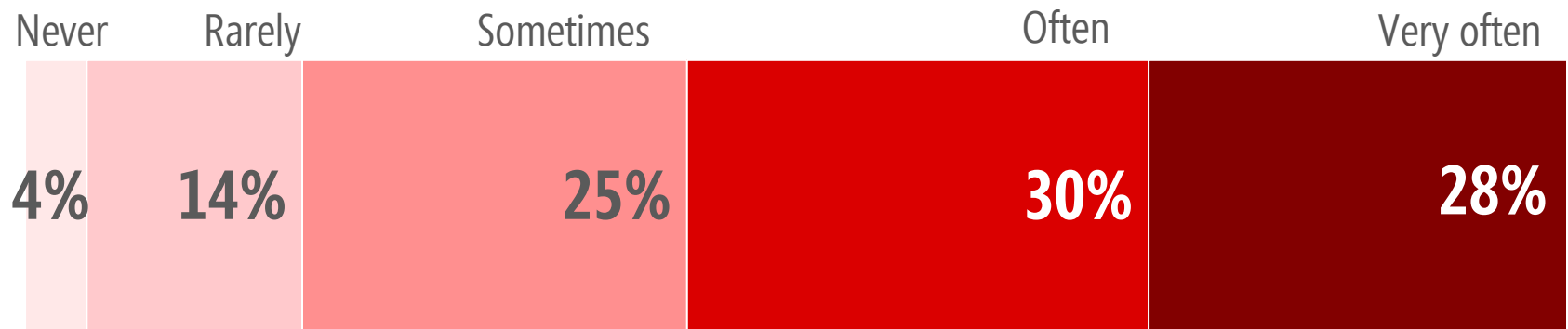


**The majority (73%) used a Native language in prayers or songs with their child.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Households that do not include a biological/adoptive mother and/or biological/adoptive father are not included in the relevant percentage calculations for Native language use. Percentages may not sum to 100 due to rounding. American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity. This question asked about frequency in the past month.

# Of AIAN children's parents who spoke a Native language at home:

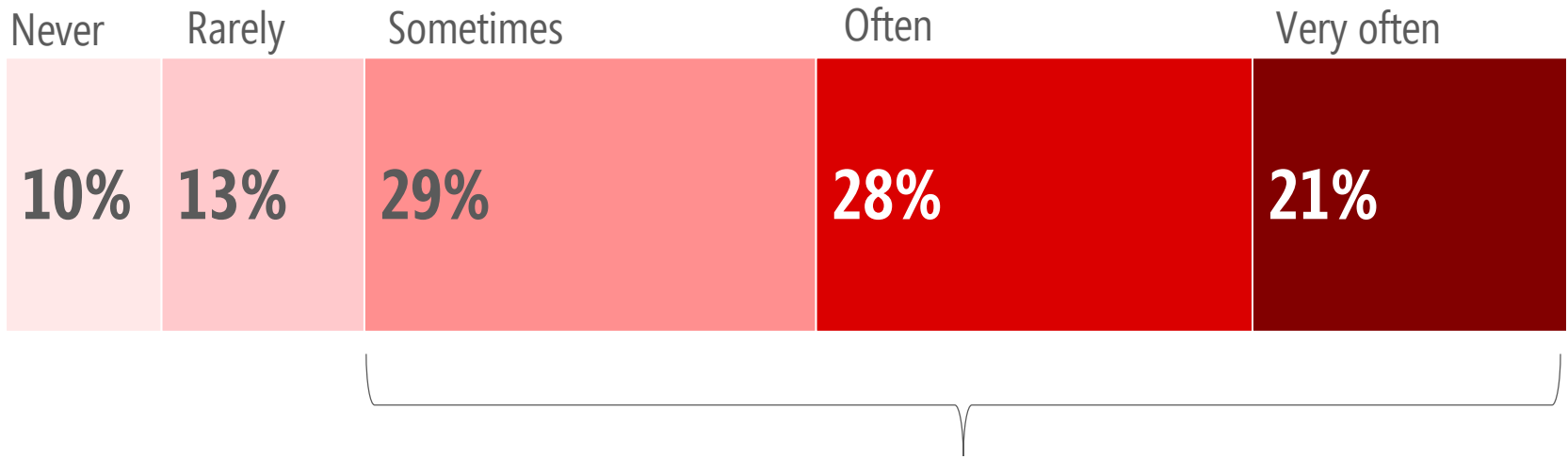


**The majority (83%) used a Native language in everyday life with their child.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Households that do not include a biological/adoptive mother and/or biological/adoptive father are not included in the relevant percentage calculations for Native language use. Percentages may not sum to 100 due to rounding. American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity. This question asked about frequency in the past month.

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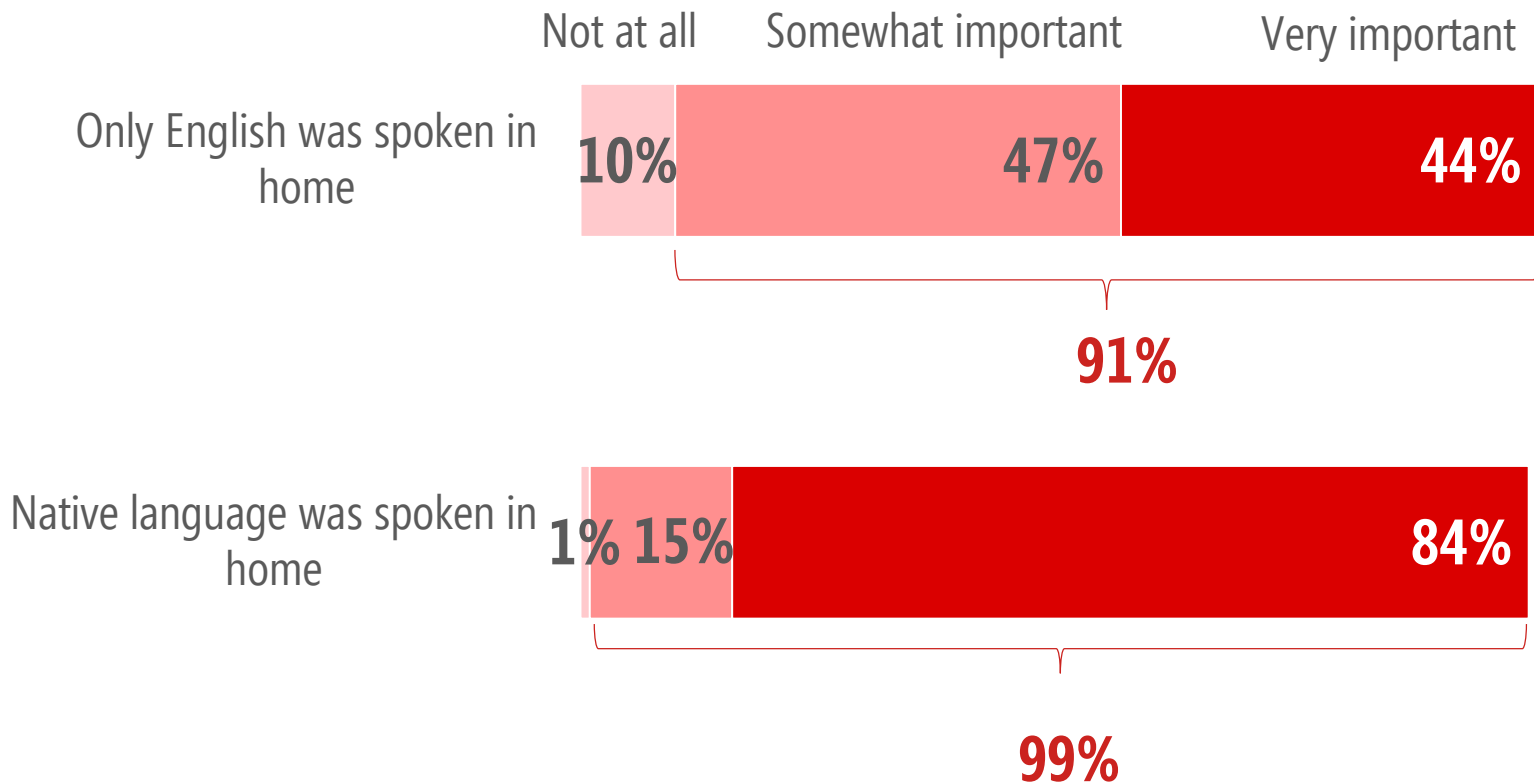


**The majority (78%) spoke a Native language with other adults when their child was around.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Households that do not include a biological/adoptive mother and/or biological/adoptive father are not included in the relevant percentage calculations for Native language use. Percentages may not sum to 100 due to rounding. American Indian and Alaska Native children includes children whose parents reported they were American Indian or Alaska Native only or in combination with another race or Hispanic ethnicity. This question asked about frequency in the past month.

# **Most AIAN children's parents said that it was somewhat or very important that their child learned a Native language.**



Source: Fall 2015 AIAN FACES Parent Survey, Table A.8.

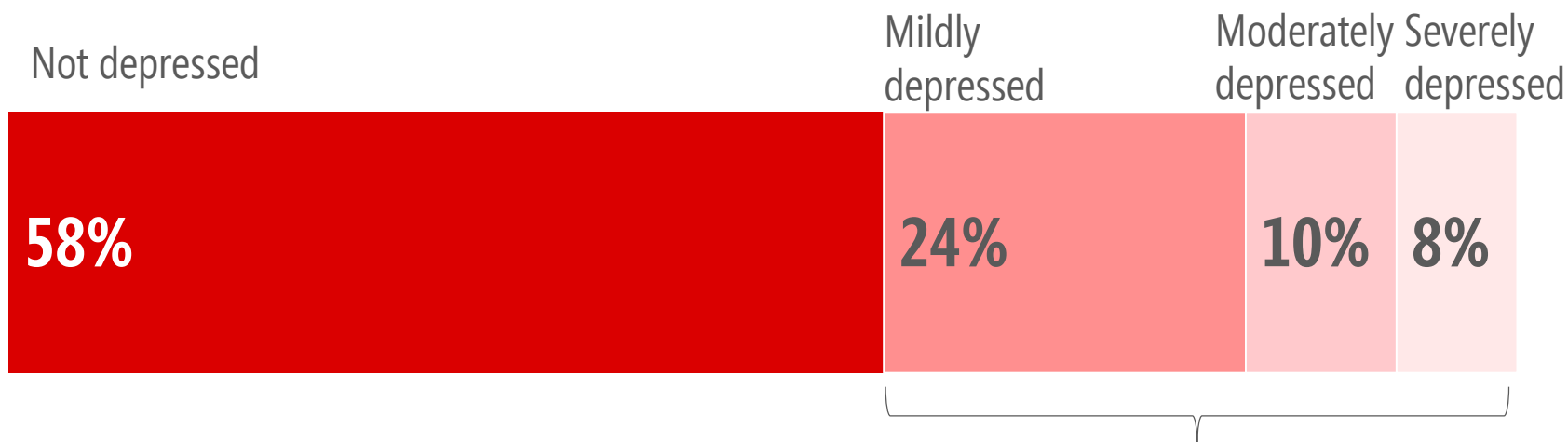
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Percentages may not sum to 100 due to rounding. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity.

# **Section A continued: All Region XI Head Start Children**





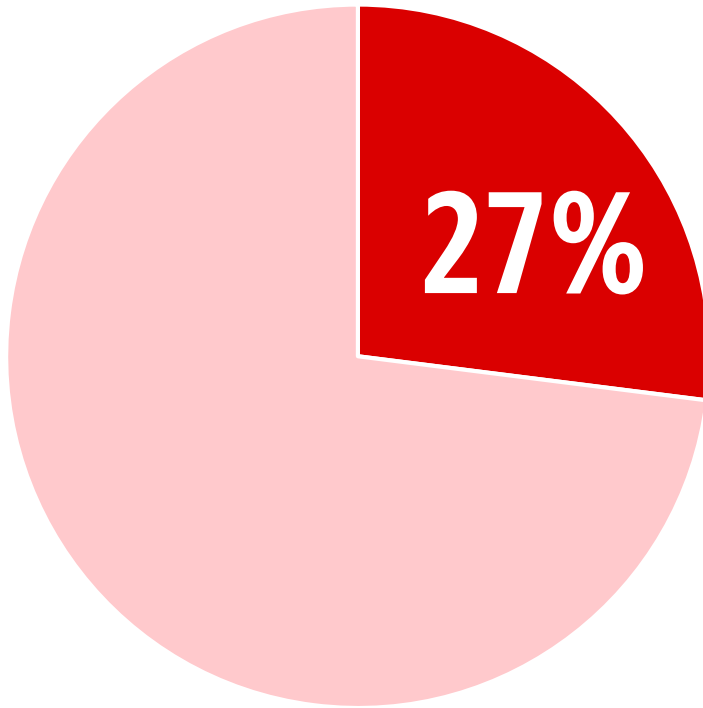
# More than 1/2 of Region XI Head Start's children's parents were not depressed.



However, 42% of parents were coping with mild to severe depressive symptoms.

Source: Fall 2015 AIAN FACES Parent Survey, Table A.9.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Level of depressive symptoms is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed. The CES-D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis. Percentages may not sum to 100 due to rounding.

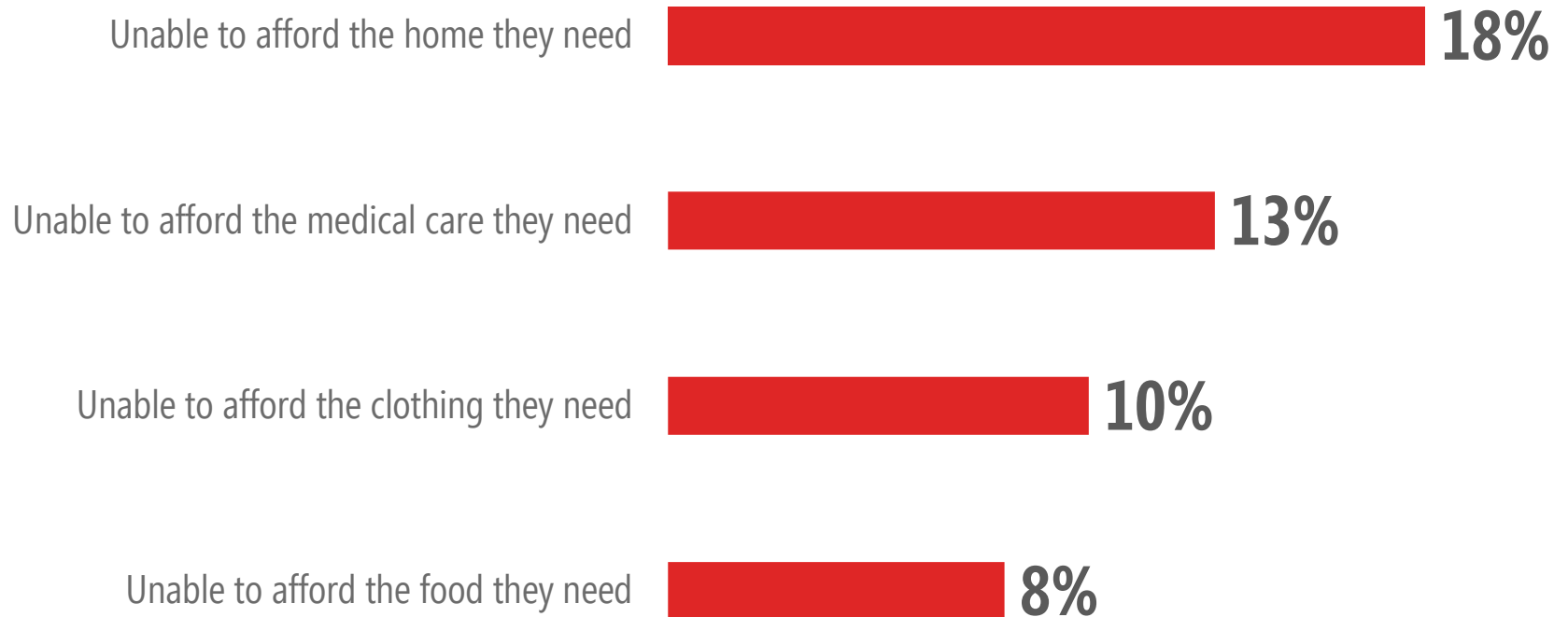


**of Region XI Head Start children's parents reported a financial strain in the past 12 months.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.10.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Percentages may not sum to 100 due to rounding. The financial strain scale includes four items that measure the extent to which a family feels they have enough money to afford the kind of home, clothing, food, and medical care they need. A family "reported a financial strain" if they disagree or strongly disagree that they have enough money to afford a home, clothing, food, or medical care.

# Region XI Head Start children's parents reported a variety of financial strains.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.10.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Estimates are reported among all children, not just among those whose parent reported a financial strain.

# The majority of Region XI Head Start children's parents reported high/marginal food security.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.11.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Percentages may not sum to 100 due to rounding. The food security scale is derived from the United States Department of Agriculture's (USDA) Guide to Measuring Household Food Security, Revised 2000 and the USDA's 2006 updates to the security labels. According to USDA guidelines, households are considered food secure if they fall in the high or marginal range. High/marginal food security is defined as no or minimal indications of food-access problems or limitations, suggesting little anxiety over food sufficiency or shortage of food in the house with little or no indication of changes in diets or food intake. Low food security is defined as reports of reduced quality, variety, or desirability of diet, but little or no indication of reduced food intake. Very low food security is defined as reports of multiple indications of disrupted eating patterns and reduced food intake.

**The majority** of Region XI Head Start children’s parents reported that the statement “Purchased food did not last and there was no money to get more” was never true.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.11.

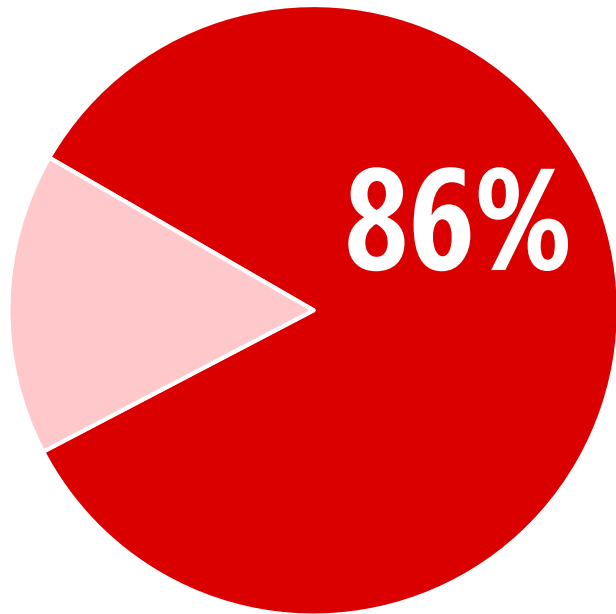
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Percentages may not sum to 100 due to rounding.

**The majority** of Region XI Head Start children's parents reported that the statement "Could not afford to eat balanced meals" was never true.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.11.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Percentages may not sum to 100 due to rounding.



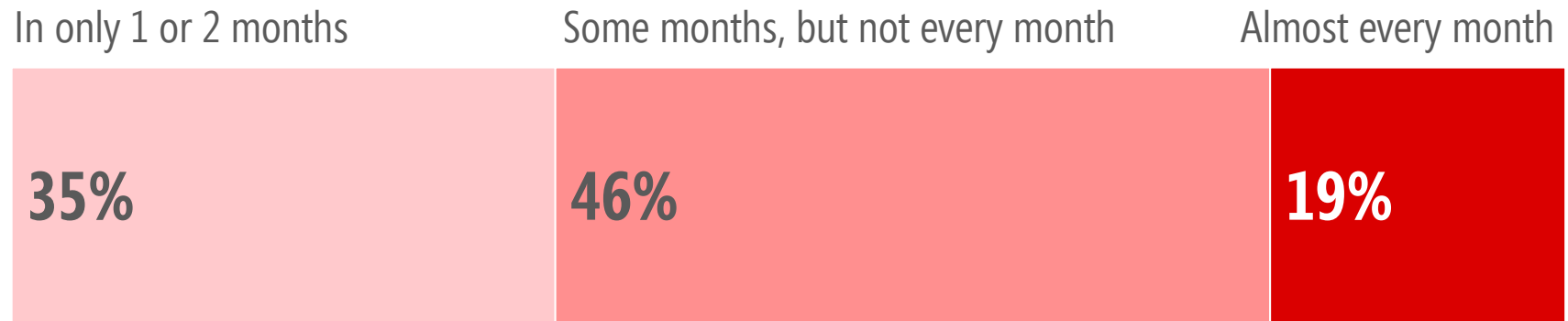
**of Region XI Head Start children's parents did not cut the size of or skipped meals because there was not enough money for food.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.11.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Percentages may not sum to 100 due to rounding.



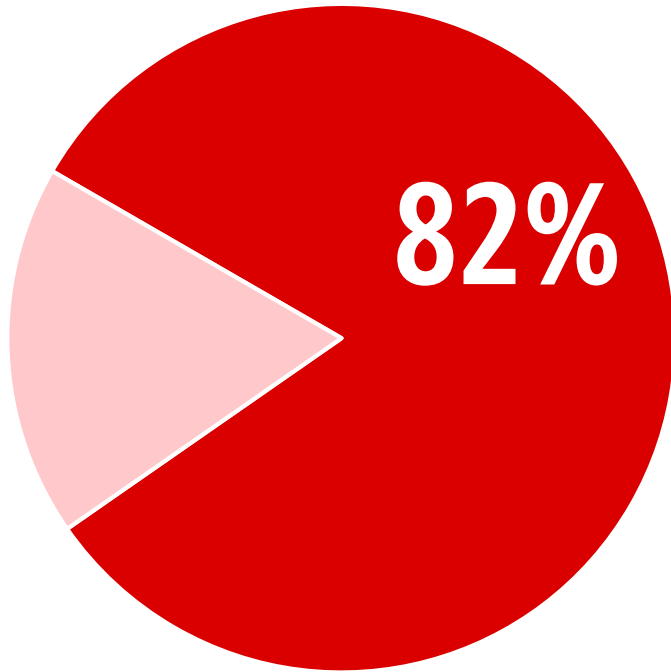
Of Region XI Head Start children's parents who cut the size of or skipped meals, fewer than ½ reported that they cut or skipped meals some months, but not every month.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.11.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Percentages may not sum to 100 due to rounding.

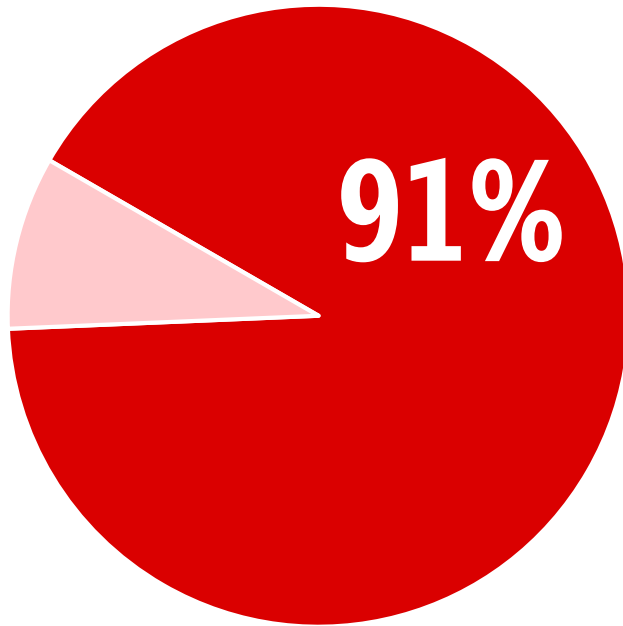




**of Region XI Head Start children's parents did not eat less than they should have because they did not have enough money for food.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.11.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Percentages may not sum to 100 due to rounding.

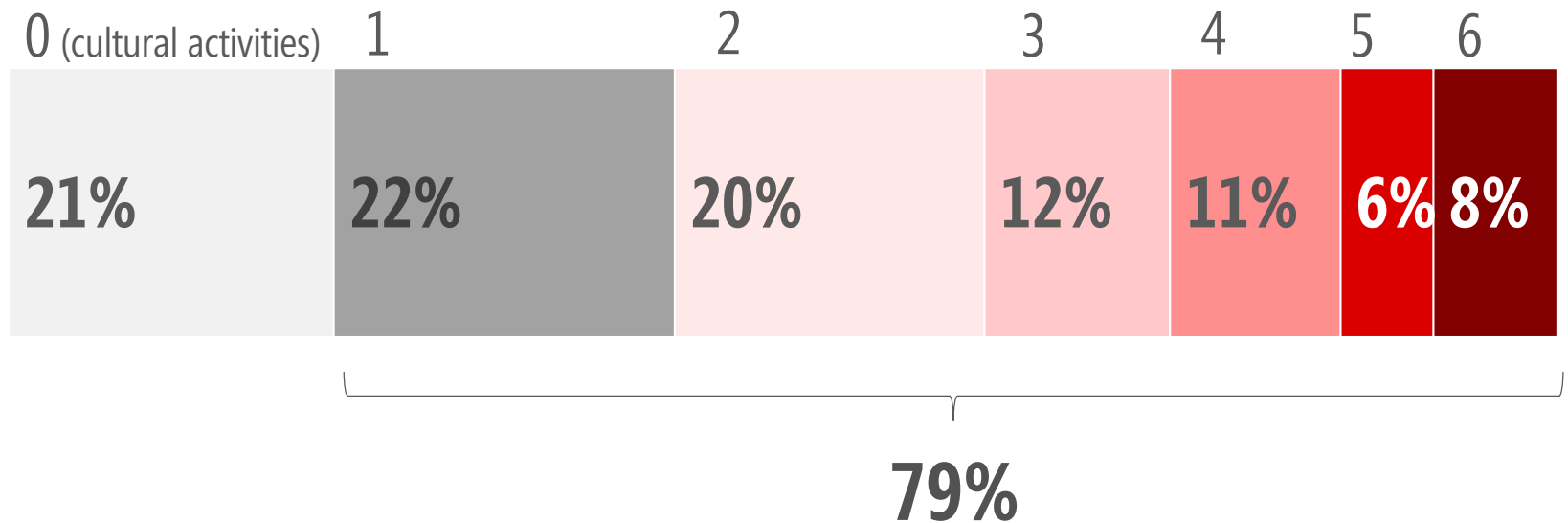


**of Region XI Head Start children's parents were not hungry but did not eat because they could not afford enough food.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.11.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Percentages may not sum to 100 due to rounding.

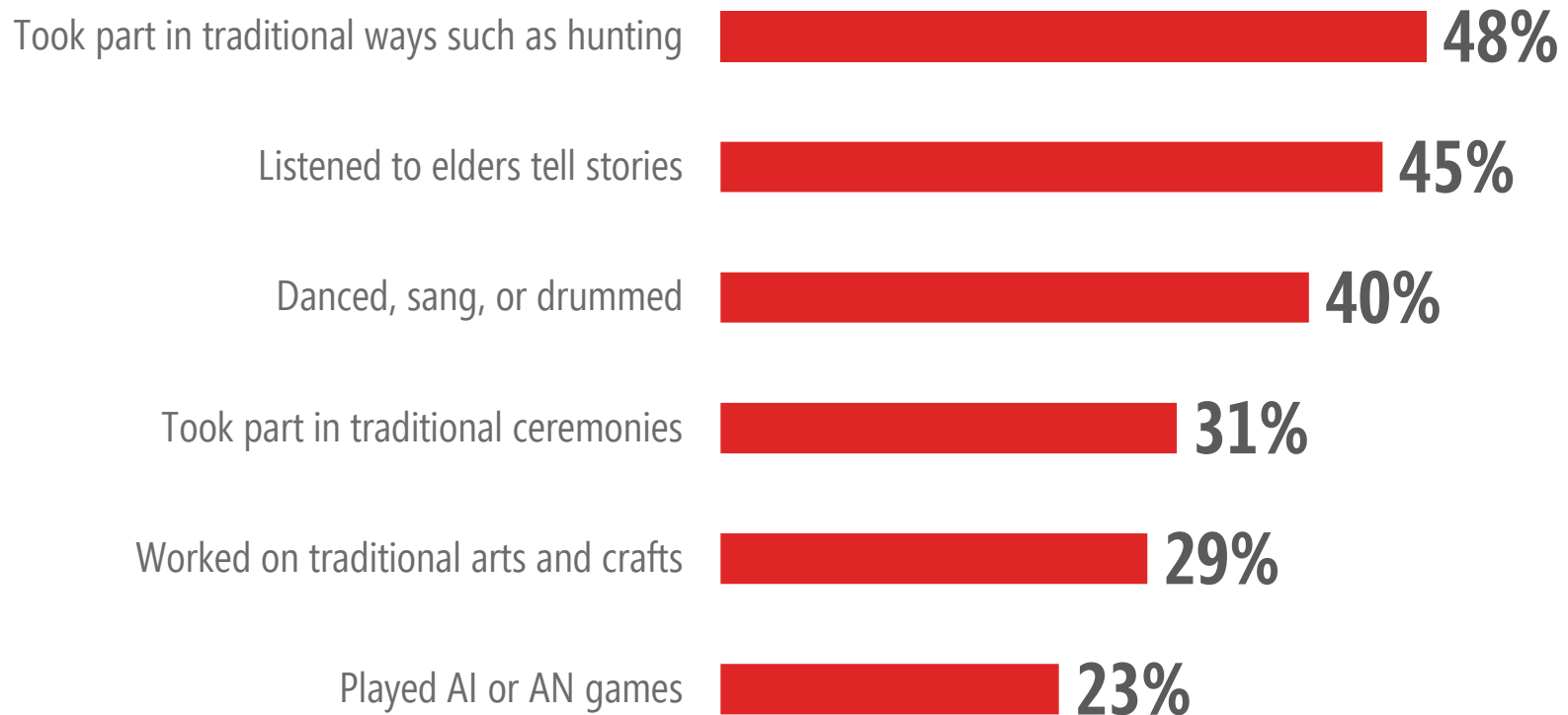
# The majority (79%) of Region XI Head Start children engaged in at least one community cultural activity in the past month.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.12.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Percentages may not sum to 100 due to rounding.

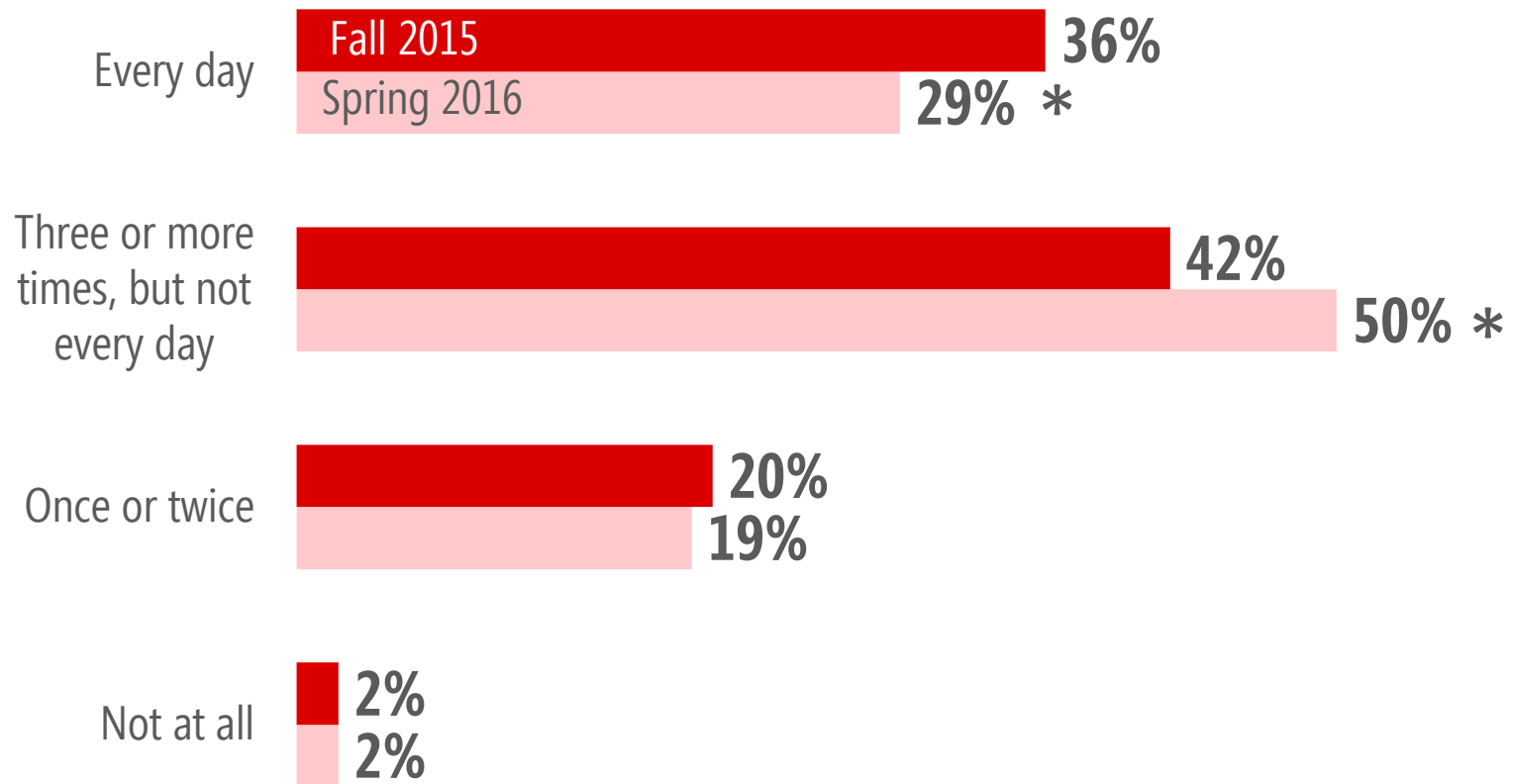
# In the past month, **almost ½** of Region XI Head Start children took part in traditional ways such as hunting, carving, harvesting, collecting, and fishing.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.12.

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

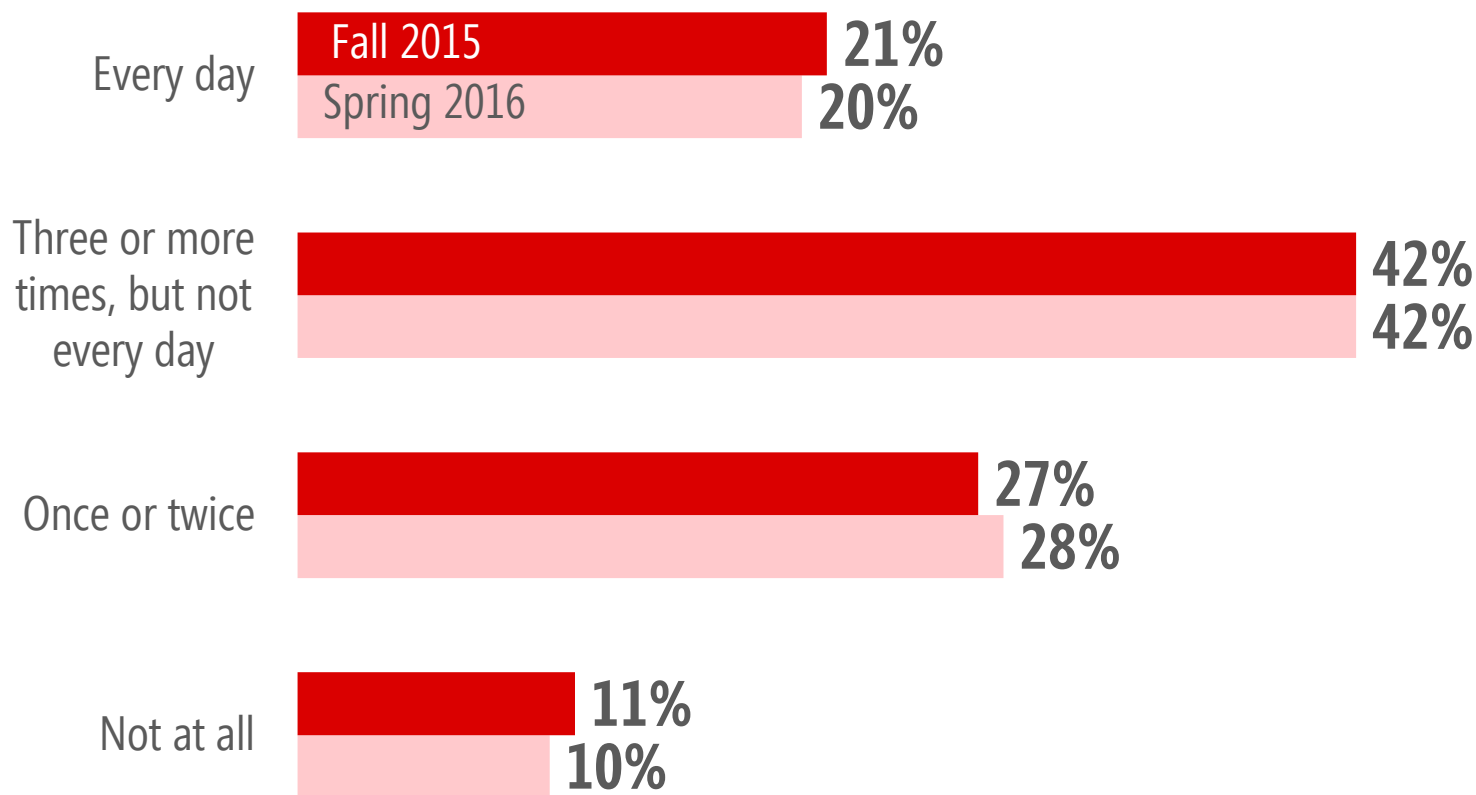
**More Region XI Head Start children were read to by a family member “three or more times, but not every day” in spring 2016 than in fall 2015.**



Source: Fall 2015 and Spring 2016 AIAN FACES Parent Survey, Table A.13.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 due to rounding. \* denotes statistically significant fall-spring change prior to any rounding.

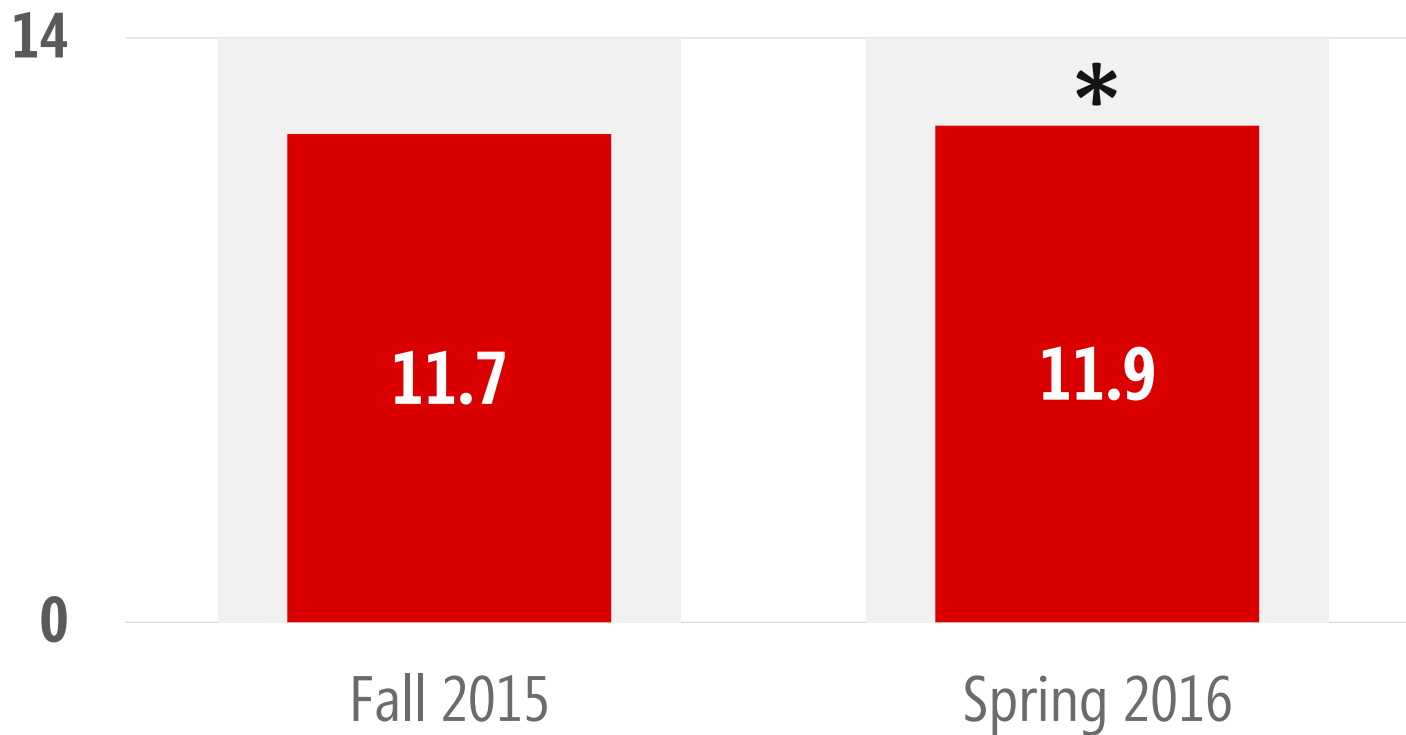
# There was not a significant change from fall 2015 and spring 2016 in Region XI Head Start children's family members telling children stories in the past week.



Source: Fall 2015 and Spring 2016 AIAN FACES Parent Survey, Table A.13b.

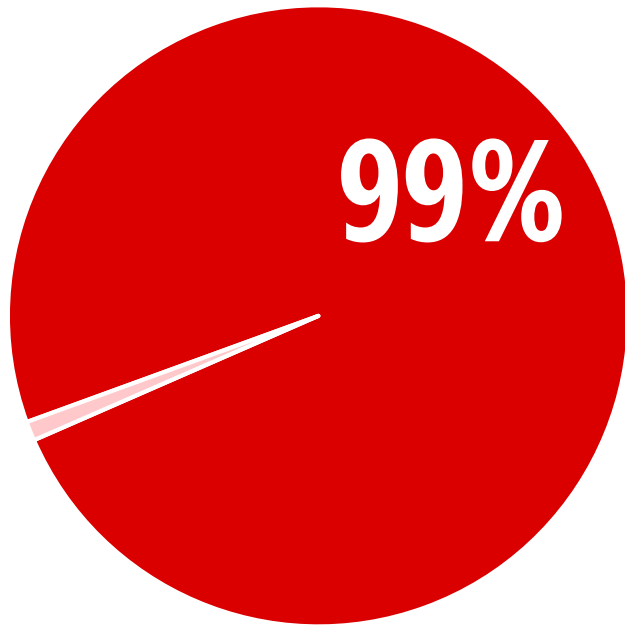
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 due to rounding.

**Region XI Head Start children's parents increased the number of activities (e.g., telling a story, play with toys, counting) with their child in the past week from fall 2015 to spring 2016.**



Source: Fall 2015 and Spring 2016 AIAN FACES Parent Survey, Table A.14b.

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



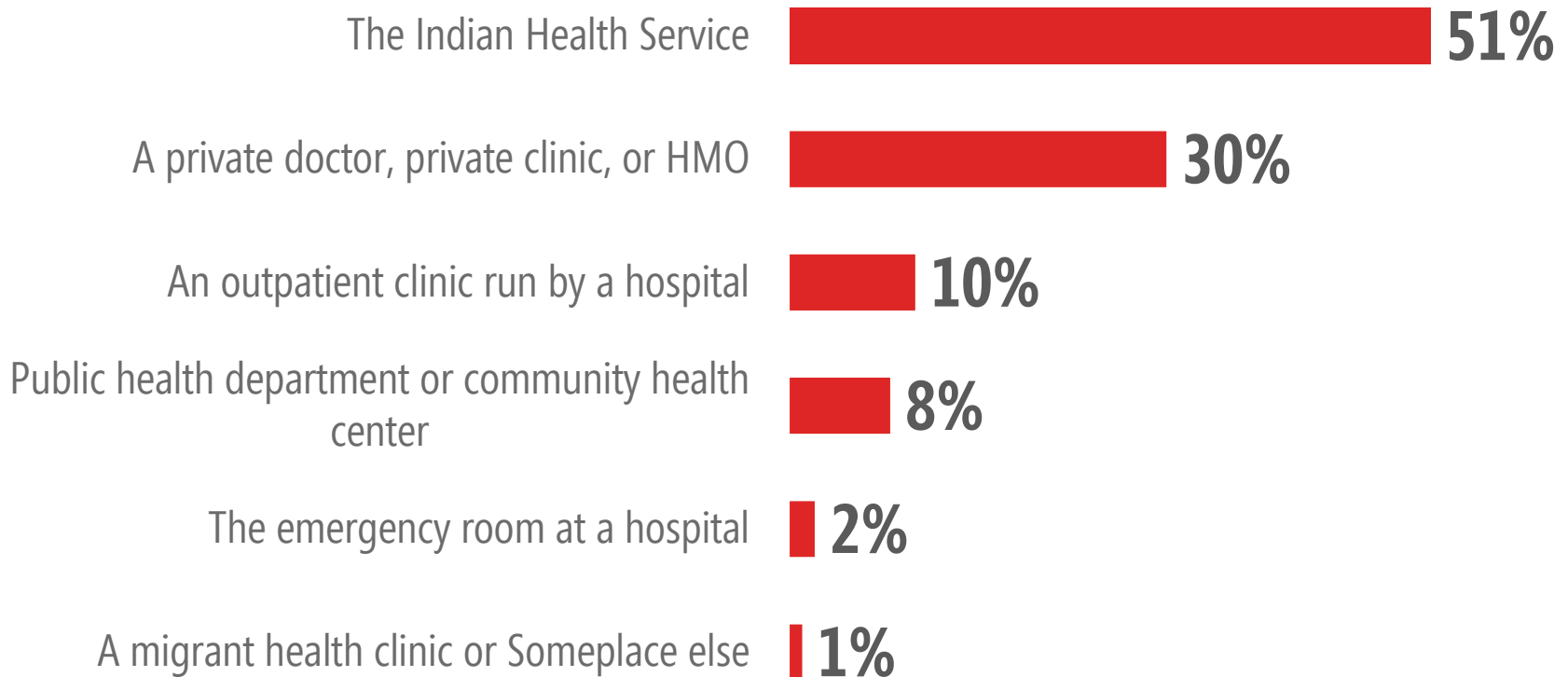
**of Region XI Head Start children had a regular health care provider.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.15.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. A child has a regular health care provider if the parent reports taking the child to one of the following locations for routine medical care: a private doctor, private clinic, or HMO; an outpatient clinic run by a hospital; a public health department or community health center; a migrant health clinic; The Indian Health Service; or "someplace else" (in select cases where the parent describes a similar location). A child does not have a regular health care provider if the parent reports taking the child to the emergency room at a hospital for routine medical care, taking the child "someplace else" (in select cases where the parent describes a location similar to the emergency room), that the child does not have a regular place for care.



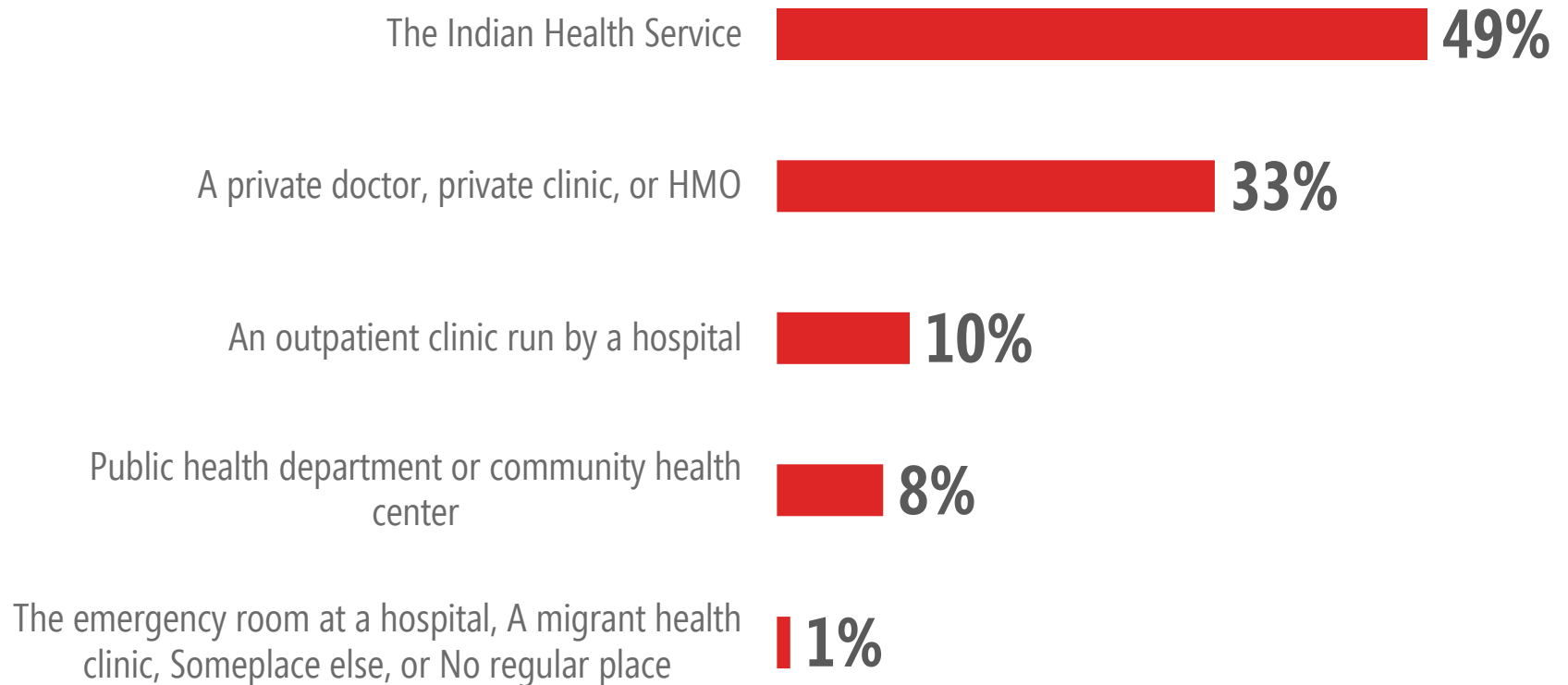
# The majority of Region XI Head Start children went to the Indian Health Service if they were sick.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.15.

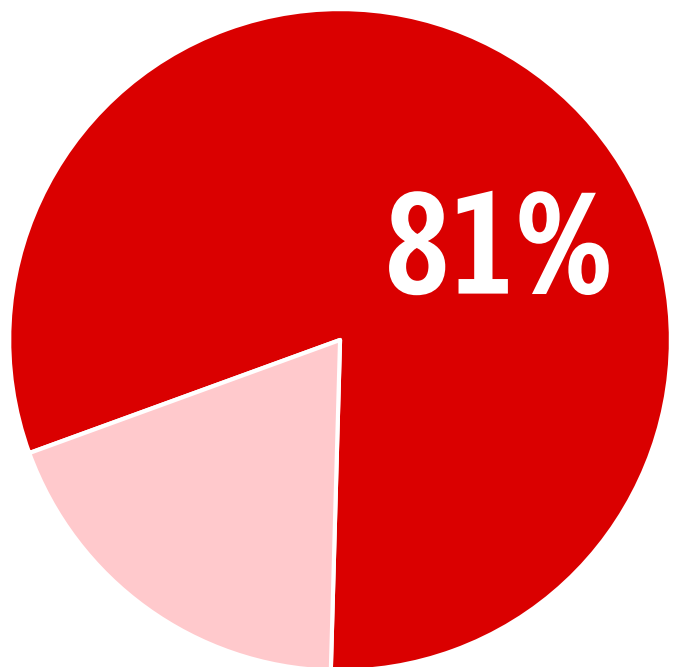
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Percentages may not sum to 100 due to rounding.

# The majority of Region XI Head Start children went to the Indian Health Service for routine medical care.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.15.

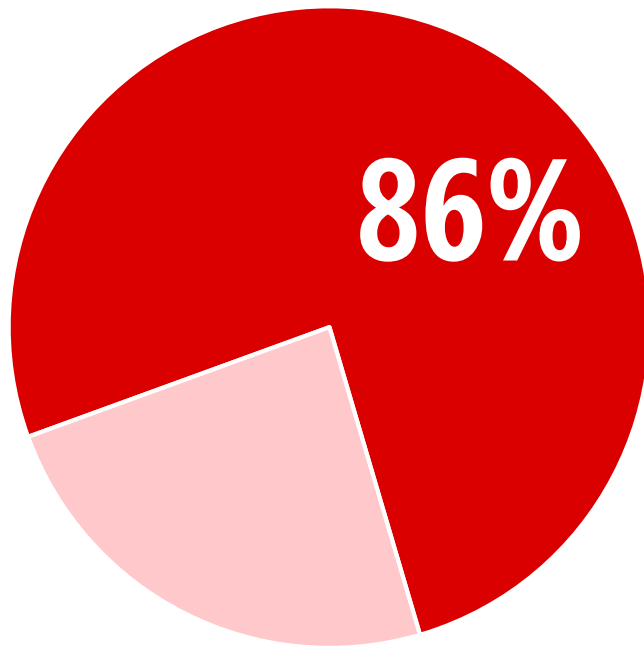
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Percentages may not sum to 100 due to rounding.



**of Region XI Head Start children used a dentist or dental clinic.**

Source: Fall 2015 AIAN FACES Parent Survey, Table A.15.

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

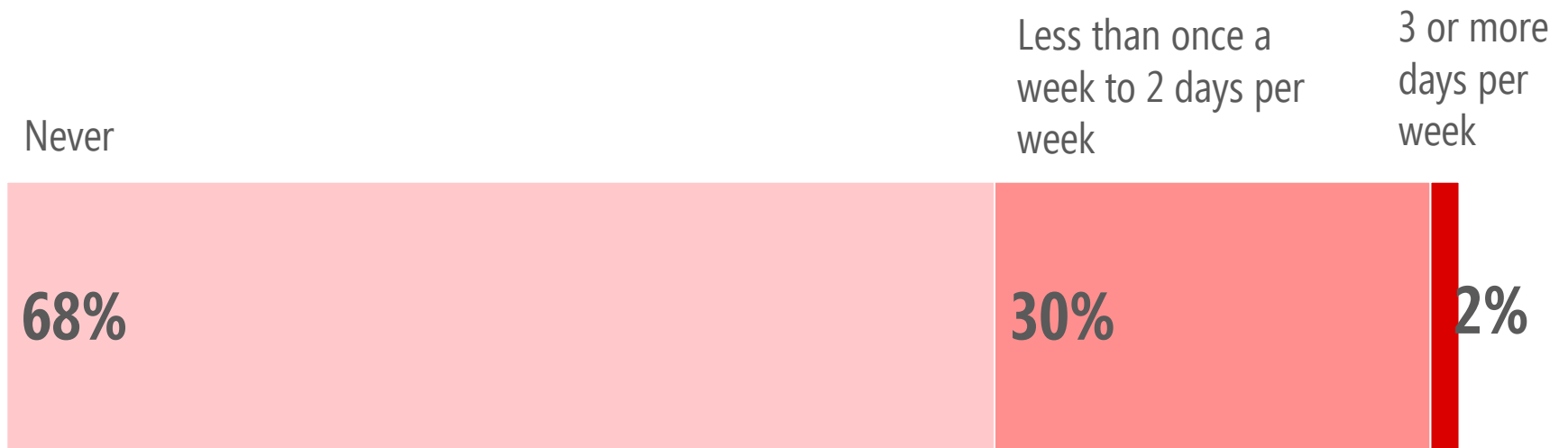


**of Region XI Head Start children's parents did not smoke tobacco.**

Source: Spring 2016 AIAN FACES Parent Survey, Table A.16.

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

# The majority of Region XI Head Start children's parents reported that they did not drink alcohol in the past month.



Source: Spring 2016 AIAN FACES Parent Survey, Table A.16.

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

For Region XI Head Start children's parents who reported drinking in the past month, **the majority** reported that when drinking, they drank 1-2 drinks.



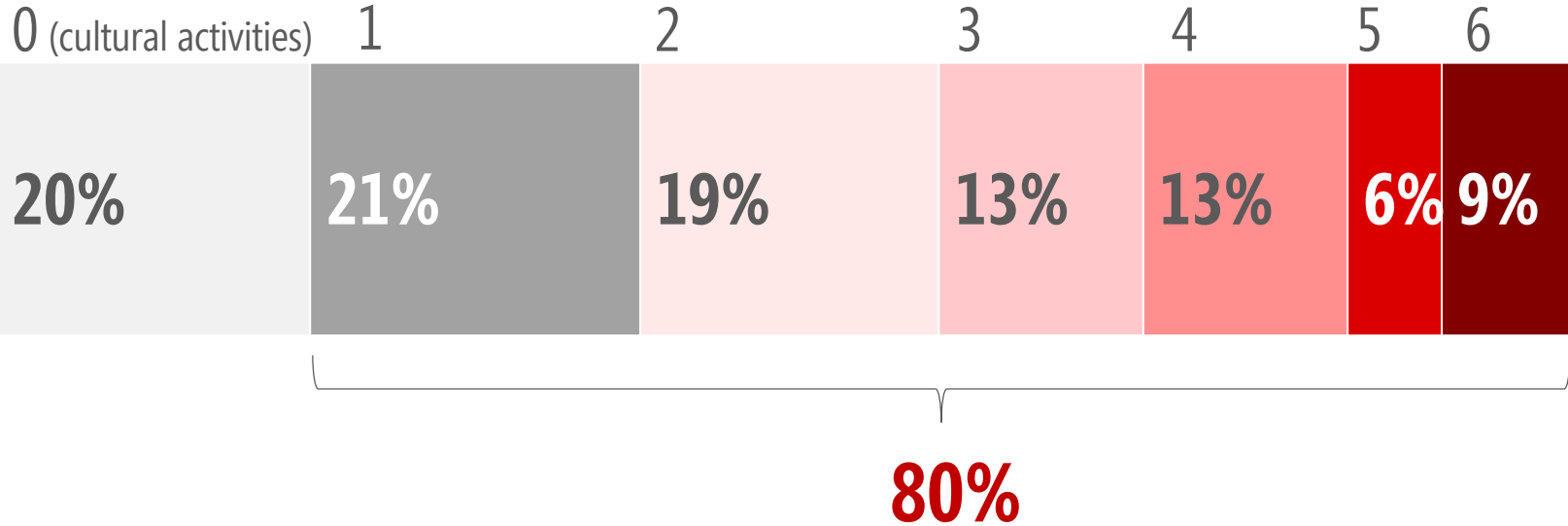
Source: Spring 2016 AIAN FACES Parent Survey, Table A.16.

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

**Section A continued: AIAN Children only**



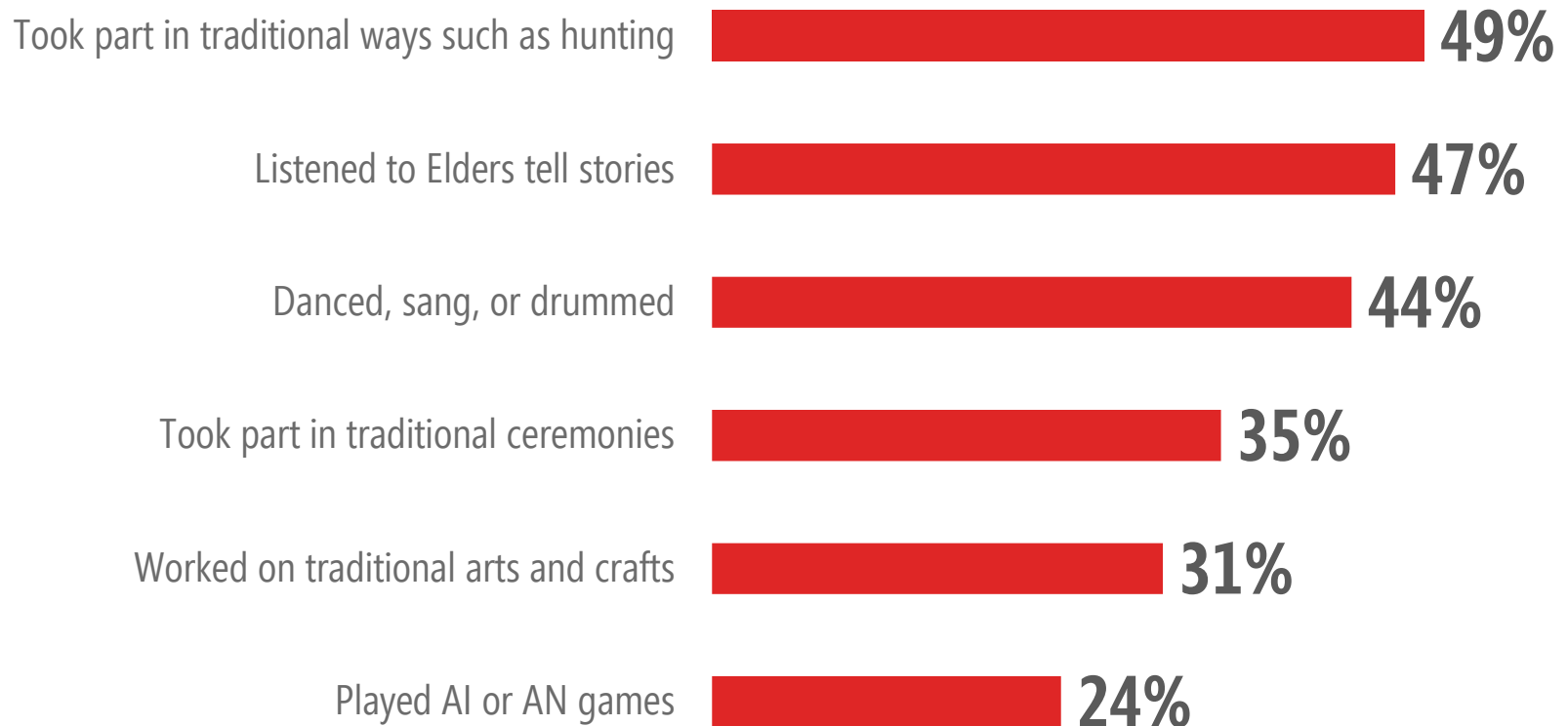
# The majority (80%) of AIAN children engaged in at least one community cultural activity in the past month.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.12.  
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015. Percentages may not sum to 100 due to rounding.

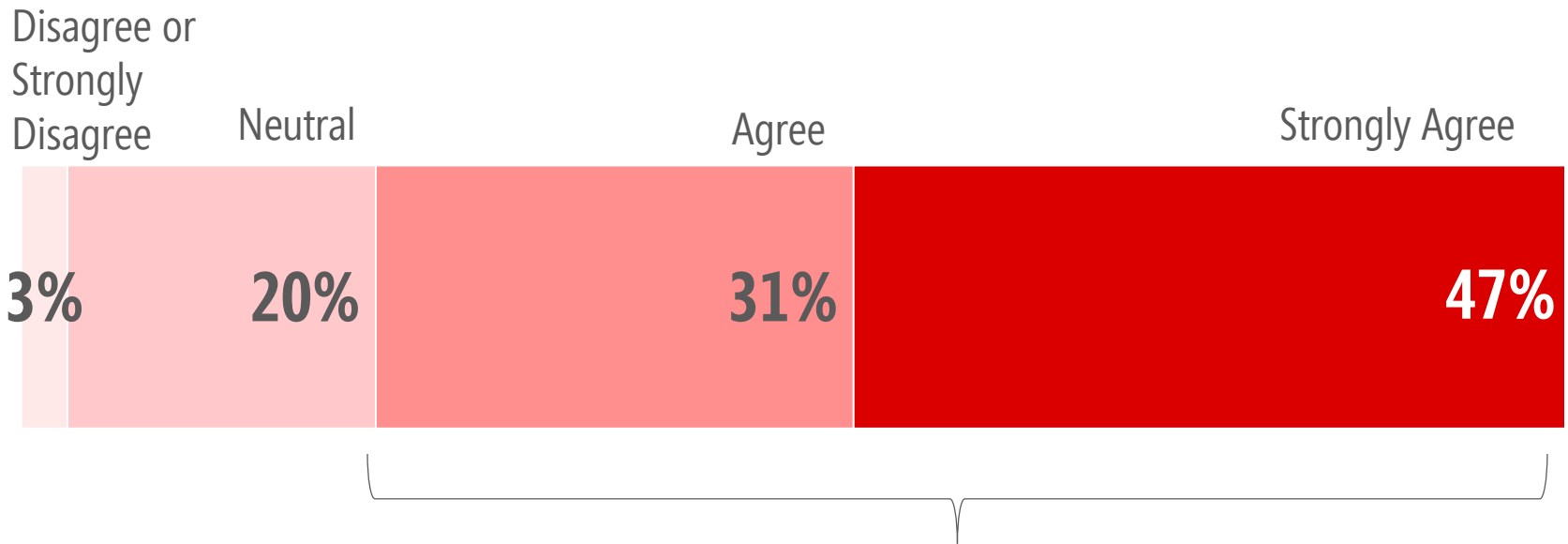


# In the past month, **almost ½** of AIAN children listened to Elders tell stories and participated in traditional ways such as hunting.



Source: Fall 2015 AIAN FACES Parent Survey, Table A.12.

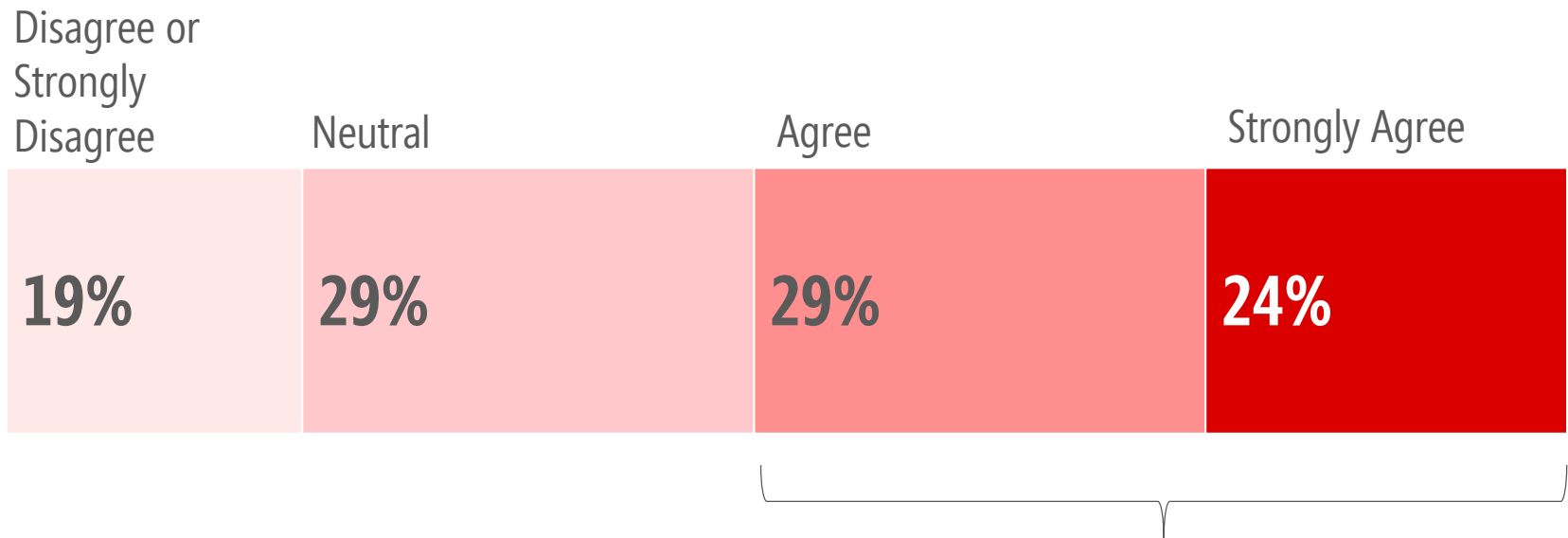
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015.



**The majority (78%) of AIAN children’s parents reported that being a part of their tribe or cultural group was important to them.**

Source: Spring 2016 AIAN FACES Parent Survey, Table A.17.

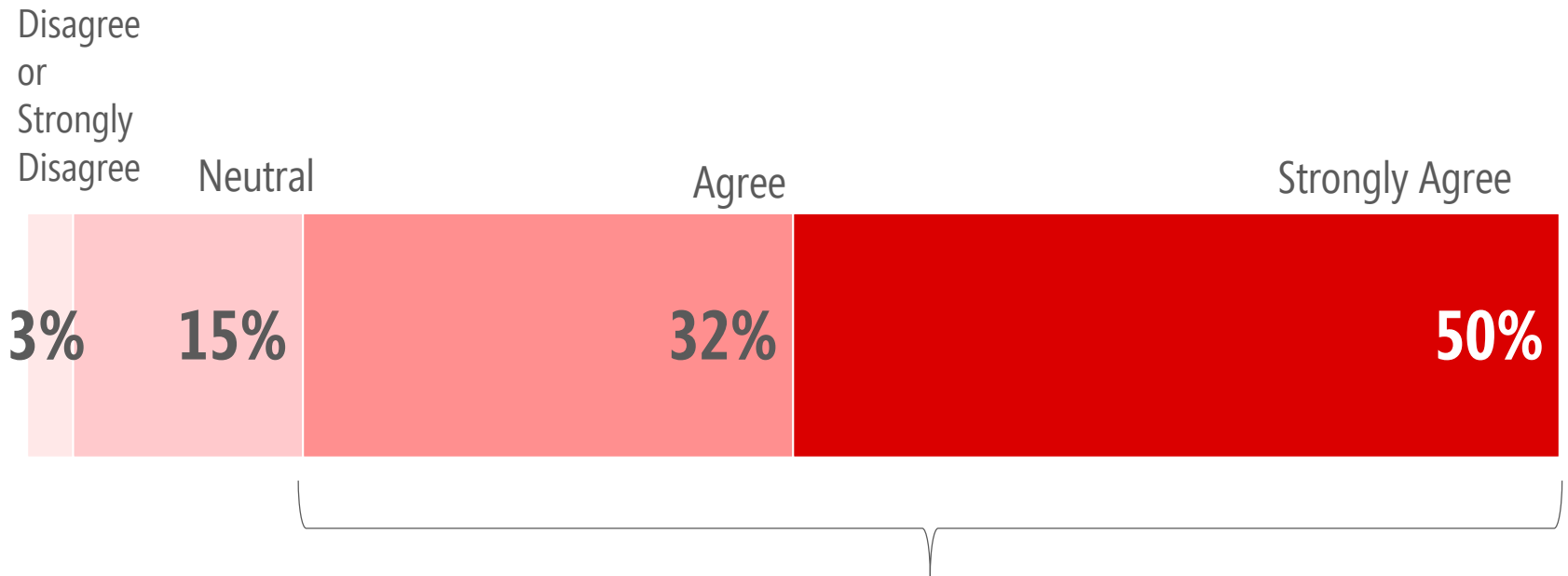
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity.



**More than ½ (53%) of AIAN children’s parents thought about how their lives were affected by being an American Indian or Alaska Native.**

Source: Spring 2016 AIAN FACES Parent Survey, Table A.17.

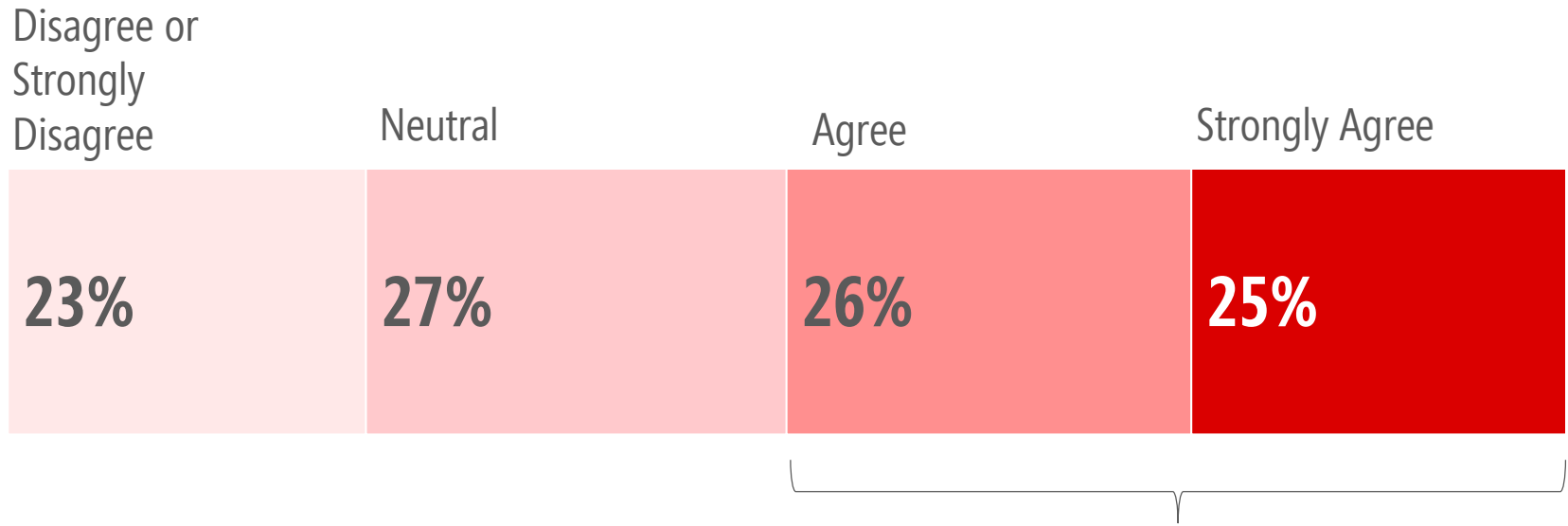
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity.



**The majority (82%) of AIAN children's parents had a lot of pride in their tribe or cultural group.**

Source: Spring 2016 AIAN FACES Parent Survey, Table A.17.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity.

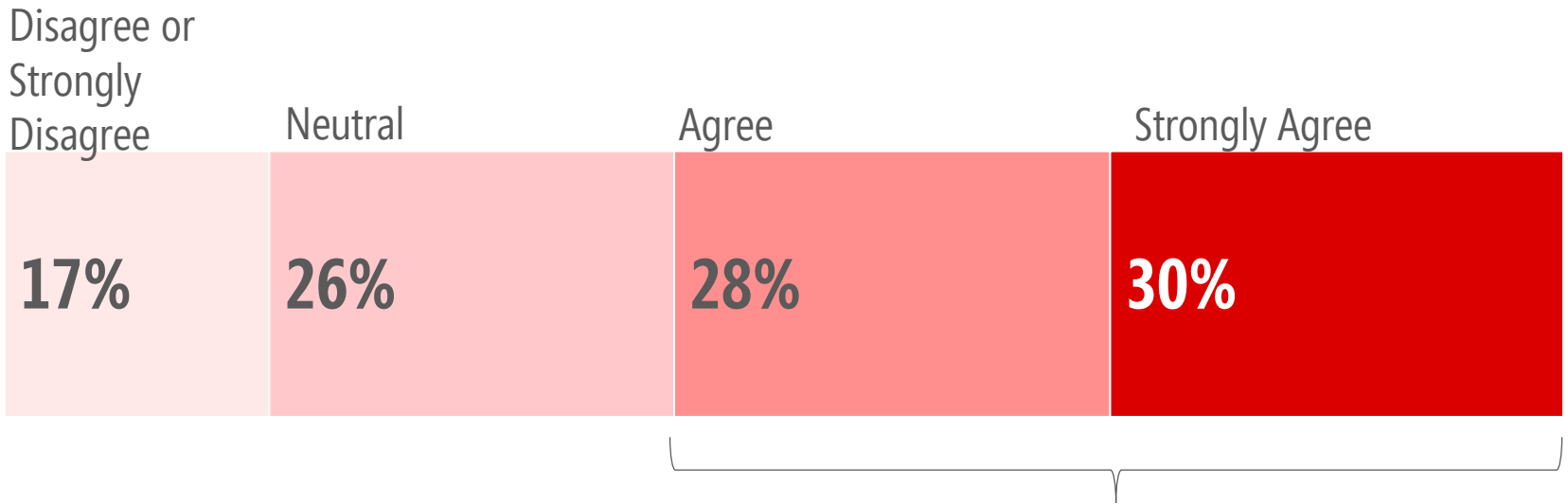


**More than ½ (51%) of AIAN children’s parents spoke or were learning to speak a Native or cultural language.**

Source: Spring 2016 AIAN FACES Parent Survey, Table A.17.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity.

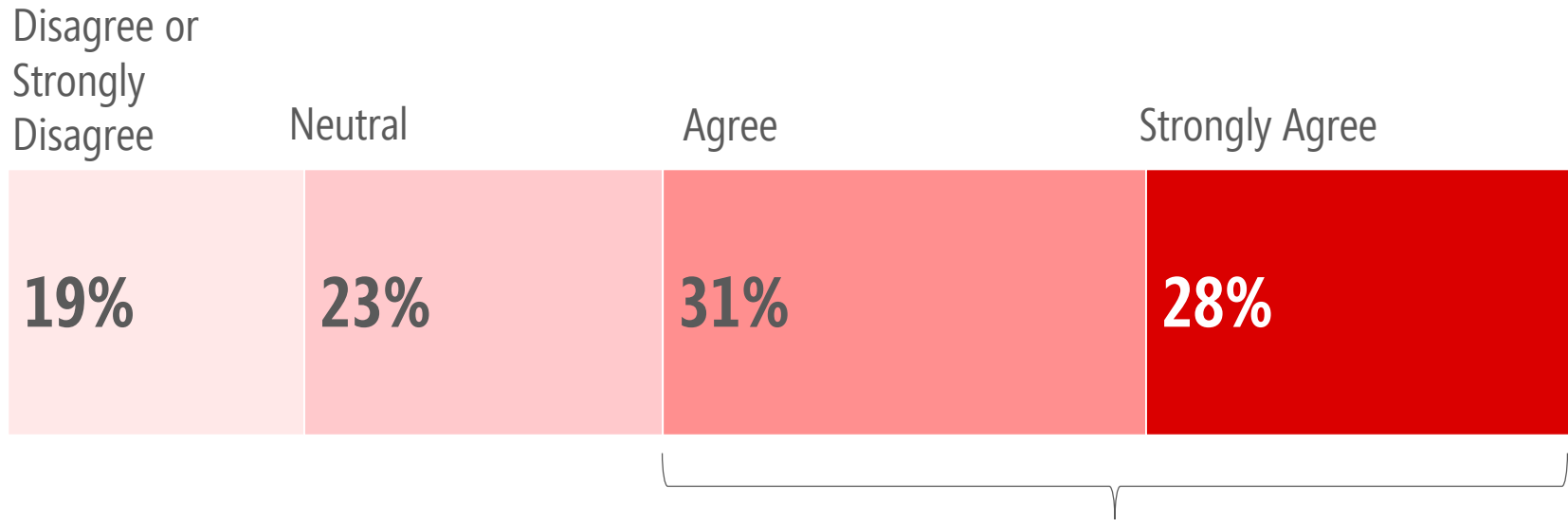




**More than ½ (58%) of AIAN children’s parents followed religious or spiritual beliefs based on traditional cultural beliefs.**

Source: Spring 2016 AIAN FACES Parent Survey, Table A.17.

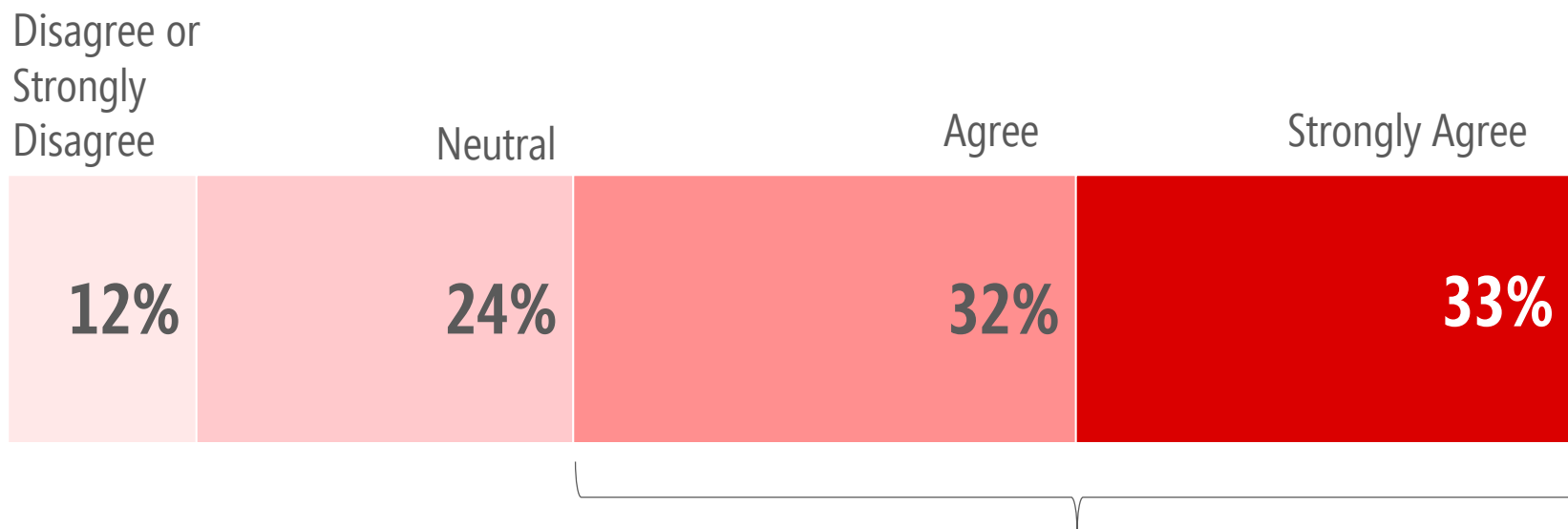
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity.



**More than ½ (59%) of AIAN children’s parents listened to, sang, or danced to traditional Native music.**

Source: Spring 2016 AIAN FACES Parent Survey, Table A.17.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity.

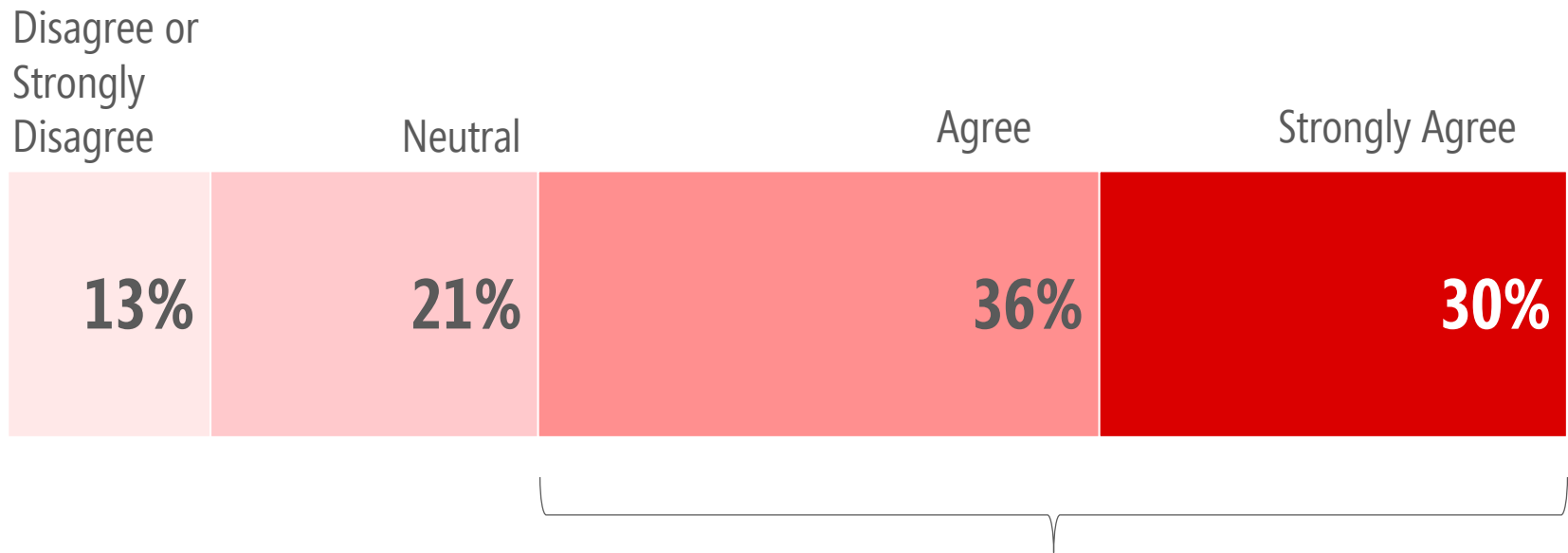


**The majority (65%) of AIAN children’s parents had a strong sense of belonging to their own tribe or cultural group.**

Source: Spring 2016 AIAN FACES Parent Survey, Table A.17.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity.

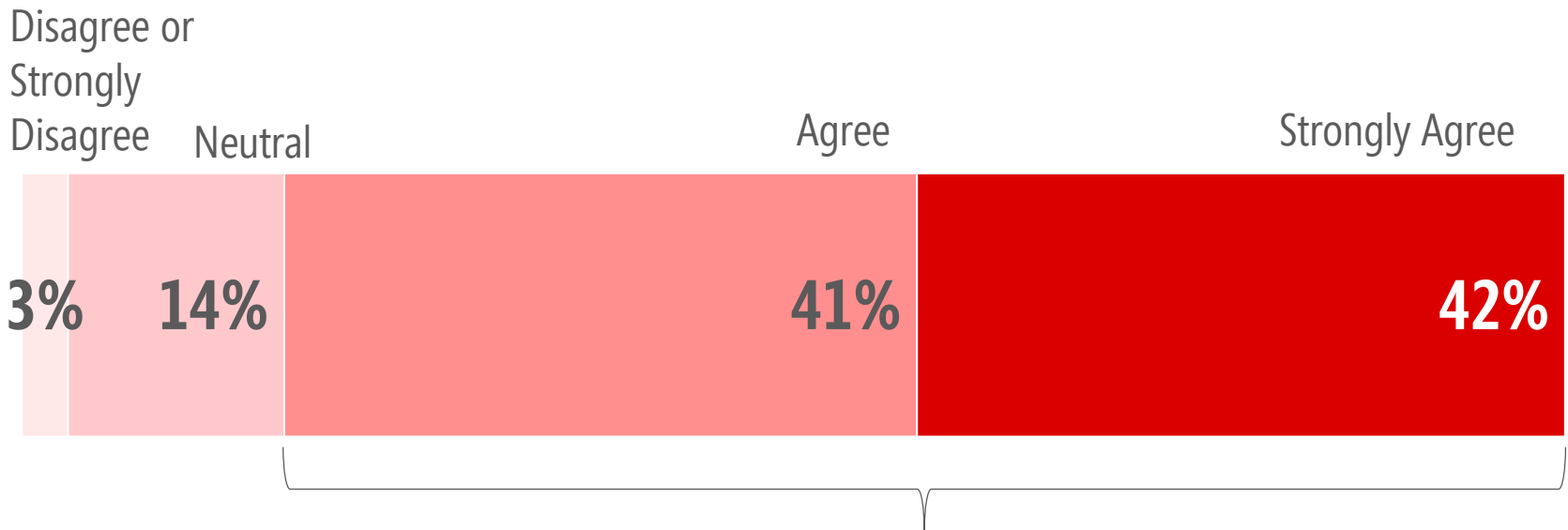




**The majority (66%) of AIAN children’s parents talked to other people to learn about their tribe or culture.**

Source: Spring 2016 AIAN FACES Parent Survey, Table A.17.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity.



**The majority (83%) of AIAN children’s parents felt good about their cultural and Native background.**

Source: Spring 2016 AIAN FACES Parent Survey, Table A.17.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. AIAN children includes children whose parents reported they were AIAN only or in combination with another race or Hispanic identity.



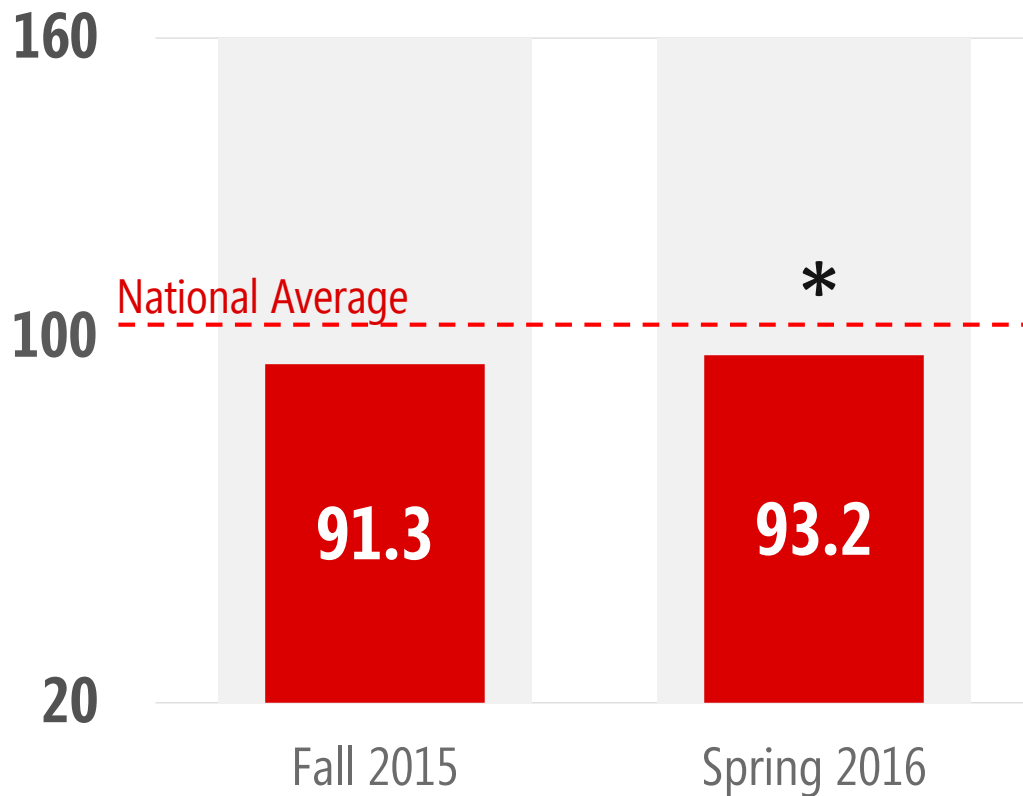
# **Section B: Child Cognitive Development**

Fall 2015-Spring 2016 Change



# Region XI Head Start children's receptive vocabulary scores improved over the program year.

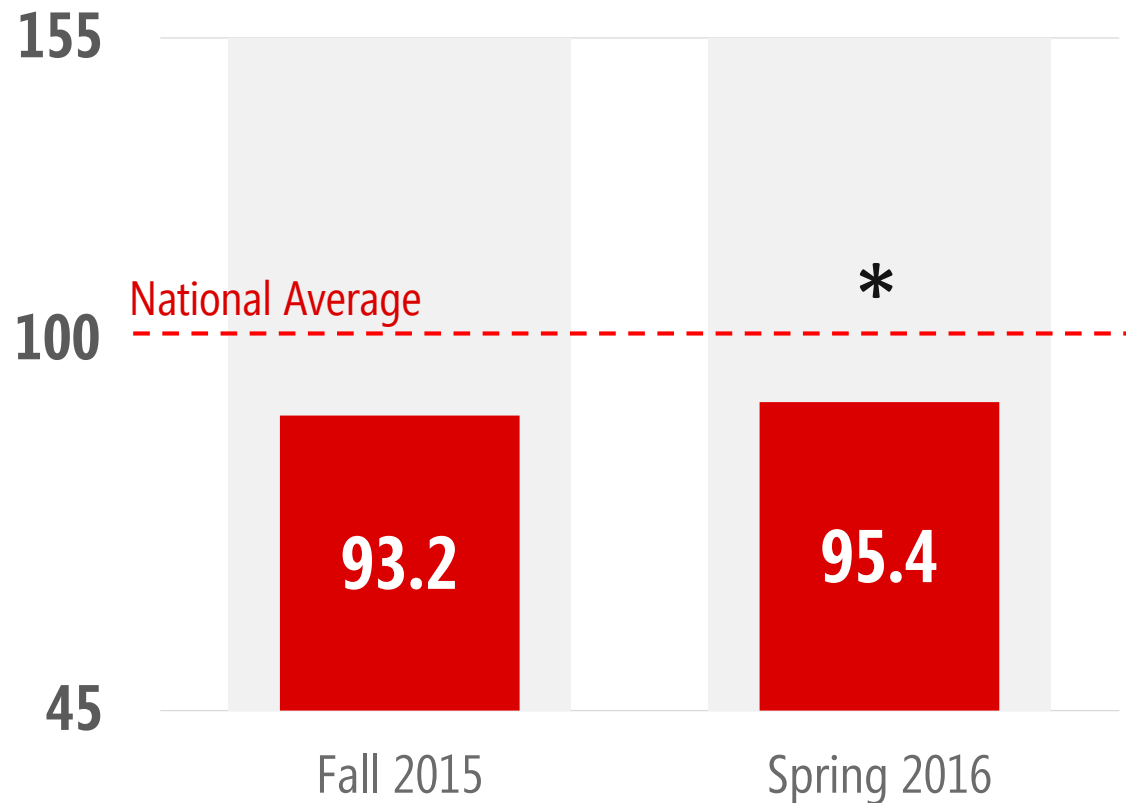
Colored bars represent the average scores. Gray areas represent the possible range of scores.



Source: Fall 2015 and Spring 2016 AIAN FACES Direct Child Assessment and Fall 2015 AIAN FACES Parent Survey, Table B.3., B.3a., and B.3b. PPVT-4 standard score.  
Note: \* The difference between the fall 2015 and spring 2016 scores is statistically significant at the  $p < .05$  level. Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted.

# Region XI Head Start children's expressive vocabulary scores improved over the program year.

Colored bars represent the average reported scores. Gray areas represent the possible range of scores.

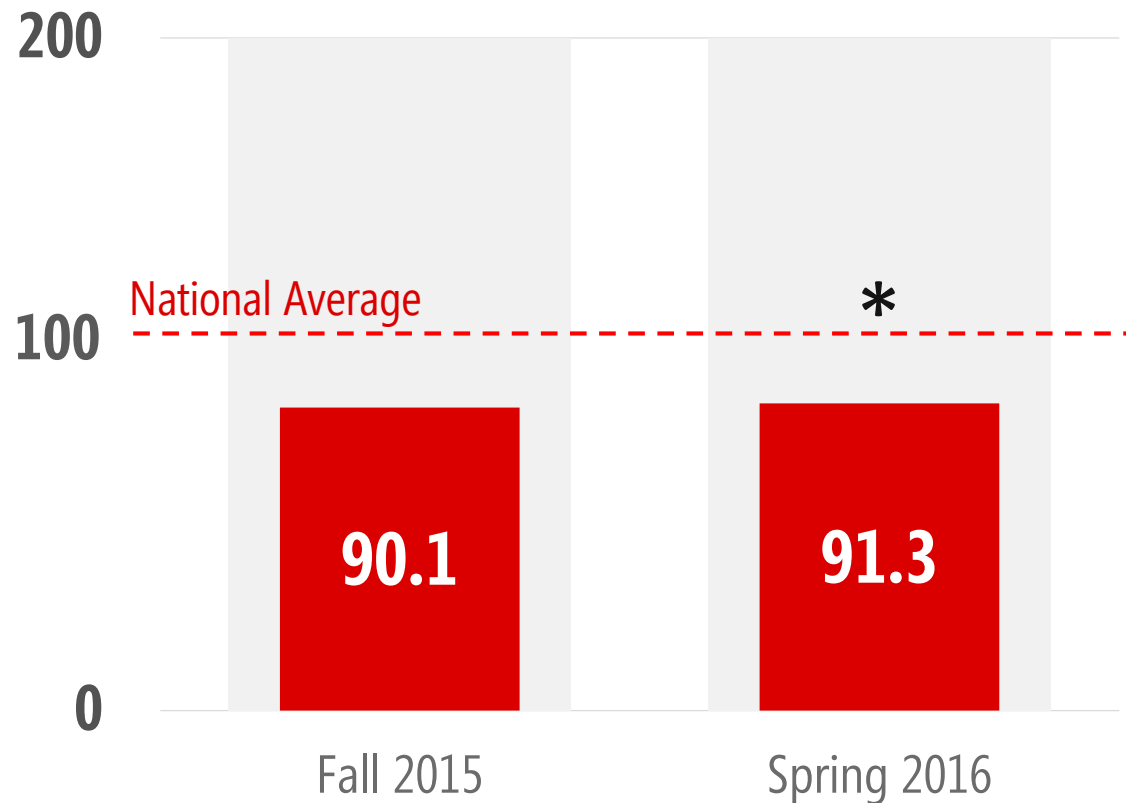


Source: Fall 2015 and Spring 2016 AIAN FACES Direct Child Assessment and Fall 2015 AIAN FACES Parent Survey, Table B.3., B.3a., and B.3b. EOWPVT-4 standard score.

Note: \* The difference between the fall 2015 and spring 2016 scores is statistically significant at the  $p < .05$  level. Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted.

# Region XI Head Start children's letter-word knowledge scores improved over the program year.

Colored bars represent the average reported scores. Gray areas represent the possible range of scores.

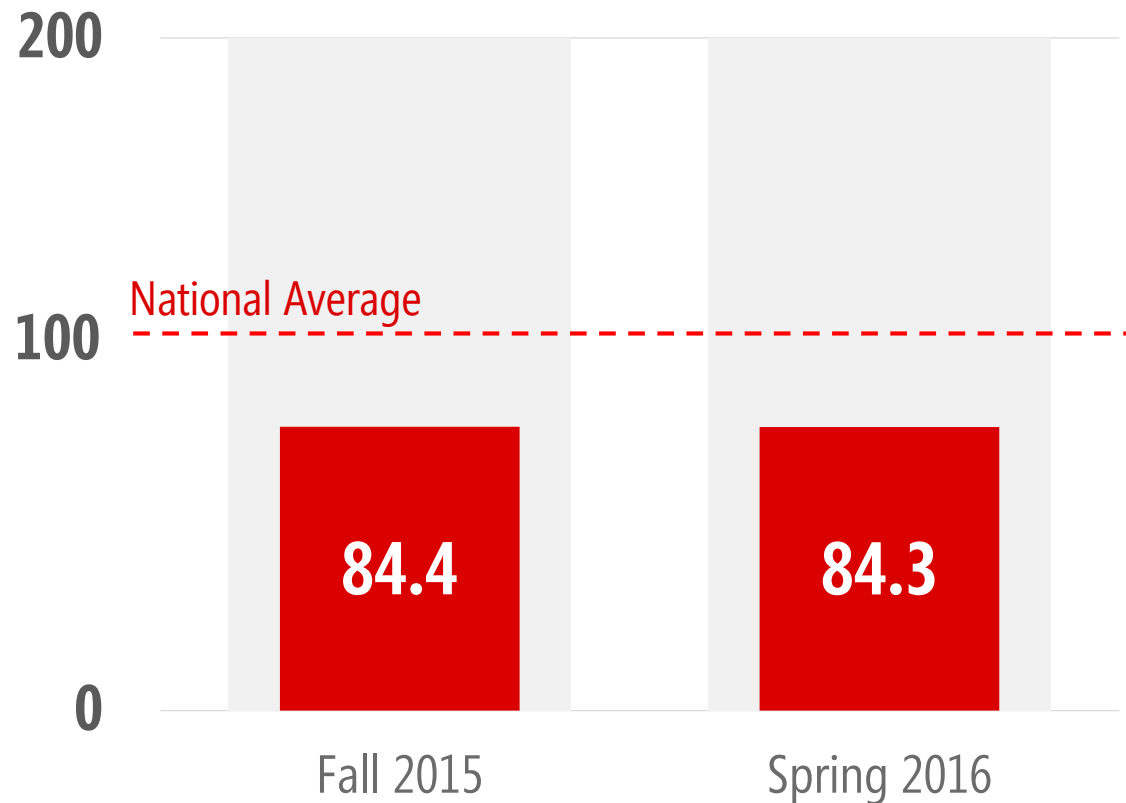


Source: Fall 2015 and Spring 2016 AIAN FACES Direct Child Assessment and Fall 2015 AIAN FACES Parent Survey, Table B.3., B.3a., and B.3b. WJ III NU: Letter-Word Identification standard score.

Note: \* The difference between the fall 2015 and spring 2016 scores is statistically significant at the  $p < .05$  level. Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted.

# Region XI Head Start children's early writing scores did not change significantly over the program year.

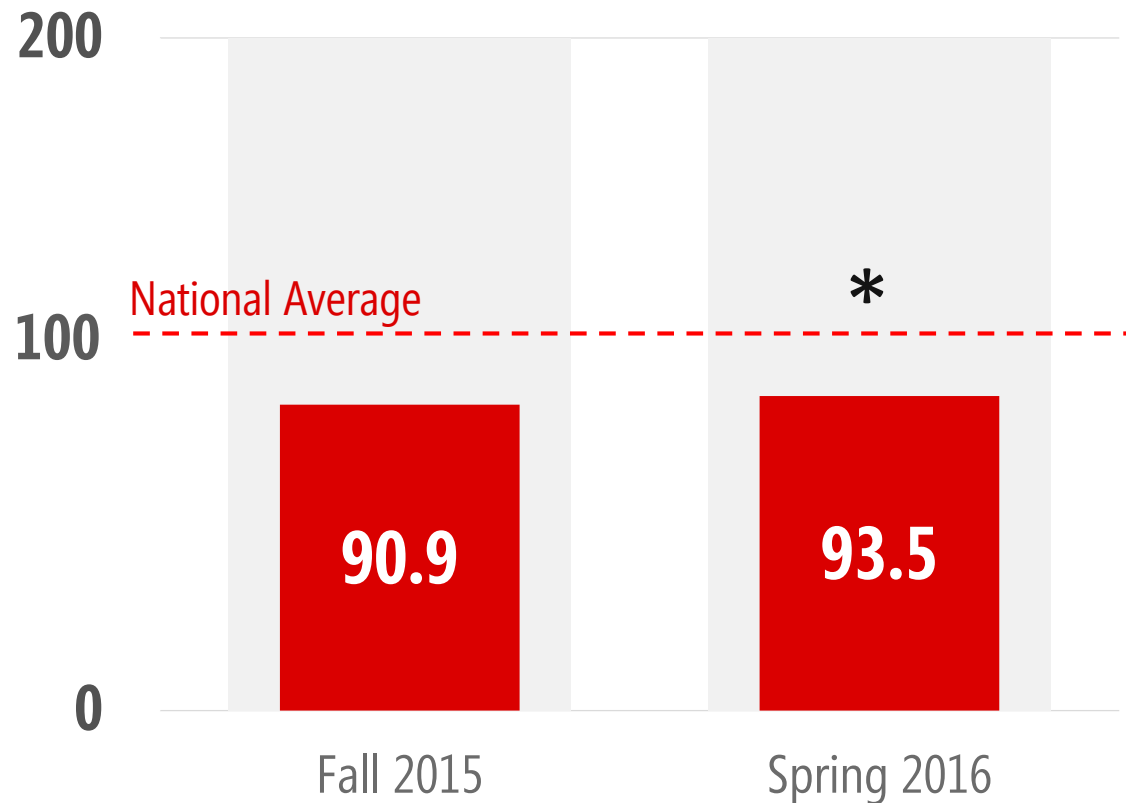
Colored bars represent the average reported scores. Gray areas represent the possible range of standard scores.



Source: Fall 2015 and Spring 2016 AIAN FACES Direct Child Assessment and Fall 2015 AIAN FACES Parent Survey, Table B.3., B.3a., and B.3b. WJ III NU: Spelling standard score.  
Note: Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted.

# Region XI Head Start children's early math scores improved over the program year.

Colored bars represent the average reported scores. Gray areas represent the possible range of scores.



Source: Fall 2015 and Spring 2016 AIAN FACES Direct Child Assessment and Fall 2015 AIAN FACES Parent Survey, Table B.3., B.3a., and B.3b. WJ III NU: Applied Problems standard score.

Note: \* The difference between the fall 2015 and spring 2016 scores is statistically significant at the  $p < .05$  level. Standard scores in this table reflect an individual's performance relative to English-speaking children of the same age nationally unless otherwise noted.



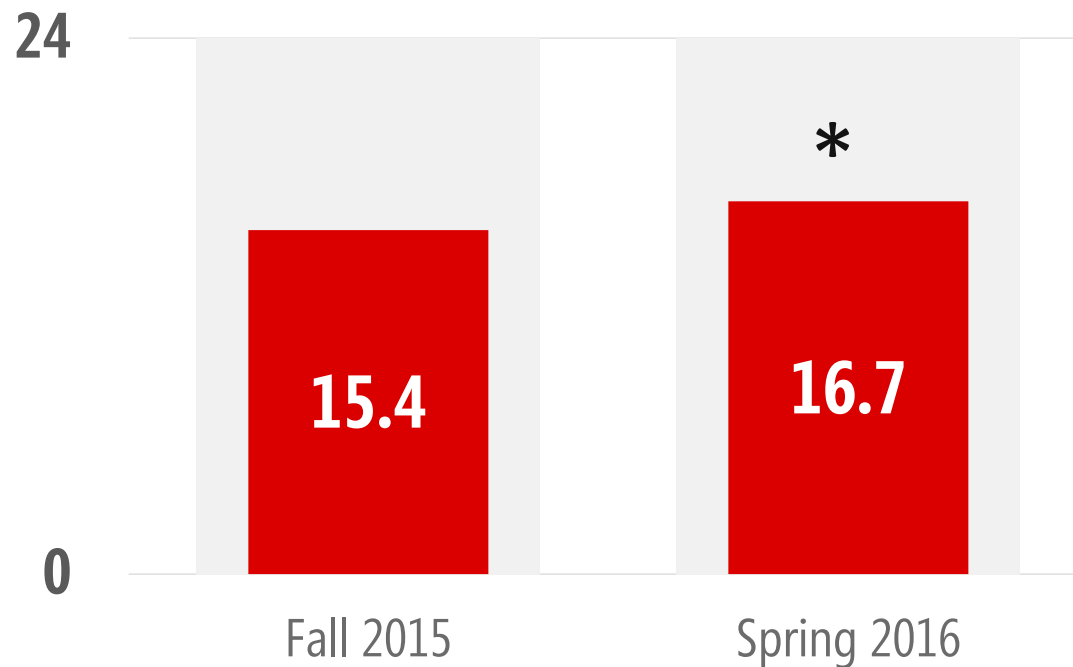
# **Section C: Child Social-Emotional Development**

Fall 2015, Spring 2016, and Fall 2015-Spring 2016 Change



# Region XI Head Start children's social skills improved over the program year.

Colored bars represent the average reported scores. Gray areas represent the possible range of scores.

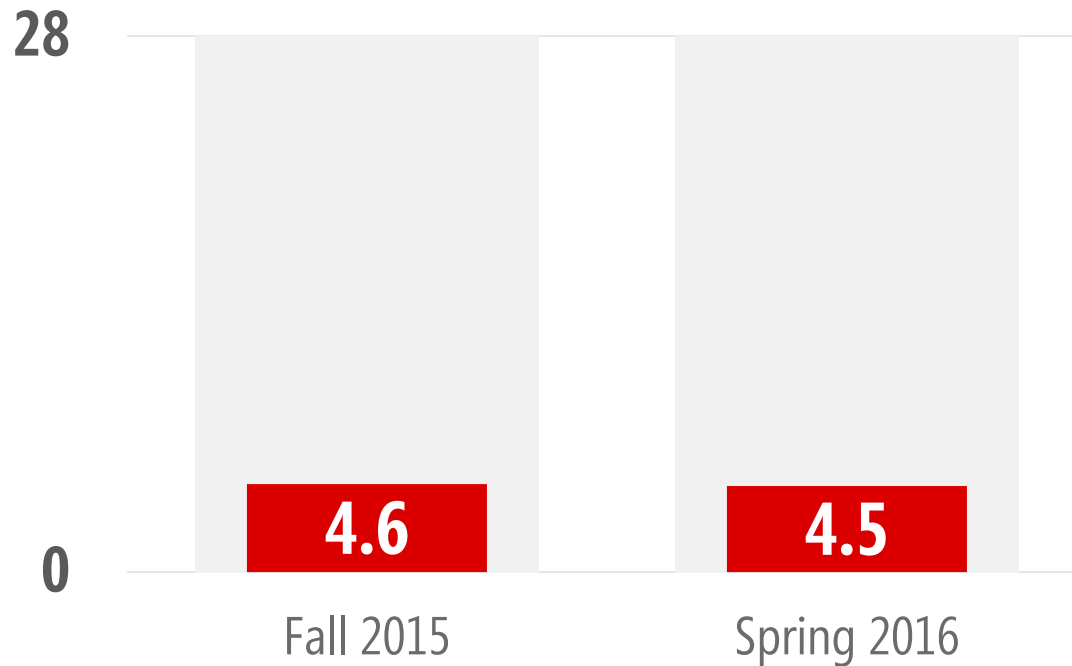


Source: Fall 2015 and Spring 2016 AIAN FACES Teacher Child Report., Table C.2b. Social skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. \* $p < .05$ . This denotes statistically significant fall–spring change prior to any rounding.

# Region XI Head Start children's problem behaviors did not change over the program year.

Colored bars represent the average reported scores. Gray areas represent the possible range of scores.

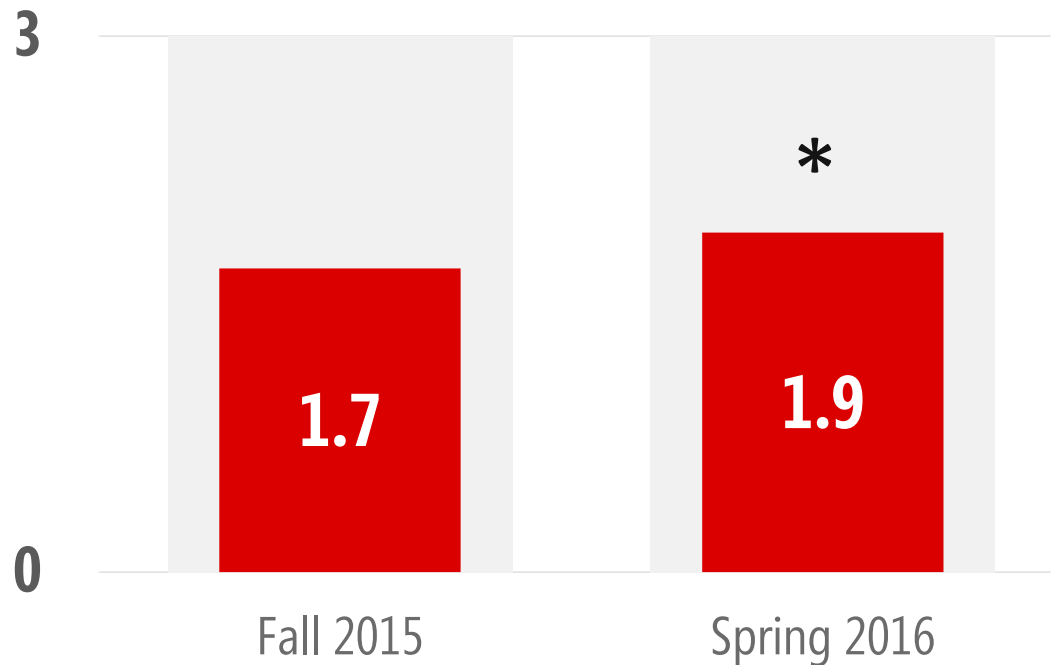


Source: Fall 2015 and Spring 2016 AIAN FACES Teacher Child Report, Table C.2b. Social skill and problem behavior items are drawn from the Behavior Problems Index, the Personal Maturity Scale, and the Social Skills Rating Scale.

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

# Region XI Head Start children's approaches to learning improved over the program year.

Colored bars represent the average reported scores. Gray areas represent the possible range of scores.



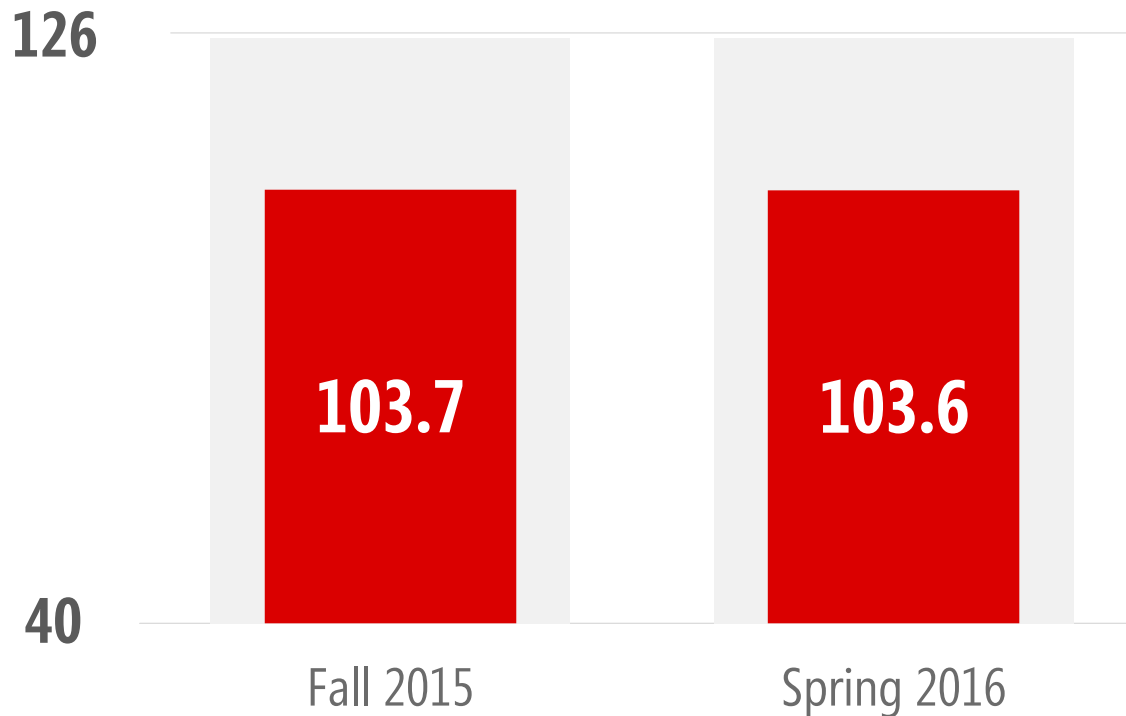
Source: Fall 2015 and Spring 2016 AIAN FACES Teacher Child Report, Table C.2b. ECLS-K.

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

The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs or scores. Raw scores are reported unless noted otherwise. \*p < .05. This denotes statistically significant fall–spring change prior to any rounding.

# Region XI Head Start children's cognitive/social behavior did not change over the program year.

Colored bars represent the average reported scores. Gray areas represent the possible range of scores.



Source: Fall 2015 and Spring 2016 AIAN FACES Assessor Rating during direct assessment, Table C.2b. Leiter-R total standard score.

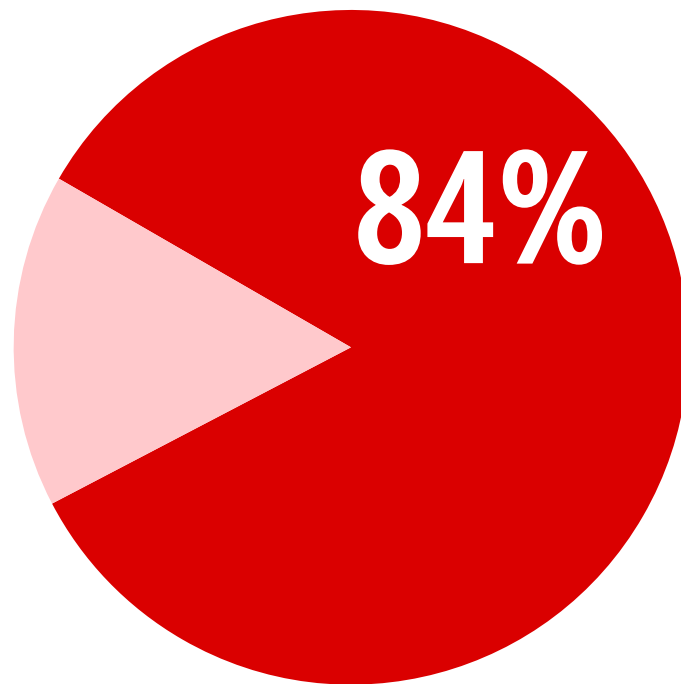
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016.

# **Section D: Child Health and Physical Development**

Fall 2015, Spring 2016, and Fall 2015-Spring 2016 Change



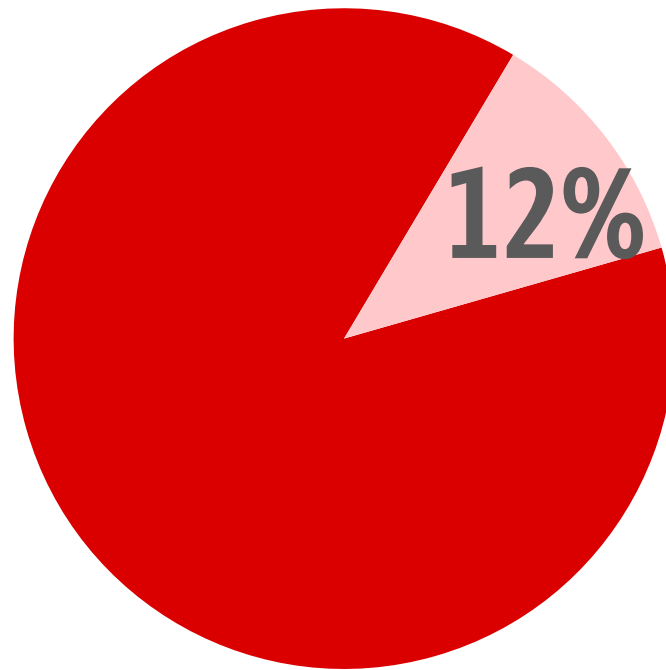
Region XI Head Start children's teachers reported that **the majority** of children did not have disabilities.



Source: Spring 2016 AIAN FACES Teacher Child Report and Fall 2015 AIAN FACES Parent Survey, Table D.1a.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and if so, to indicate the specific need or disability.

# Region XI Head Start children's teachers reported that 12% of children had a speech or language disability.

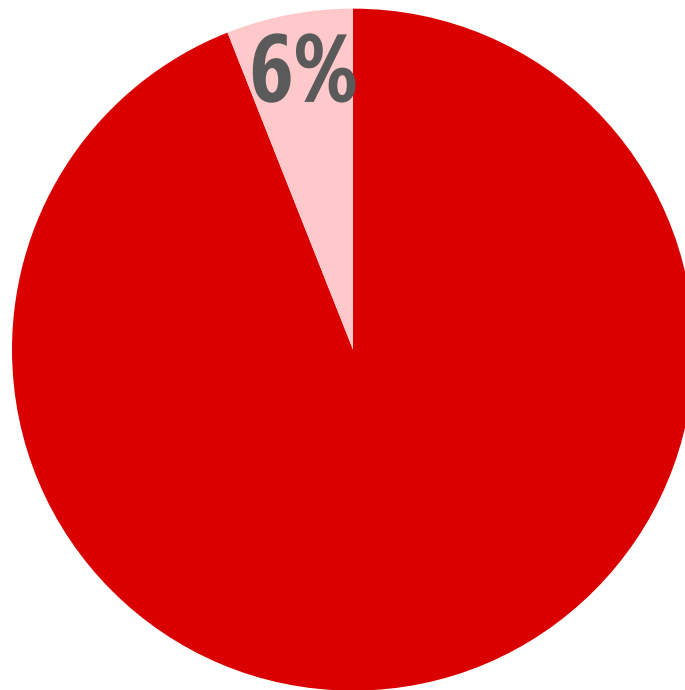


Source: Spring 2016 AIAN FACES Teacher Child Report and Fall 2015 AIAN FACES Parent Survey, Table D.1a.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and if so, to indicate the specific need or disability. This percentage (all children with specific type of disability) is reached by multiplying the percentage of children with disabilities total with the percentage of the type of disability among children with disabilities.



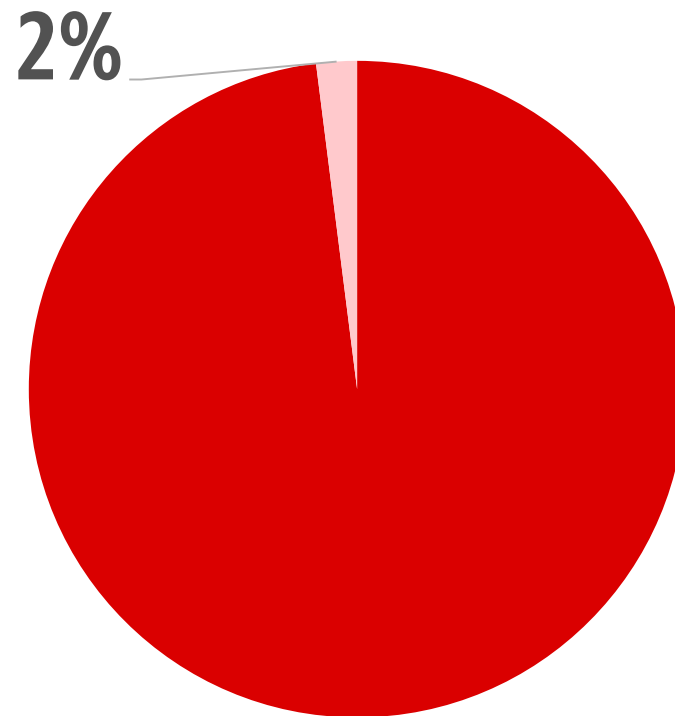
# Region XI Head Start children's teachers reported that 6% of children had a cognitive disability.



Source: Spring 2016 AIAN FACES Teacher Child Report and Fall 2015 AIAN FACES Parent Survey, Table D.1a.

Note: Cognitive disability includes: developmental delay, mental retardation, and autism or pervasive developmental delay. Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and if so, to indicate the specific need or disability.

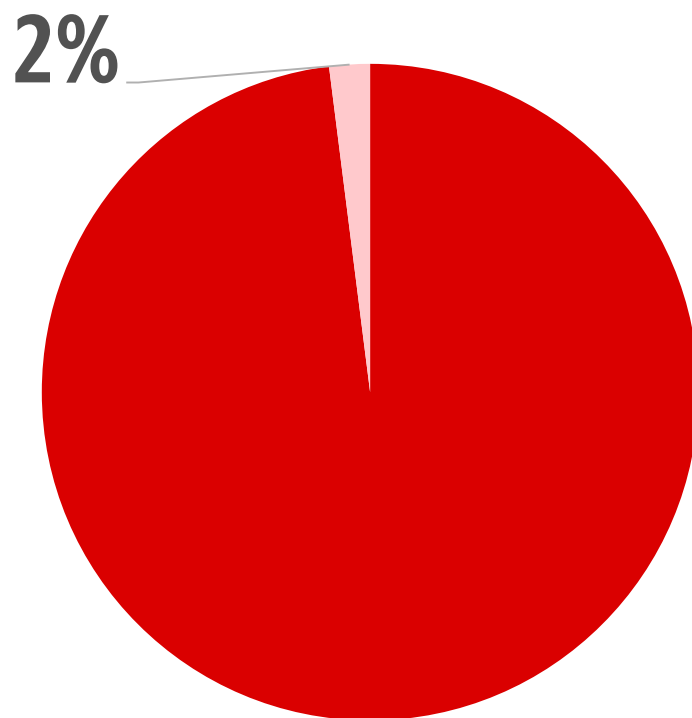
# Region XI Head Start children's teachers reported that 2% of children had a behavioral/emotional disability.



Source: Spring 2016 AIAN FACES Teacher Child Report and Fall 2015 AIAN FACES Parent Survey, Table D.1a.

Note: Behavioral/emotional disability includes: behavior problems, hyperactivity, and attention deficit. Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and if so, to indicate the specific need or disability.

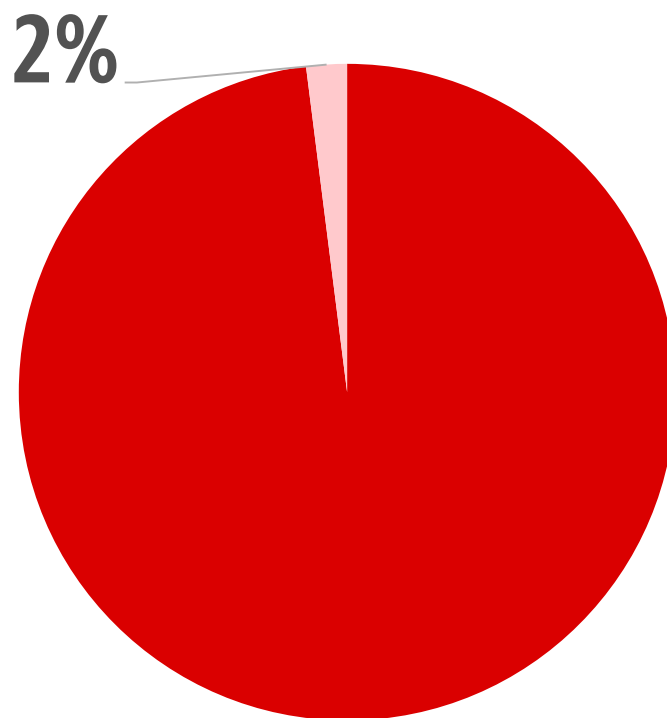
## Region XI Head Start children's teachers reported that 2% of children had a sensory disability.



Source: Spring 2016 AIAN FACES Teacher Child Report and Fall 2015 AIAN FACES Parent Survey, Table D.1a.

Note: Sensory disability includes: deafness, hearing disability/hard of hearing, blindness, and vision disability. Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and if so, to indicate the specific need or disability.

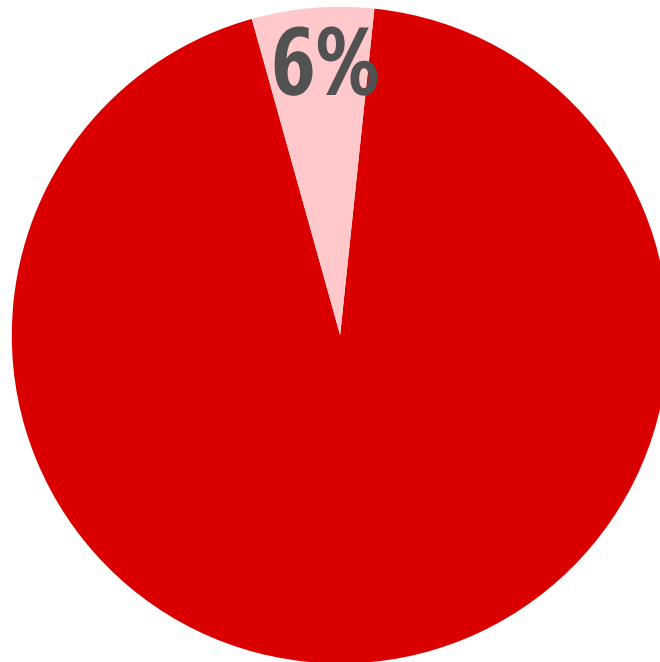
## Region XI Head Start children's teachers reported that 2% of children had a physical disability.



Source: Spring 2016 AIAN FACES Teacher Child Report and Fall 2015 AIAN FACES Parent Survey, Table D.1a.

Note: Physical disability includes: motor disability. Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and if so, to indicate the specific need or disability.

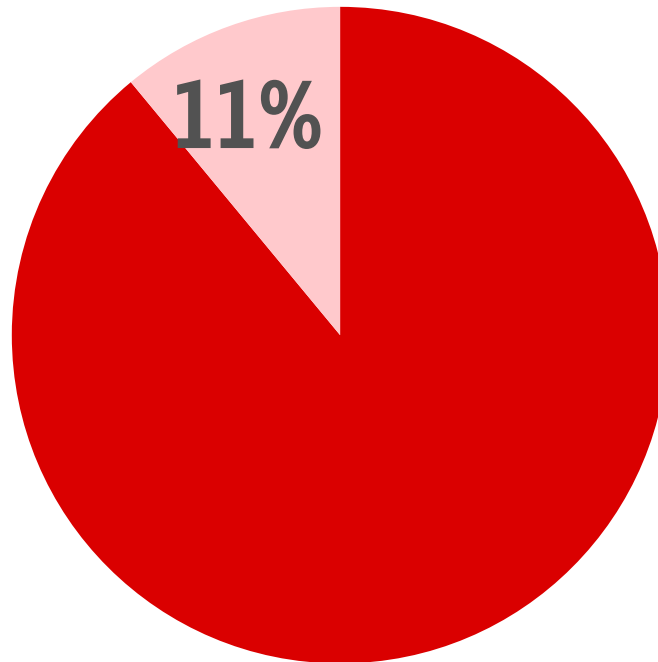
# Region XI Head Start children's teachers reported that 6% of children had multiple disabilities.



Source: Spring 2016 AIAN FACES Teacher Child Report and Fall 2015 AIAN FACES Parent Survey, Table D.1a.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and if so, to indicate the specific need or disability.

# Region XI Head Start children's teachers reported that 11% of children had an IEP or IFSP.



Source: Spring 2016 AIAN FACES Teacher Child Report and Fall 2015 AIAN FACES Parent Survey, Table D.1a.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and if so, to indicate the specific need or disability.

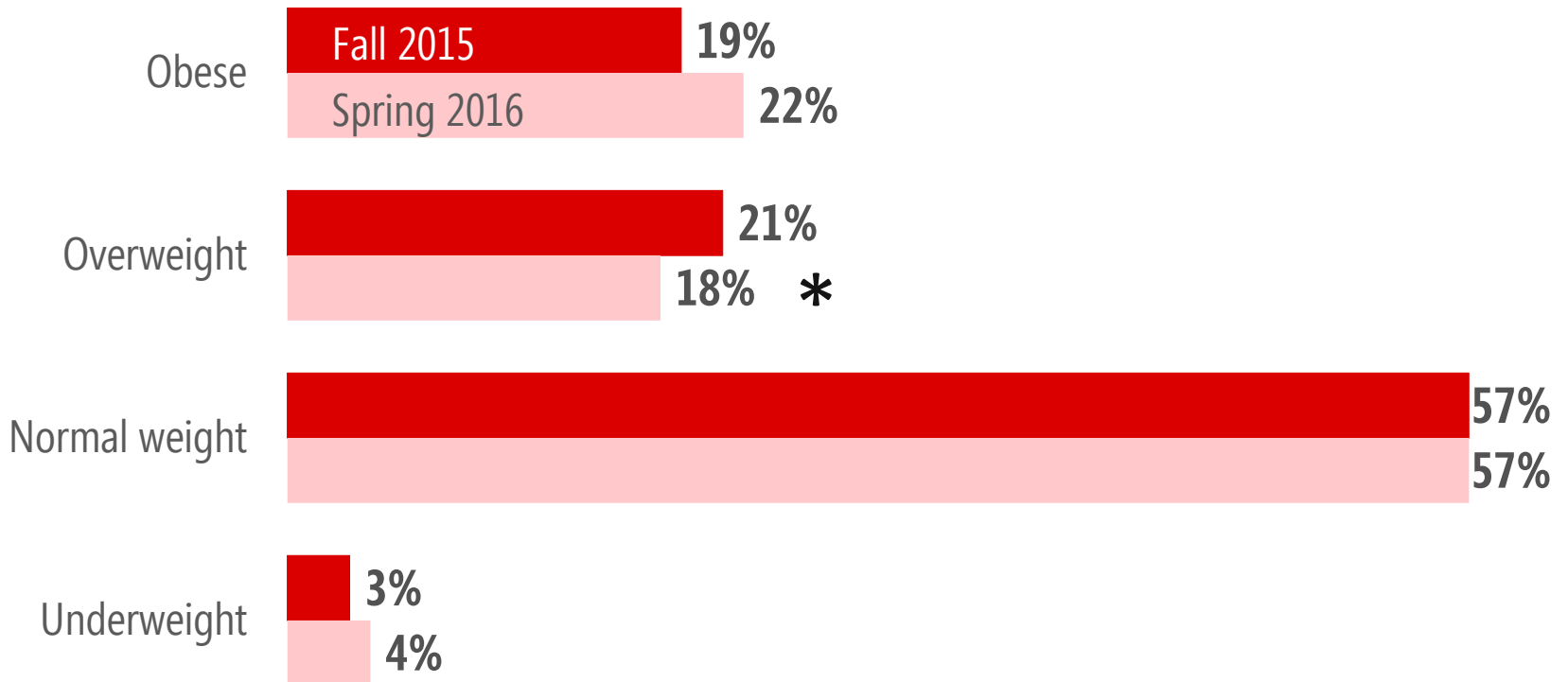
# Region XI Head Start children's parents reported that **most** children were in excellent/very good health.



Source: Spring 2016 AIAN FACES Parent Survey, Table D.2a.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 due to rounding.

# Overall, Region XI Head Start children's weights did not change significantly from fall to spring.



Source: Fall 2015 and Spring 2016 AIAN FACES Direct Child Assessment and Fall 2015 AIAN FACES Parent Survey, Table D.3b.

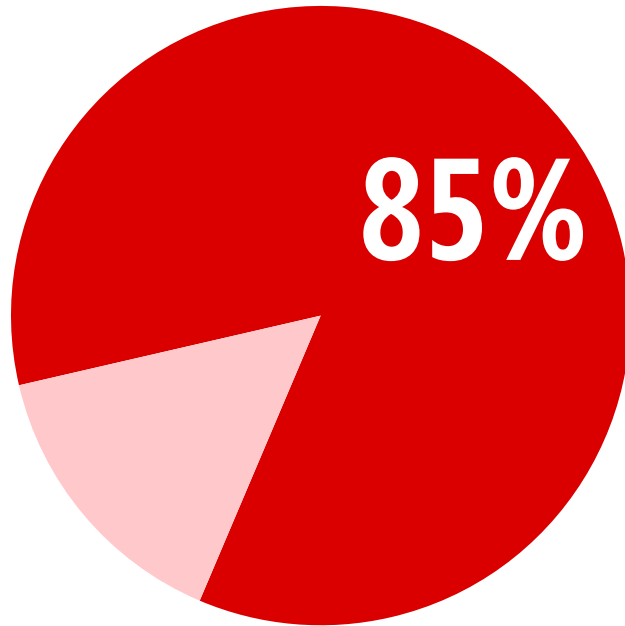
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 due to rounding. \* $p < .05$ . This denotes statistically significant fall–spring change prior to any rounding. According to the Centers for Disease Control and Prevention (CDC), a child is considered to be underweight when his/her BMI score is below the 5th percentile for his/her age and gender, normal weight when his/her BMI score is at or above the 5th percentile and below the 85th percentile for his/her age and gender, overweight when his/her BMI score is at or above the 85th percentile and below the 95th percentile for his/her age and gender, and obese if his/her BMI is at or above the 95th percentile for his/her age and gender.



# **Section E: Children's Classroom Cultural and Language Development**

Spring 2016

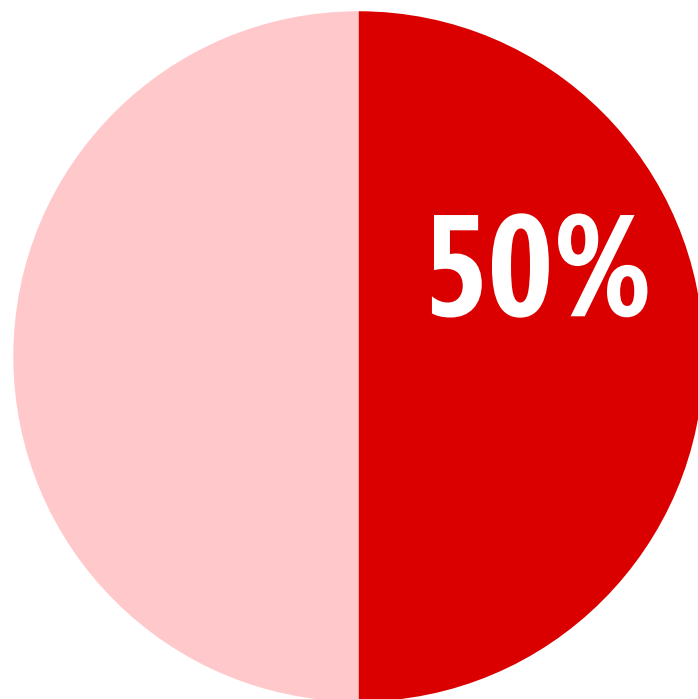




**of Region XI Head Start children were in classrooms where *half or more* of the children were AIAN.**

Source: Spring 2016 AIAN FACES Teacher Survey, Table E.1.  
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016.



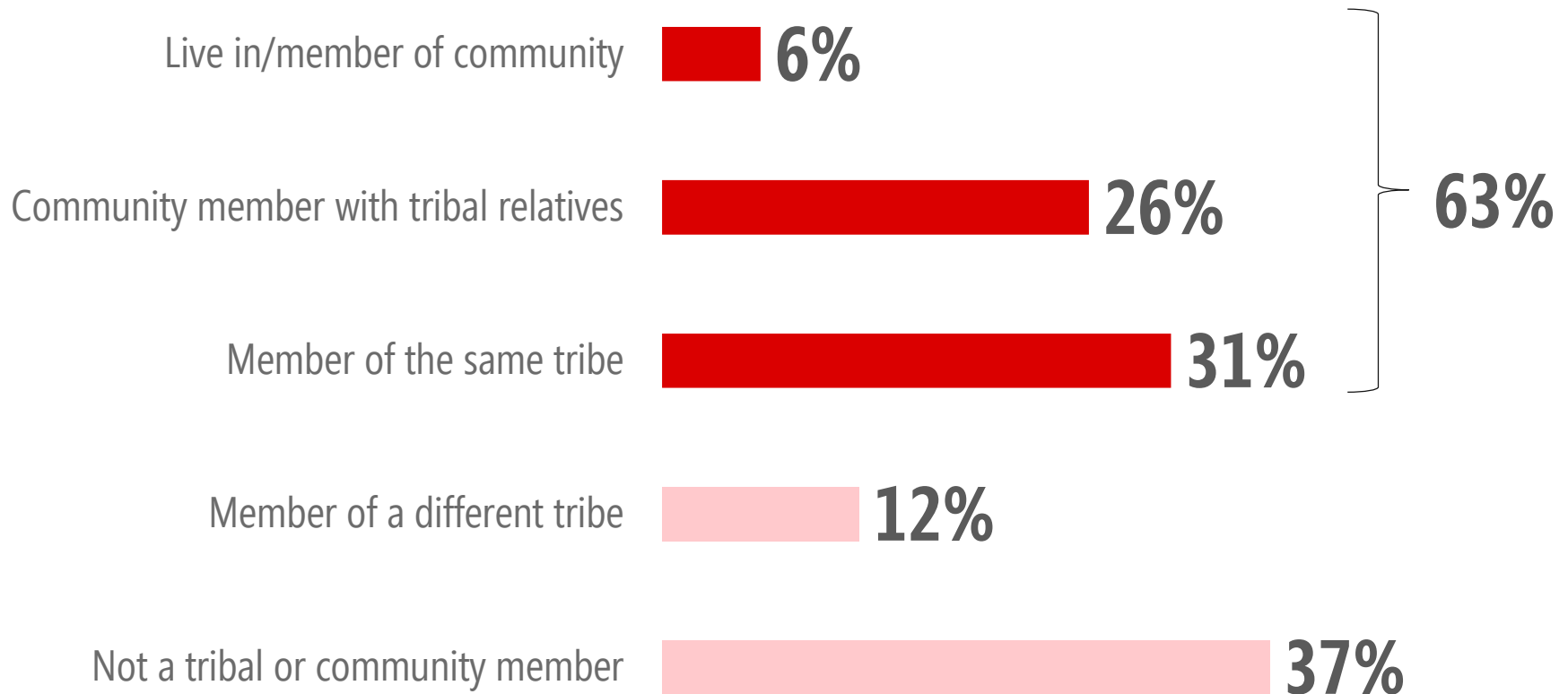


**of Region XI Head Start children's lead teachers identified as American Indian or Alaska Native, alone or in combination with another race or ethnicity.**

Source: Spring 2016 AIAN FACES Teacher Survey, Table E.2.

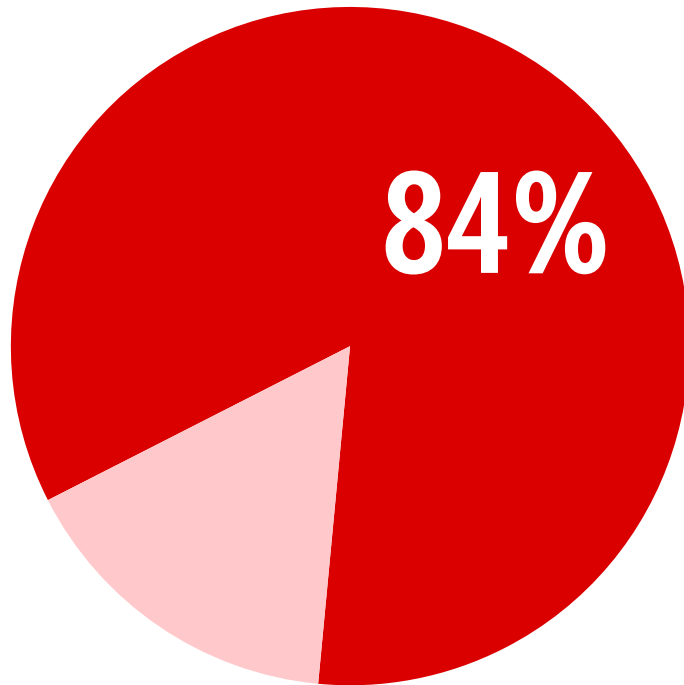
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016.

# The majority of Region XI Head Start children's teachers had some connection to the tribe or community.



Source: Spring 2016 AIAN FACES Teacher Survey, Table E.3.

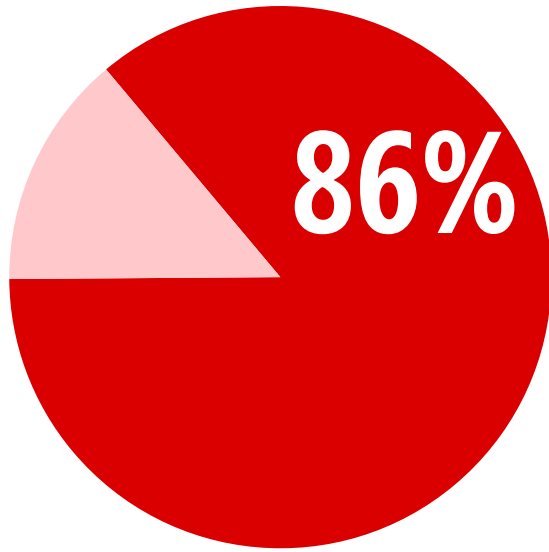
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. Respondents could select more than answer, which is why percentages do not sum to 100.



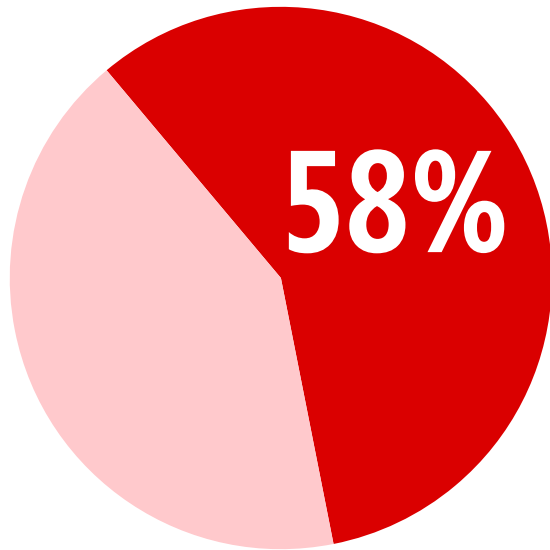
**of Region XI Head Start children had at least one lead teacher, assistant teacher, or paid aide who was American Indian or Alaska Native.**

Source: Spring 2016 AIAN FACES Teacher Survey, Table E.2.

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



**of Region XI Head Start children were in classrooms where at least one type of cultural item was *observed*.**

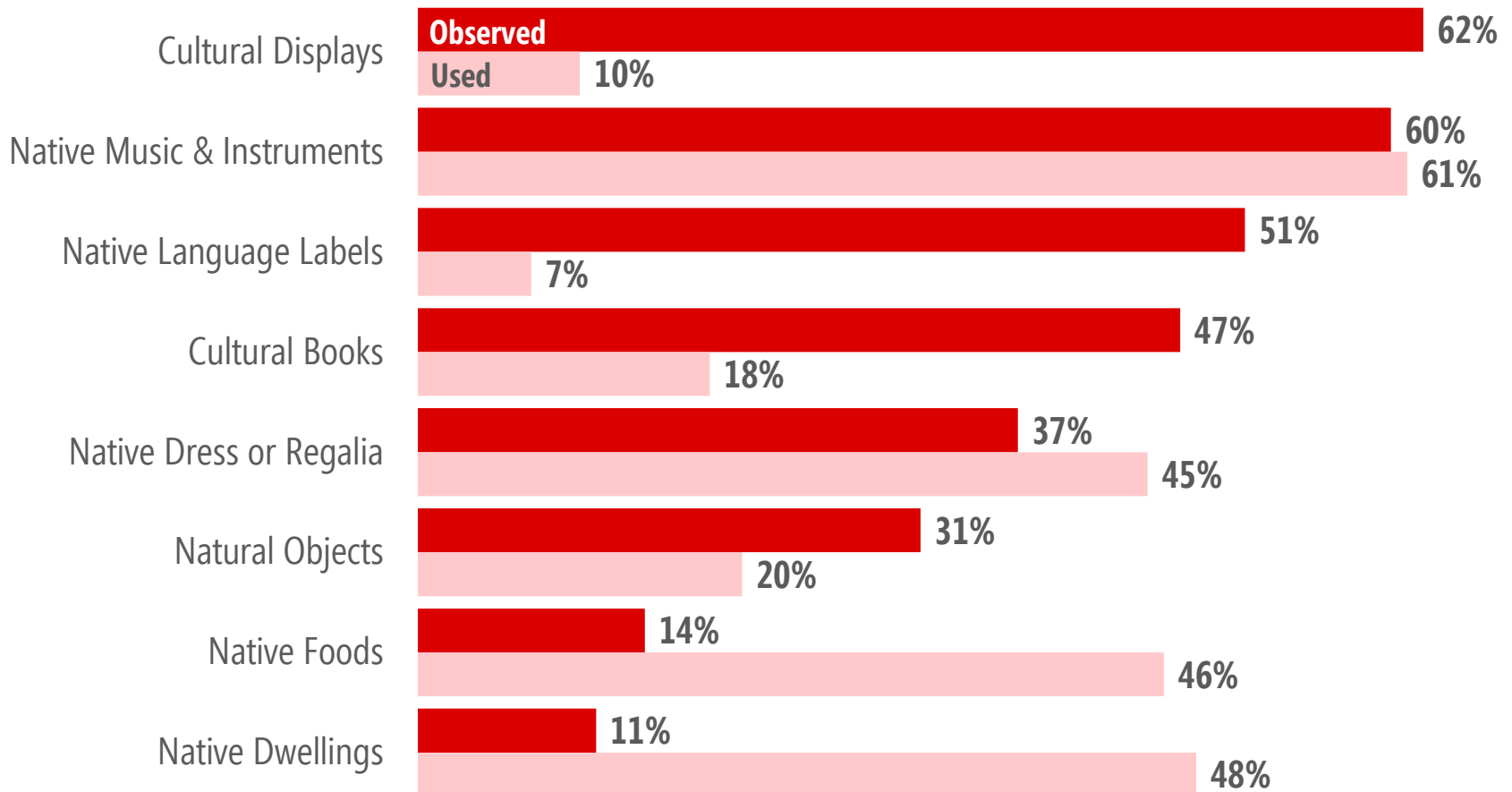


**of Region XI Head Start children were in classrooms where at least one type of cultural item was *used* during the observation period.**

Source: Spring 2016 AIAN FACES Teacher Survey, Table E.2.

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

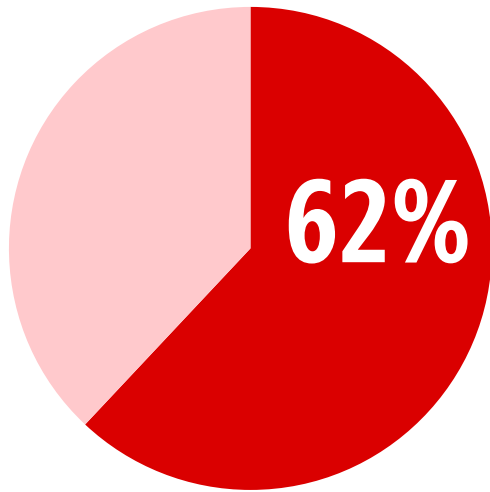
# A variety of culturally significant items were *observed* and *used* in Region XI Head Start children's classrooms during the observation period.



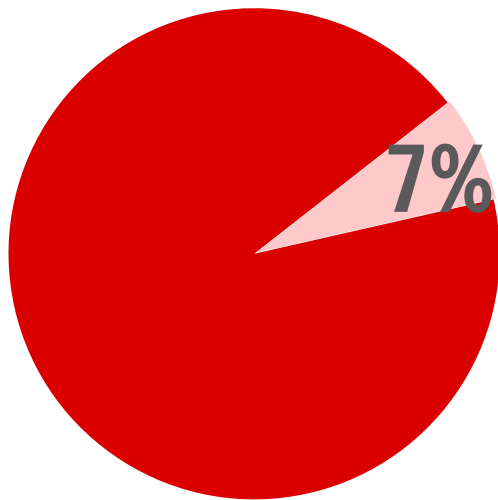
Source: Spring 2016 AIAN FACES Classroom Observation, Table E.4. Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. In 2019, the NCLCO was revised from "Native Dwellings" to "Native Architecture" native to the area or significant to the community (e.g., dwellings and structures such as teepee, wigwam, hogan, pueblo, longhouse, cave or cliff dwelling)

Note:

## During a 4-hour classroom observation:



**of Region XI Head Start children's classrooms used a Native language.**

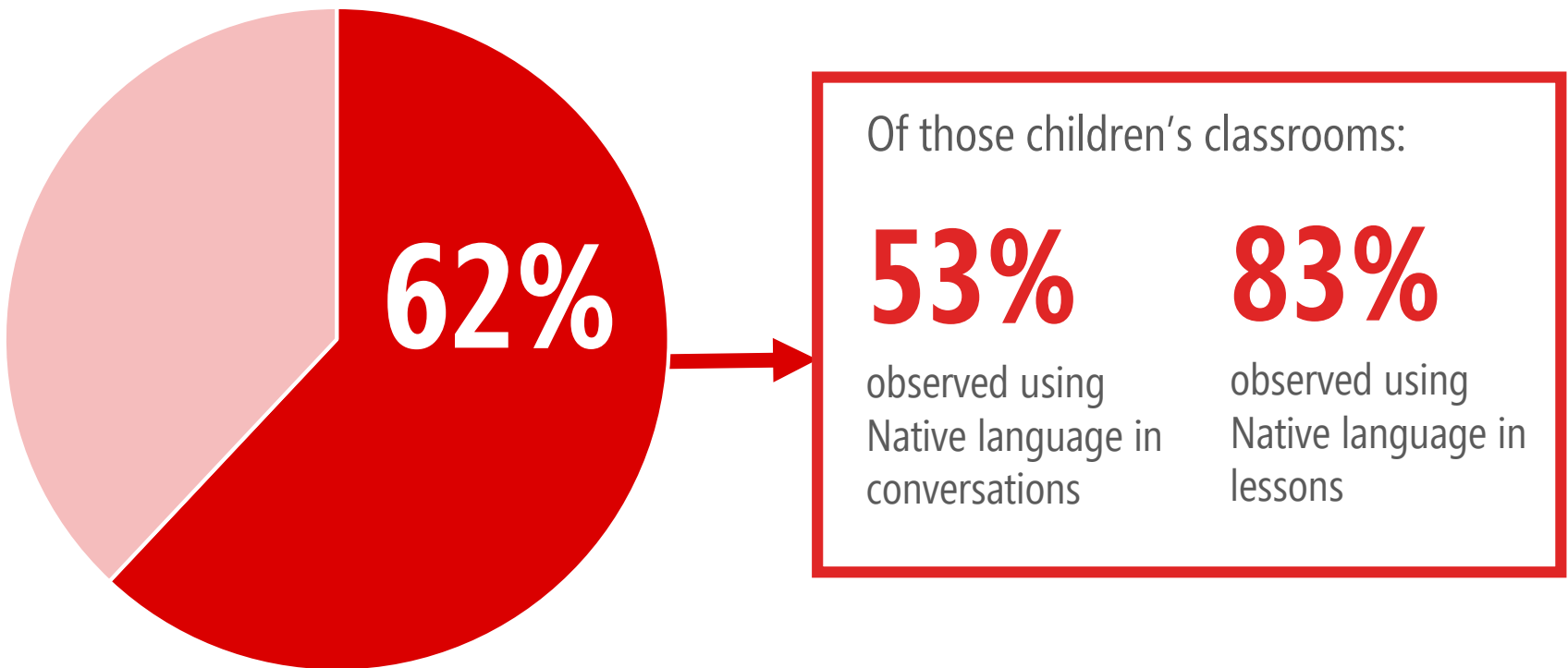


**of Region XI Head Start children's classrooms incorporated storytelling following a Native oral tradition.**

Source: Spring 2016 AIAN FACES Classroom Observation, Table E.5.  
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016 (n = 884; 76 classrooms). The Native Culture & Language in the Classroom Observation (NCLCO) measure asked if the observer observed any storytelling, with or without a book. If they answered yes, they are asked to describe what they saw (who did the storytelling, was Native language and/or English used, and what the story was about).

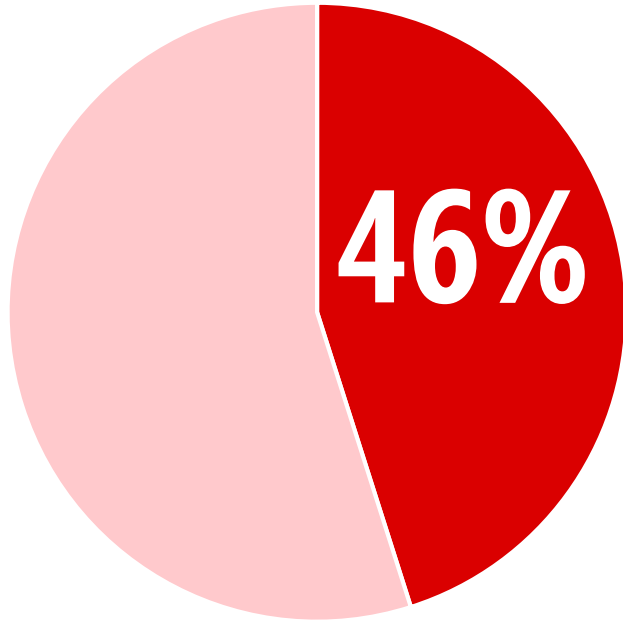


# The majority of Region XI Head Start children were in classrooms where Native language use was observed.



Source: Spring 2016 AIAN FACES Classroom Observation, Table E.5.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. Informal use indicates Native language used as part of a conversation, while formal Native language use is part of a planned lesson.

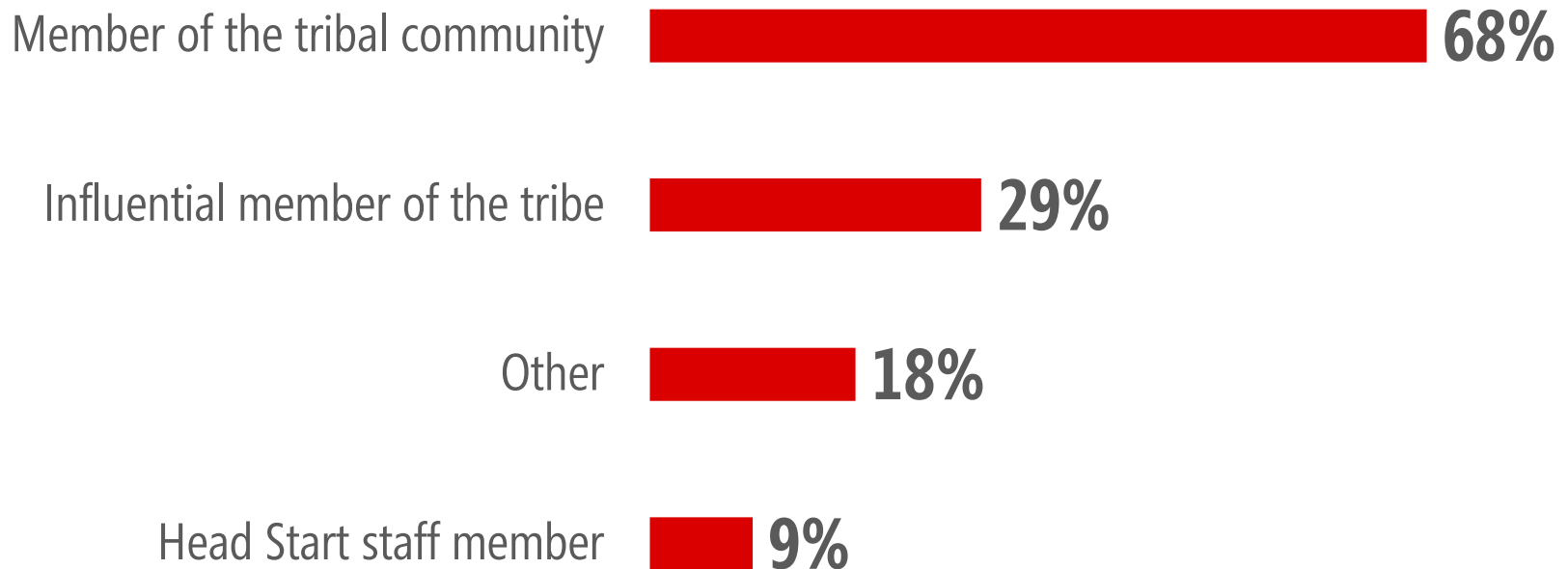


**of Region XI Head Start children's teachers reported that a cultural/language elder or specialist was available for classrooms.**

Source: Spring 2016 AIAN FACES Teacher Survey, Table E.6.

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

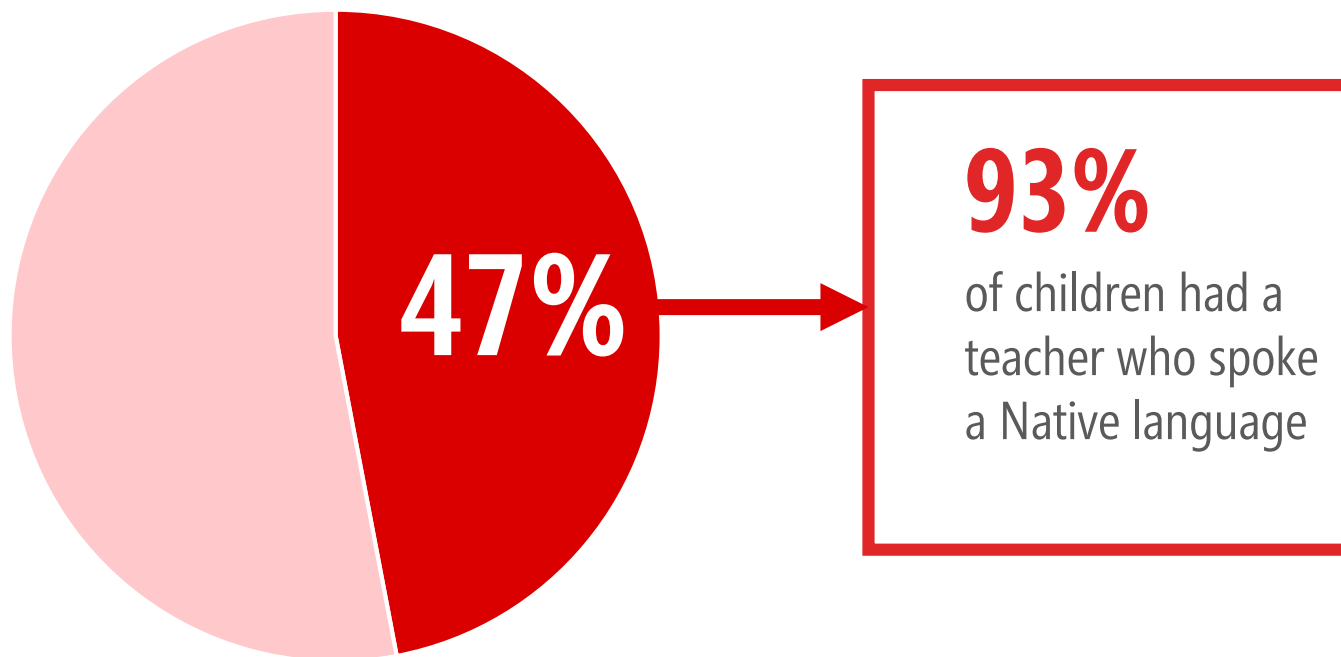
# Of Region XI Head Start children's classrooms with a cultural/language elder or specialist, **the majority** had an elder or specialist who was a member of the tribal community.



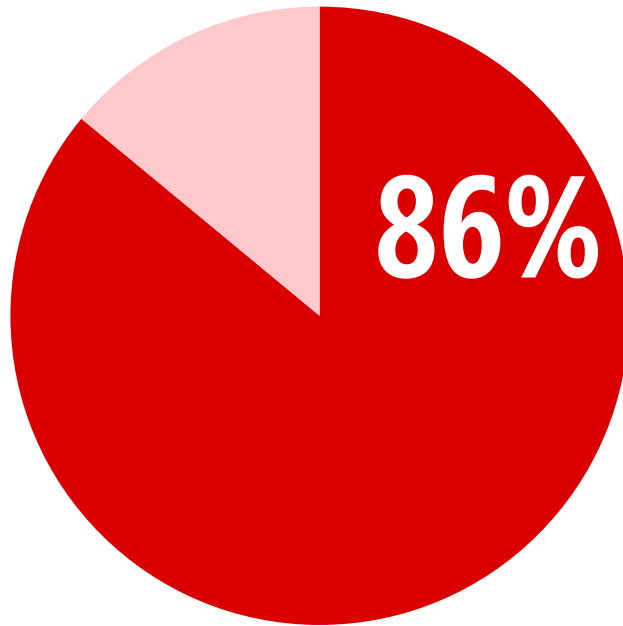
Source: Spring 2016 AIAN FACES Teacher Survey, Table E.6.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. Teachers could select more than one type of person serving as a resource, so percentages may sum greater than 100. "Other" cultural/language elders or specialists include relatives and tribal college staff, for example.

**Almost ½** of Region XI Head Start children's teachers spoke a language other than English. Of those children, **most** had a teacher who spoke a Native language.



Source: Spring 2016 AIAN FACES Teacher Survey and Center Director Survey, and Fall 2015 AIAN FACES Parent Survey, Table E.7.  
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms), 35 center directors who completed a center director survey, and 21 program directors who completed a program director.

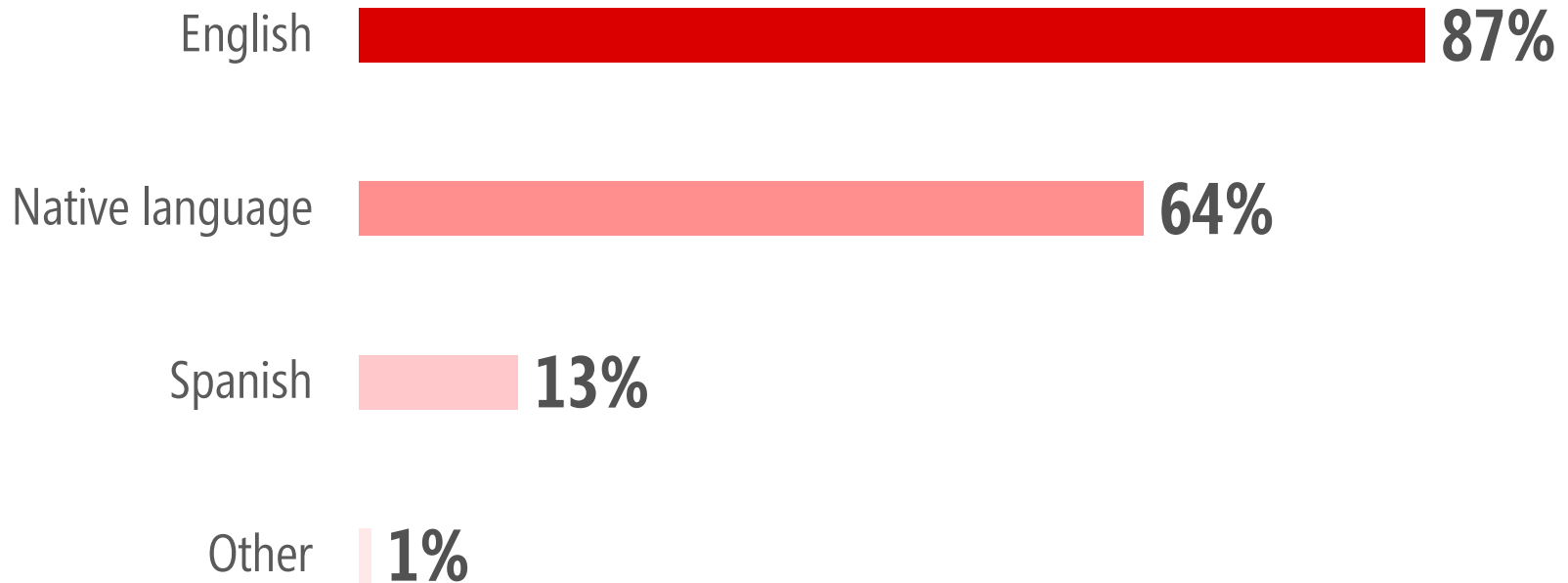


**86% of Region XI Head Start children's primary home language was used for classroom instruction.**

Source: Spring 2016 AIAN FACES Teacher Survey and Center Director Survey, and Fall 2015 AIAN FACES Parent Survey, Table E.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms), 35 center directors who completed a center director survey, and 21 program directors who completed a program director. This characteristic is based on the teacher's report of the language(s) used for instruction in the classroom, as well as the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

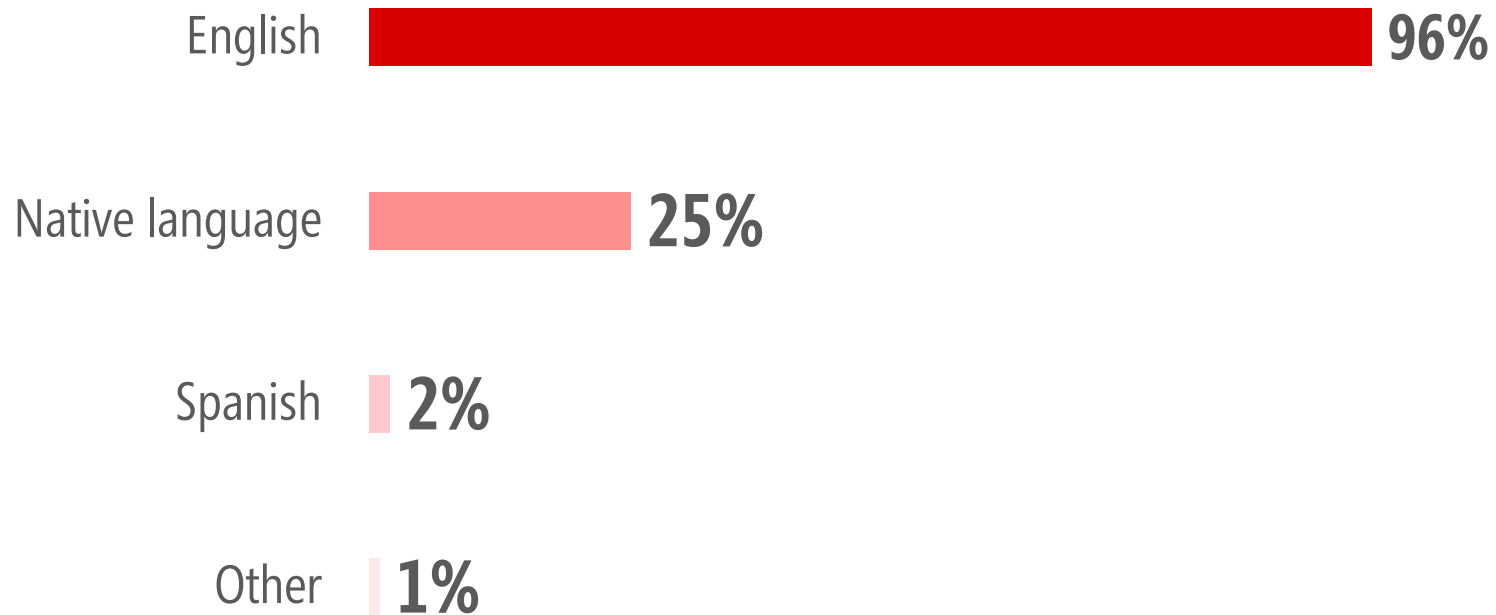
**Most** Region XI Head Start children were in classrooms that used English for instruction. **The majority** were in classrooms that also used a Native language for instruction.



Source: Spring 2016 AIAN FACES Teacher Survey and Center Director Survey, and Fall 2015 AIAN FACES Parent Survey, Table E.7.

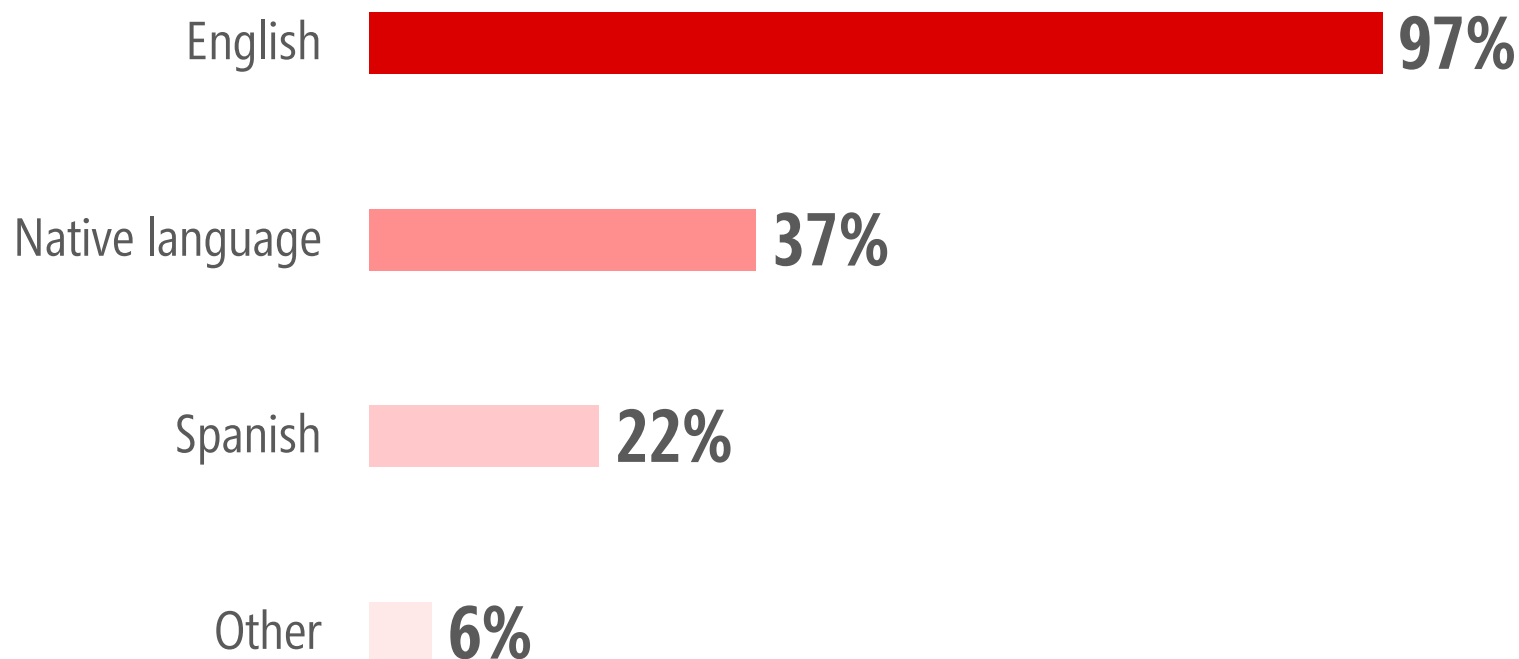
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms), 35 center directors who completed a center director survey, and 21 program directors who completed a program director. Teachers could select more than one option for this item, so percentages may sum greater than 100.

# **Most** Region XI Head Start children were read to in English in their classroom. $\frac{1}{4}$ were read to in a Native language.



Source: Spring 2016 AIAN FACES Teacher Survey and Center Director Survey, and Fall 2015 AIAN FACES Parent Survey, Table E.7.  
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms), 35 center directors who completed a center director survey, and 21 program directors who completed a program director. Teachers could select more than one option for this item, so percentages may sum greater than 100.

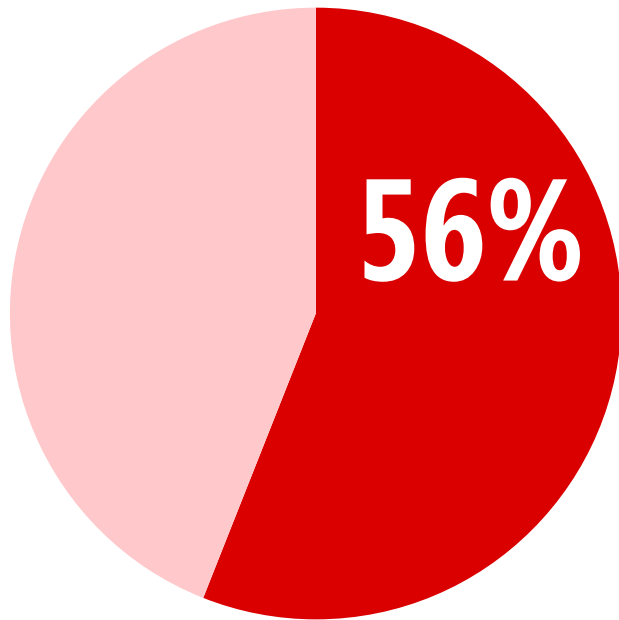
**Most** Region XI Head Start children's printed classroom material was in English. **Almost ½** of children's printed classroom material was also in a Native language.



Source: Spring 2016 AIAN FACES Teacher Survey and Center Director Survey, and Fall 2015 AIAN FACES Parent Survey, Table E.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms), 35 center directors who completed a center director survey, and 21 program directors who completed a program director. Teachers could select more than one option for this item, so percentages may sum greater than 100.





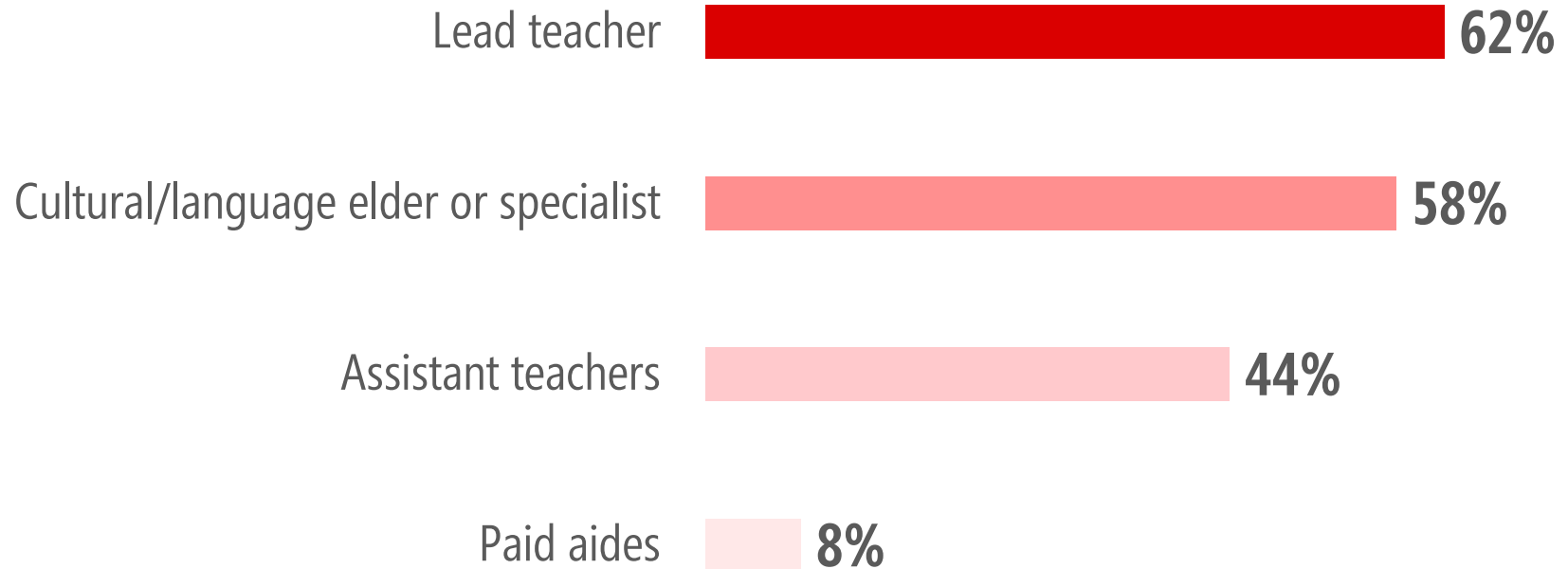
**of Region XI Head Start children's classrooms received Native language lessons.**

Source: Spring 2016 AIAN FACES Teacher Survey and Center Director Survey, and Fall 2015 AIAN FACES Parent Survey, Table E.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms), 35 center directors who completed a center director survey, and 21 program directors who completed a program director.

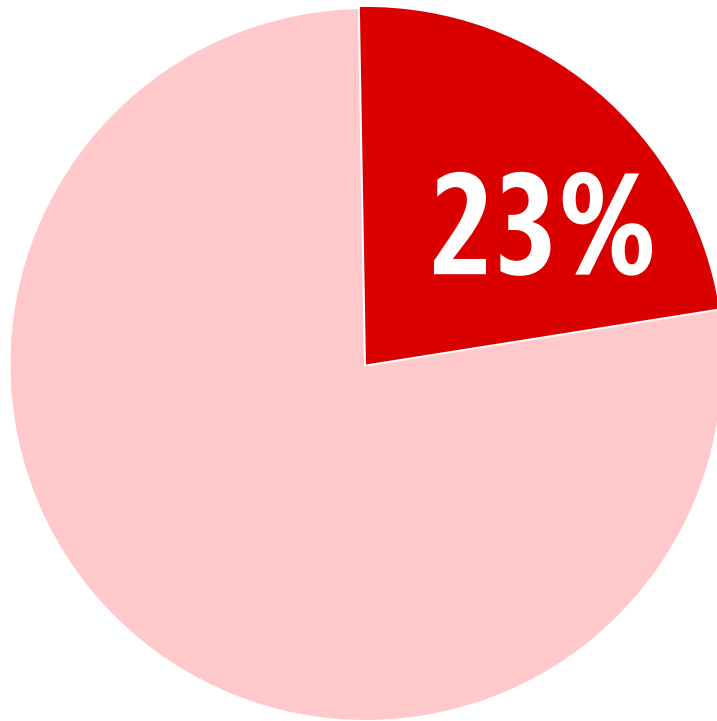


Of Region XI Head Start children's classrooms with Native language lessons, **the majority** received lessons from the lead teacher, and **more than ½** received lessons from a cultural/language elder or specialist.



Source: Spring 2016 AIAN FACES Teacher Survey and Center Director Survey, and Fall 2015 AIAN FACES Parent Survey, Table E.7.

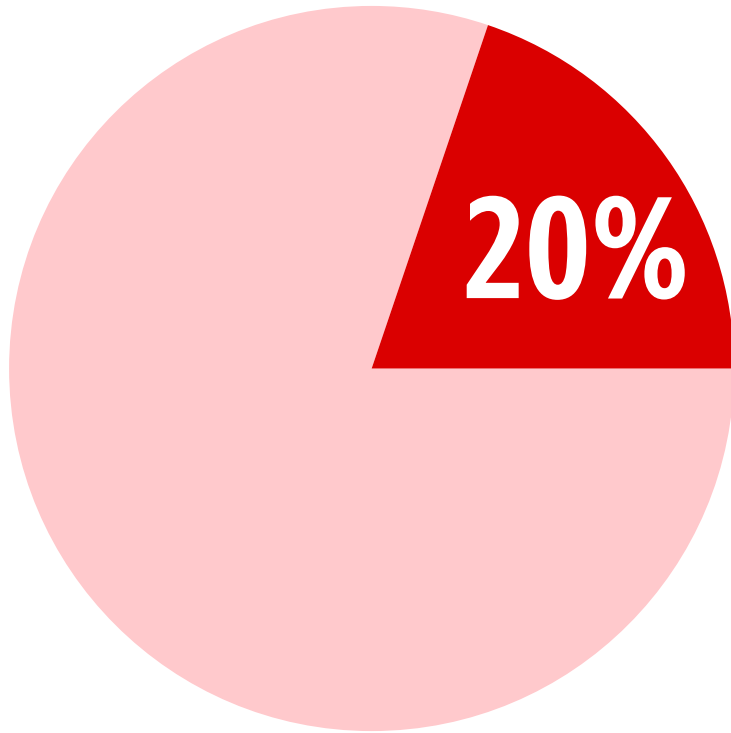
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms), 35 center directors who completed a center director survey, and 21 program directors who completed a program director. Teachers could select more than one option for this item, so percentages may sum greater than 100.



**23% of Region XI Head Start children's classrooms used a locally-designed or Native-specific tool to assess Native language development or cultural practices.**

Source: Spring 2016 AIAN FACES Teacher Survey, Table E.8.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms).



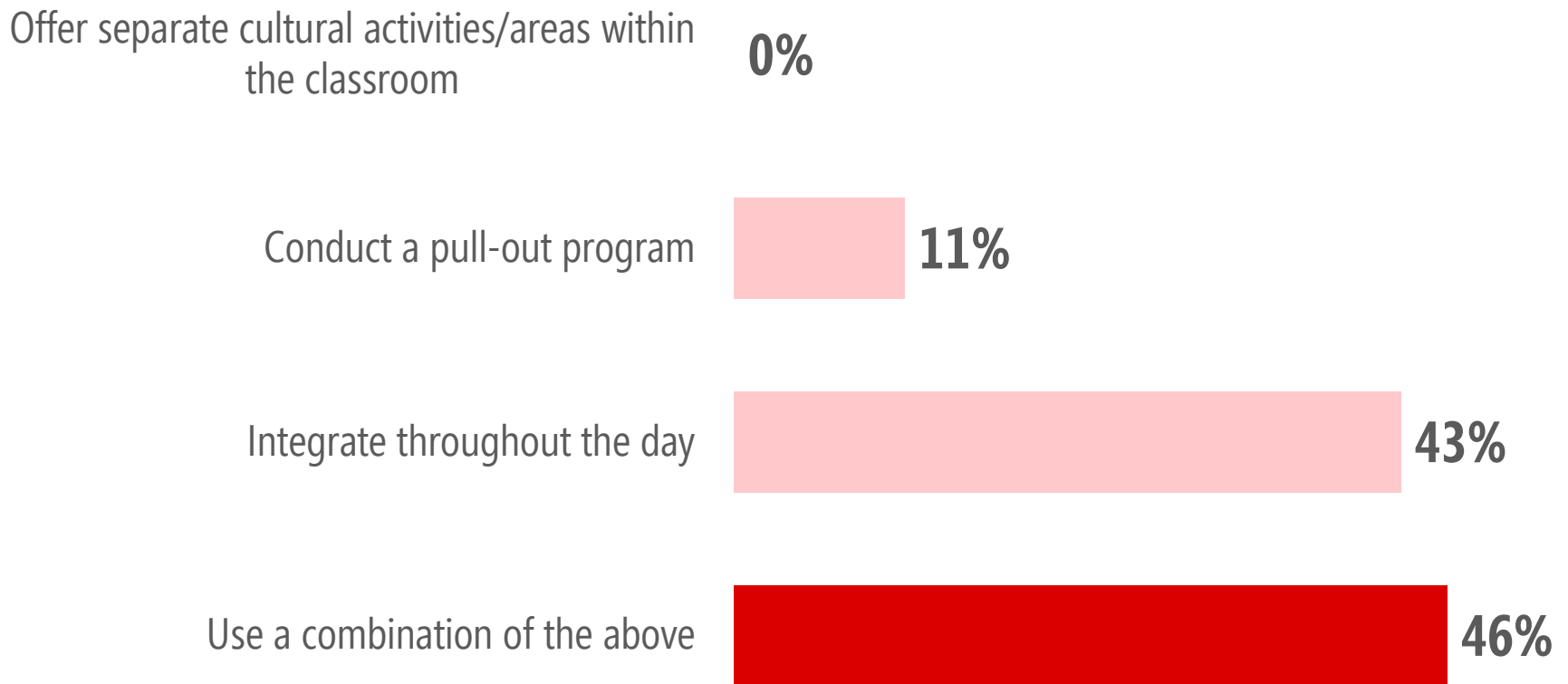
**20% of Region XI Head Start children's classrooms used a Native cultural curriculum.**

Source: Spring 2016 AIAN FACES Teacher Survey, Table E.8.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms).



# Almost ½ of Region XI children's teachers used a combination of approaches to cultural and language activities in the classroom.



Source: Spring 2016 AIAN FACES Teacher Survey, Table E.8.

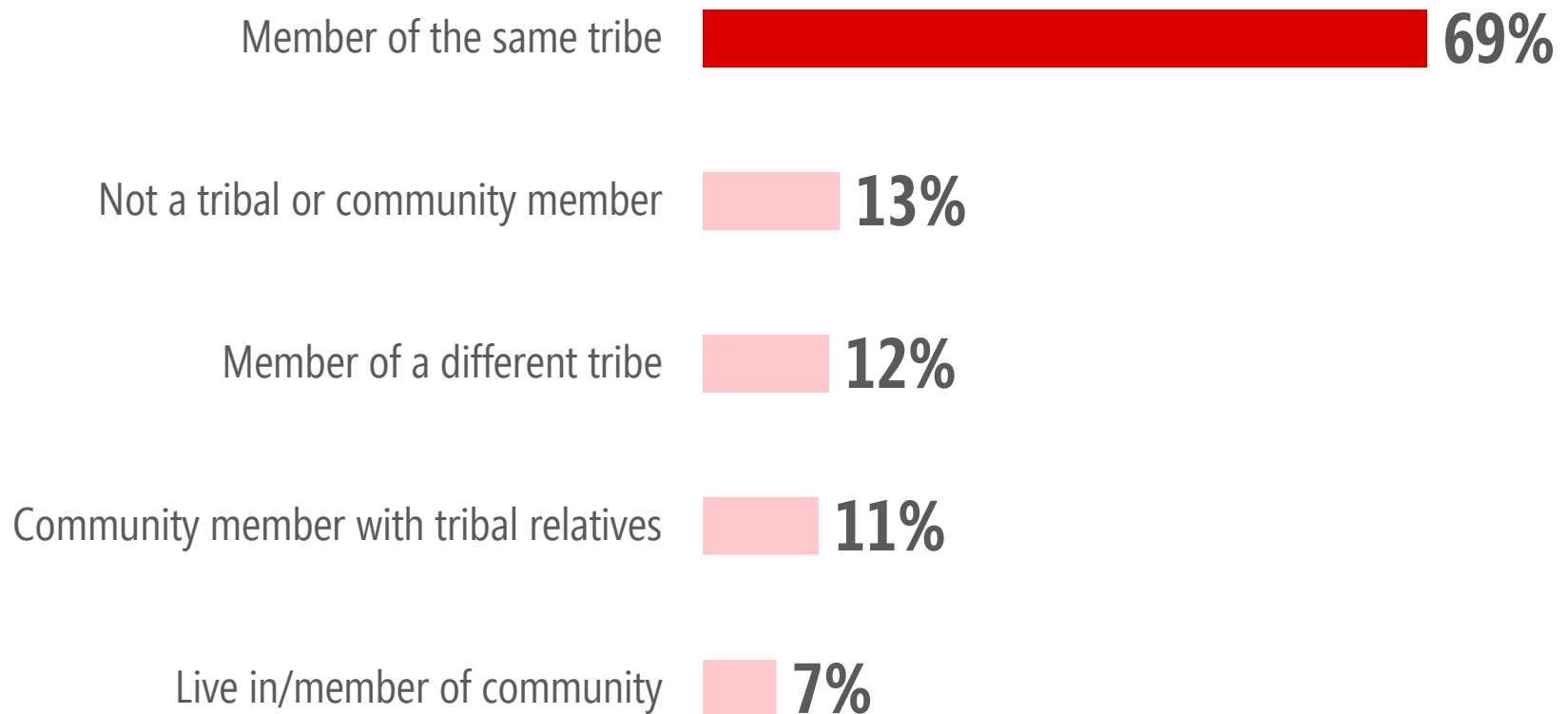
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms).

# **Section E continued: Children's Program Cultural and Language Development**

Part 2

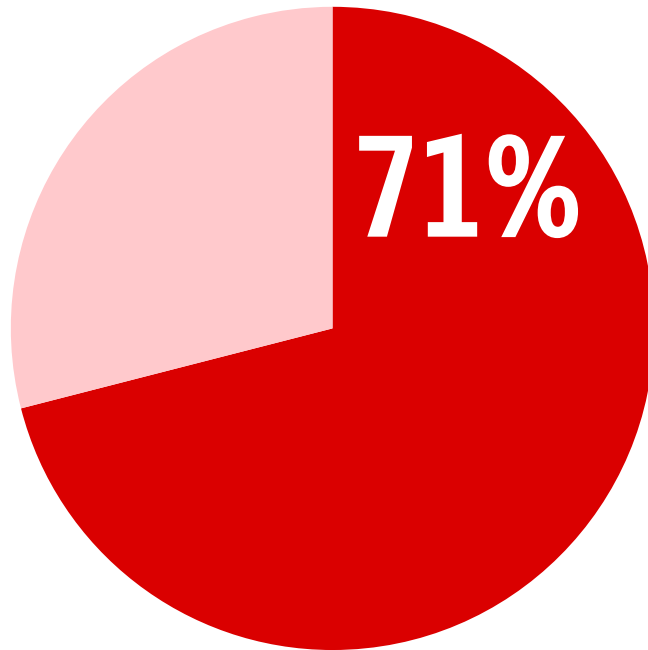


# **The majority** of Region XI Head Start children's program directors were members of the same tribe as the children.



Source: Spring 2016 AIAN FACES Program Director Survey, Table E.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. Respondents could select more than answer, which is why percentages do not sum to 100.



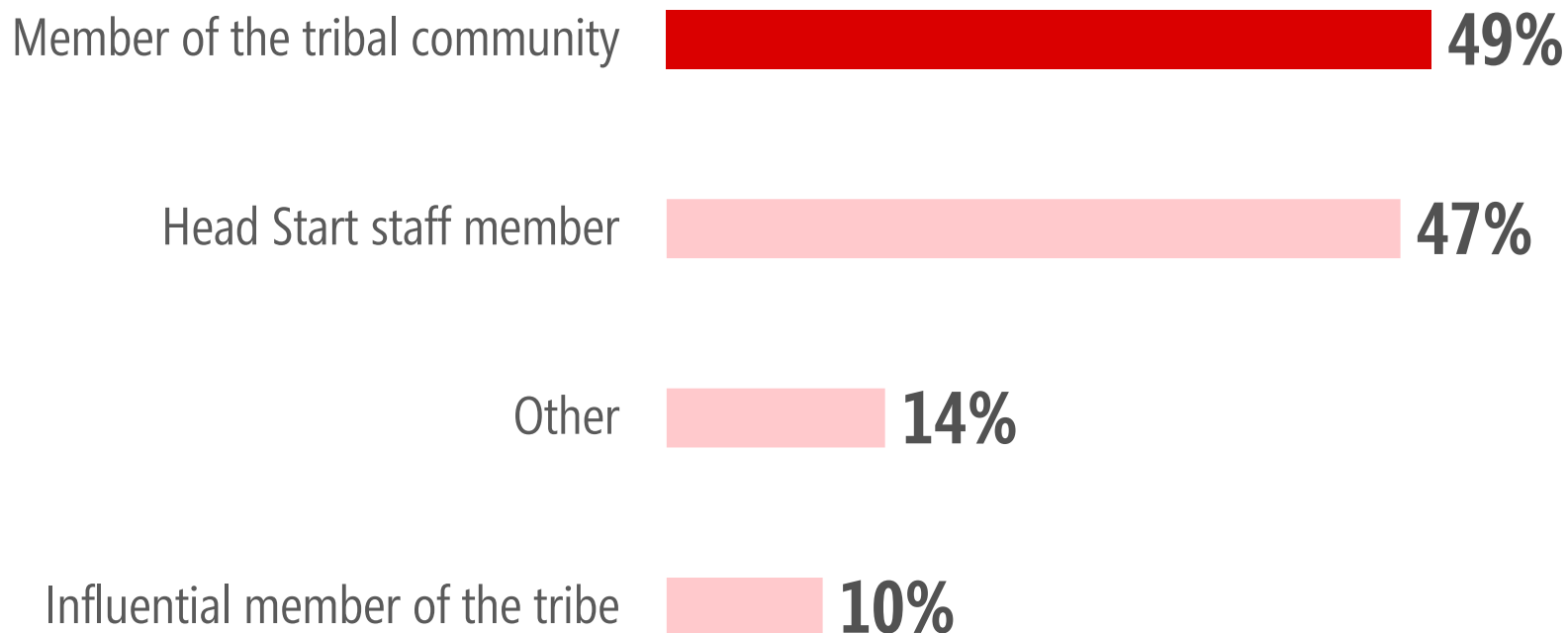
**of Region XI Head Start children's program directors reported that a cultural/language elder or specialist was available for their programs.**

Source: Spring 2016 AIAN FACES Program Director Survey, Table E.6.

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



# Of Region XI Head Start children's programs that had a cultural/language elder or specialist, **almost 1/2** had an elder or specialist who was a member of the tribal community.



Source: Spring 2016 AIAN FACES Program Director Survey, Table E.6.

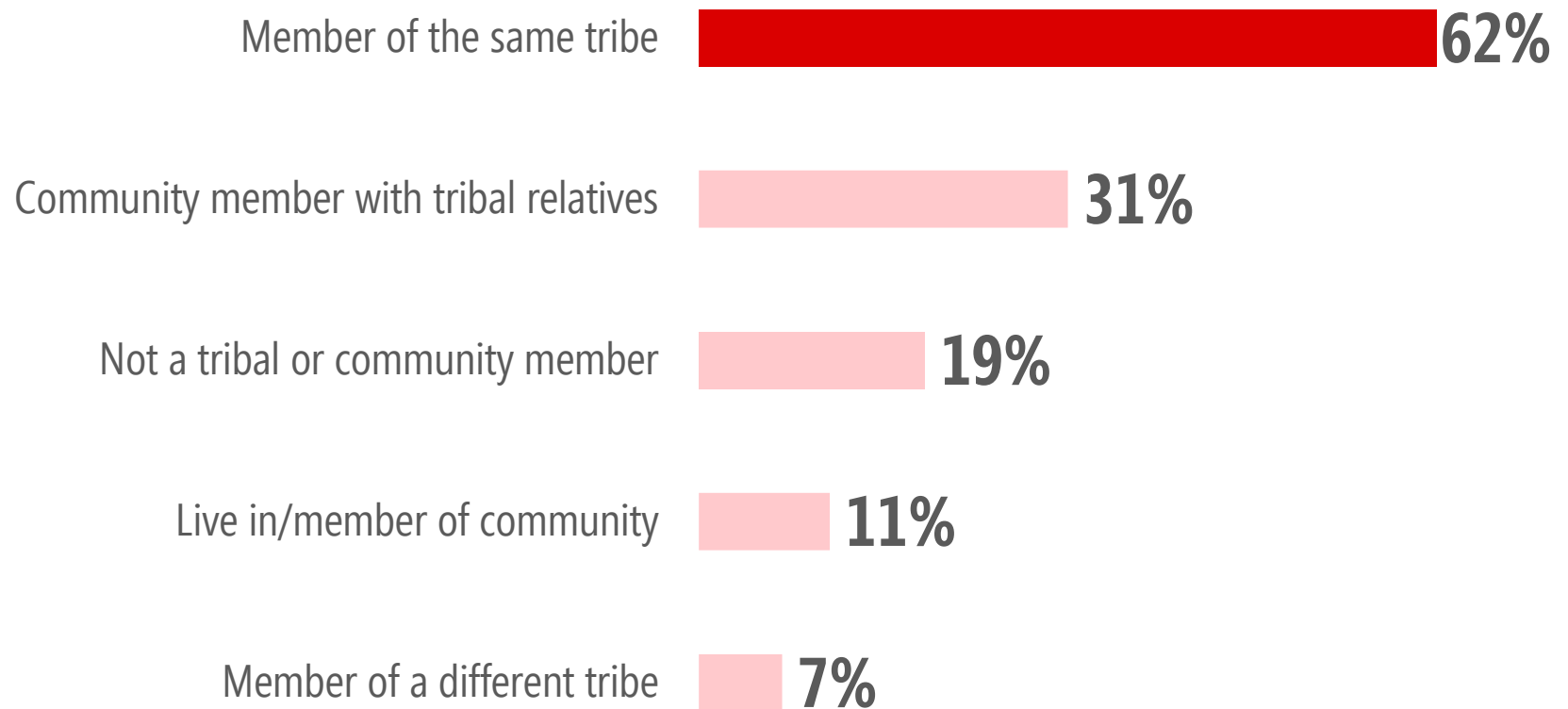
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. Program directors could select more than one type of person serving as a resource, so percentages may sum greater than 100. "Other" cultural/language elders or specialists include relatives and tribal college staff, for example.

# **Section E continued: Children's Center Cultural and Language Development**

Part 3

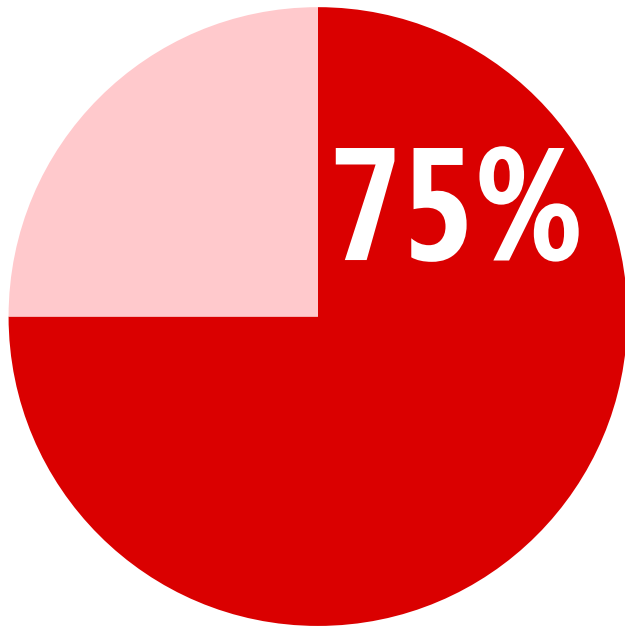


# The majority of Region XI Head Start children's center directors were members of the same tribe as the children.



Source: Spring 2016 AIAN FACES Center Director Survey, Table E.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. Respondents could select more than answer, which is why percentages do not sum to 100.

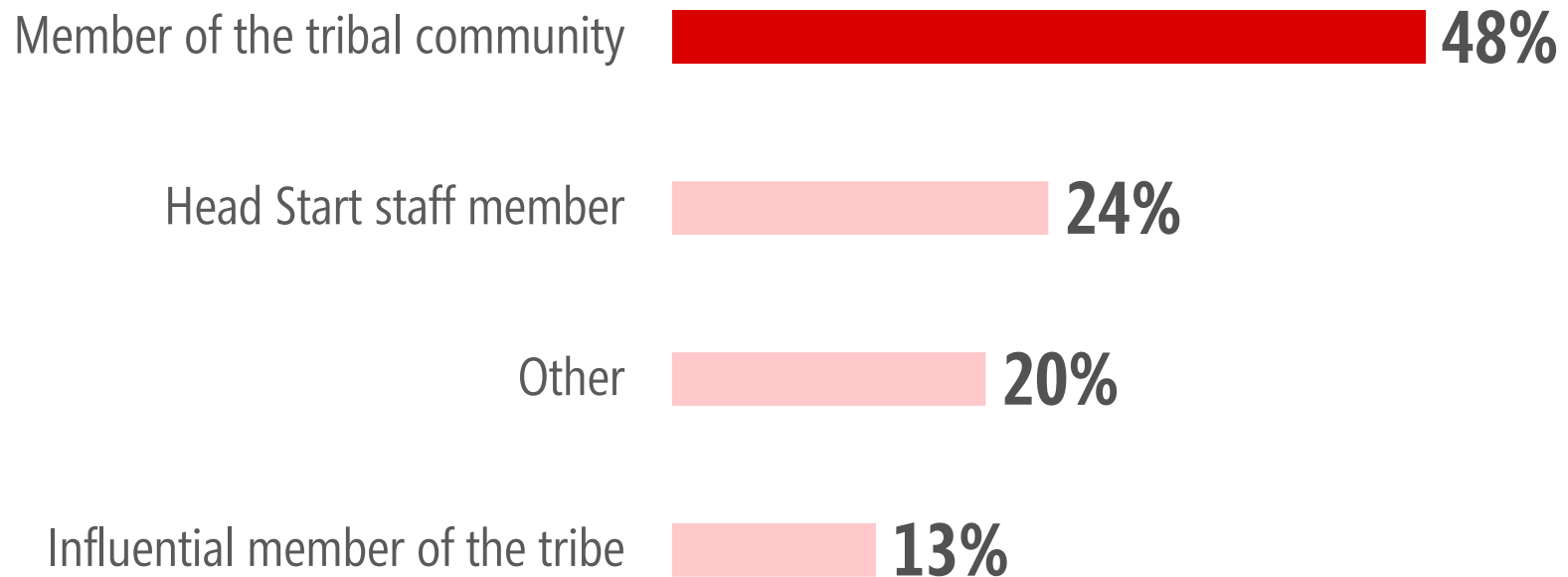


**of Region XI Head Start children's center directors reported that a cultural/language elder or specialist was available for their centers.**

Source: Spring 2016 AIAN FACES Center Director Survey, Table E.6.

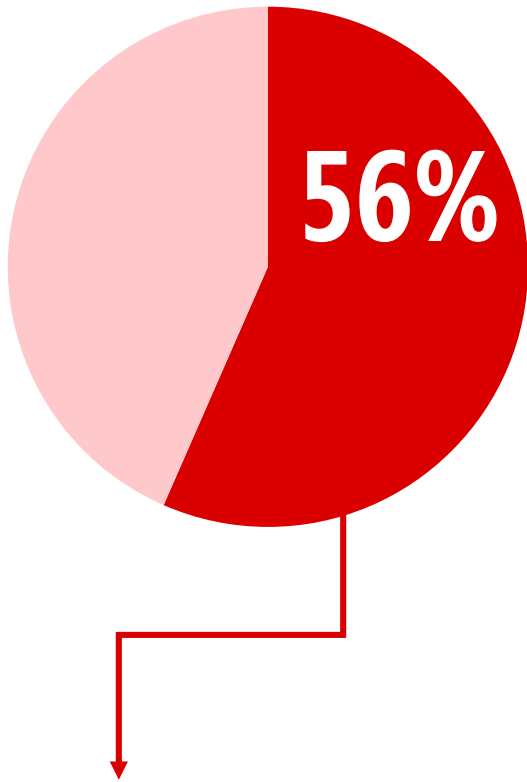
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016.

# Of Region XI Head Start children's centers with a cultural/language elder or specialist, **almost ½** had an elder or specialist who was a member of the tribal community.



Source: Spring 2016 AIAN FACES Center Director Survey, Table E.6.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. Teachers could select more than one type of person serving as a resource, so percentages may sum greater than 100. "Other" cultural/language elders or specialists include relatives and tribal college staff, for example.



**56%**

**of Region XI Head Start children's centers served children or families who spoke a language other than English at home.**

**Of those Region XI Head Start children's centers, **over 1/2** had center staff and children or families who spoke the same home language.**

Source: Spring 2016 AIAN FACES Teacher Survey and Center Director Survey, and Fall 2015 AIAN FACES Parent Survey, Table E.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start programs in fall 2015 and who were still enrolled in spring 2016. There are 71 teachers who completed a teacher survey (reporting on 74 classrooms), 35 center directors who completed a center director survey, and 21 program directors who completed a program director. Center directors report on the number of family languages spoken by teachers in the center and the number of languages spoken by all families in the center.

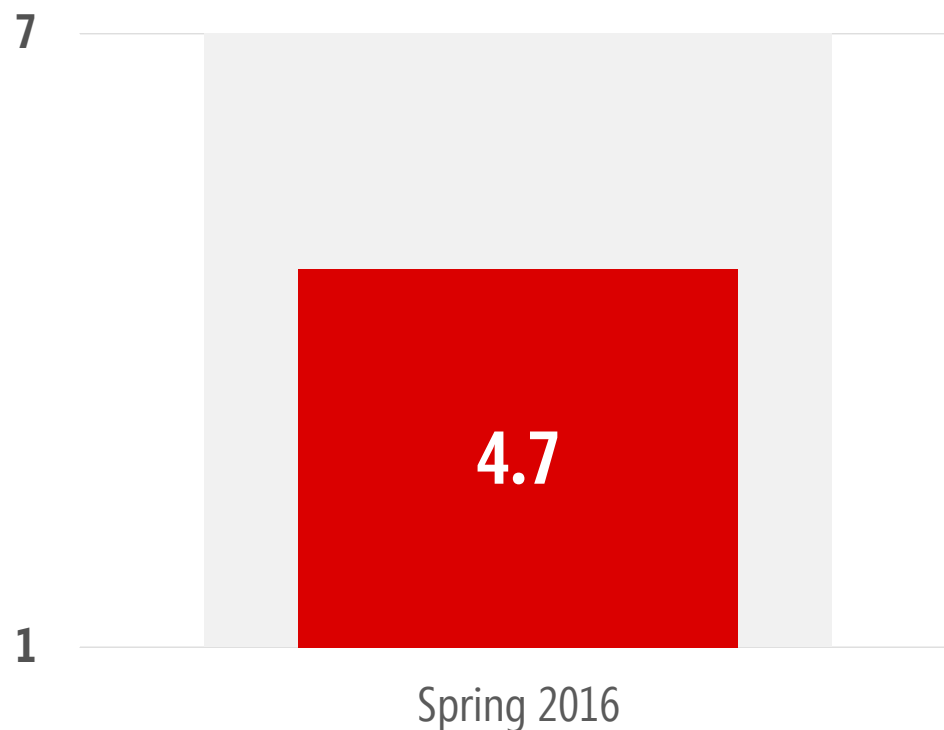
# **Section F: Children's Classroom Characteristics**

Spring 2016



# Region XI Head Start children's classrooms scored an average of 4.7 on global quality.

Colored bar represents the average standard scores. Gray area represents the possible range of standard scores.



Source: Spring 2016 AIAN FACES Classroom Observation, Table F.2.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Observations were completed in 76 classrooms. Two factors reported in the Multi-State Study of Prekindergarten represent the key dimensions of quality tapped by the full ECERS-R: Teaching and Interactions and Provisions for Learning. The short form total score reported here is calculated by taking the mean of all of the items in ECERS-R Teaching and Interactions and Provisions of Learning factors, a total of 21 items across the two factors (two items overlap across the two factors). ECERS-R = Early Childhood Environment Rating Scale-Revised



# Most Region XI Head Start children worked on letter naming daily or almost daily.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

# The majority of Region XI Head Start children practiced writing letters daily or almost daily.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

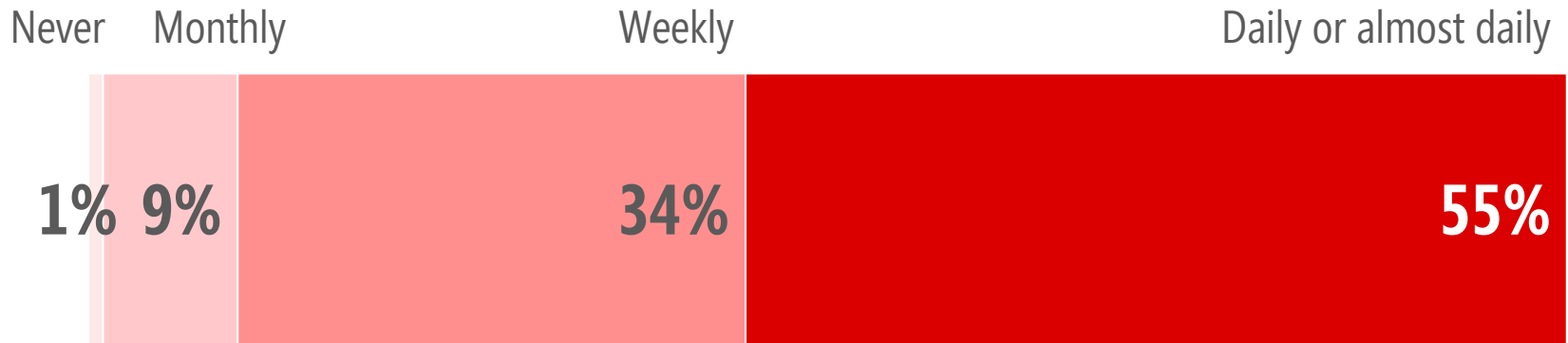
# The majority of Region XI Head Start children discussed new words daily or almost daily.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

# More than ½ of Region XI Head Start children dictated stories to an adult daily or almost daily.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

# The majority of Region XI Head Start children worked on phonics daily or almost daily.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

**The majority** of Region XI Head Start children listened to a teacher read stories where they saw the print daily or almost daily.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.3.

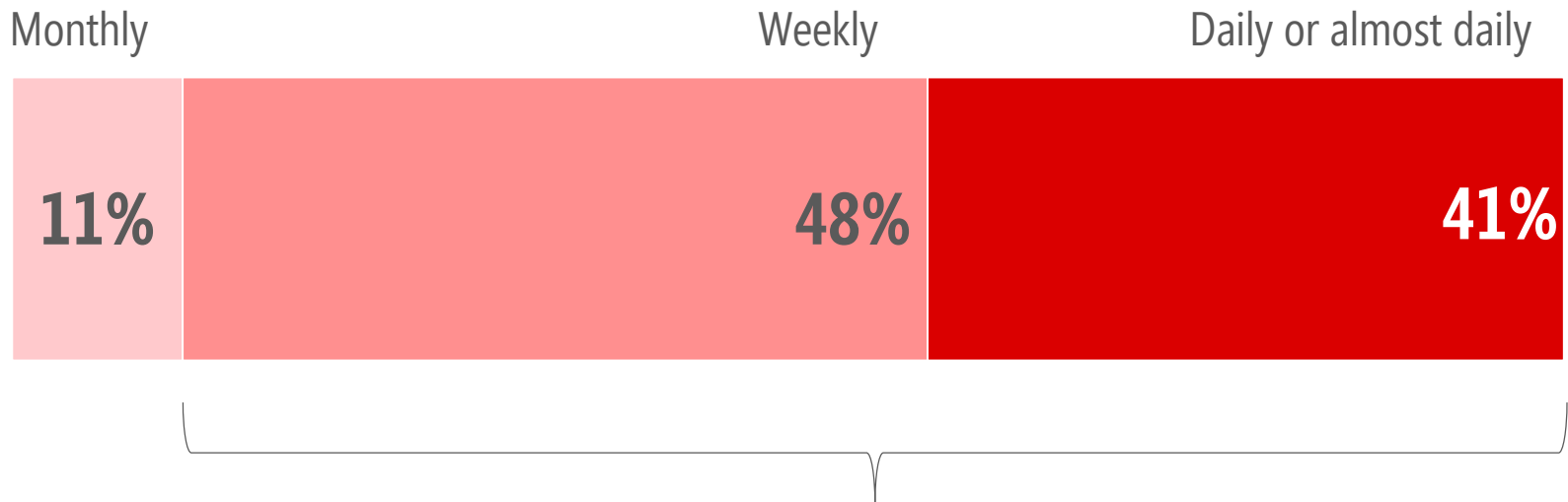
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

**The majority** of Region XI Head Start children listened to teachers read stories where they did not see the print daily or almost daily.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.



**Most** Region XI Head Start children retold stories weekly or more.

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.





**Most** Region XI Head Start children learned about conventions of print weekly or more.

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

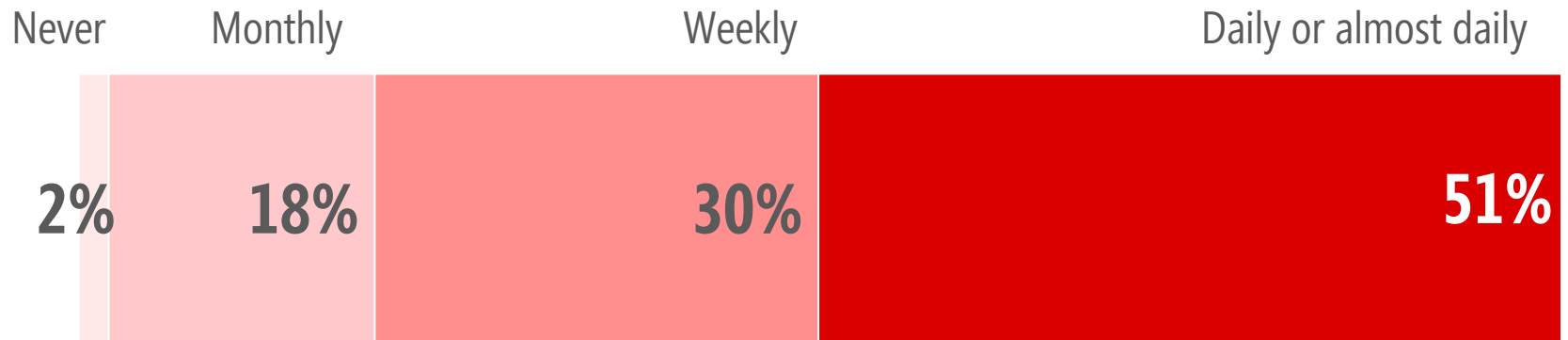
# The majority of Region XI Head Start children wrote their own name daily or almost daily.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

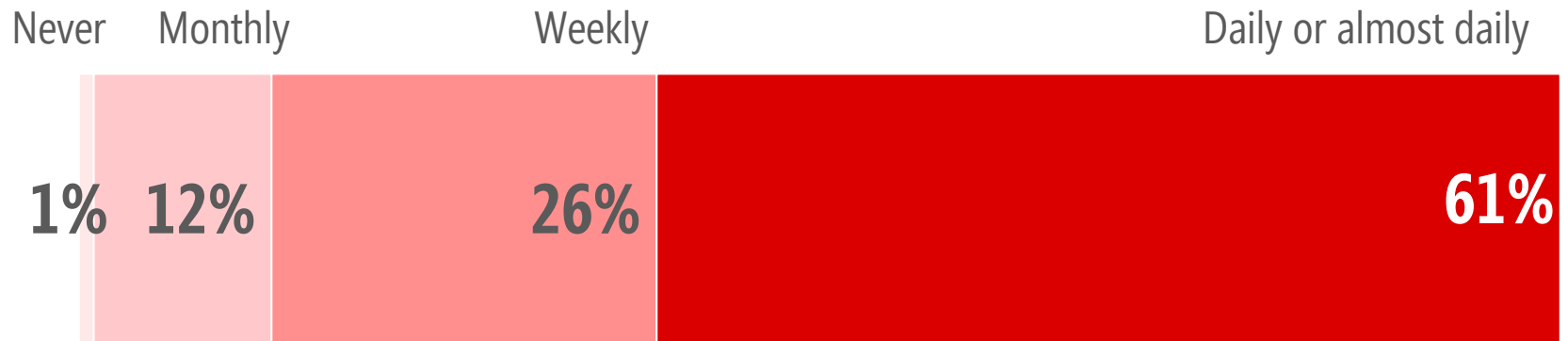
# More than ½ of Region XI Head Start children learned about rhyming words and word families daily or almost daily.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

# **The majority** of Region XI Head Start children learned about common prepositions daily or almost daily.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

Weekly

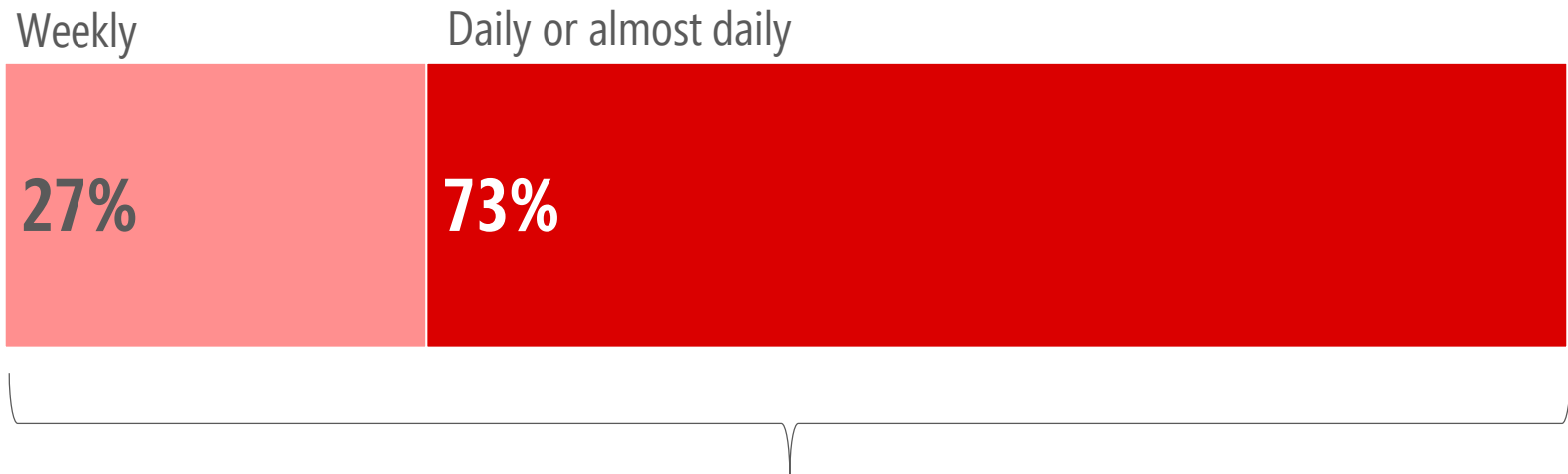
Daily or almost daily



**All (100%) Region XI Head Start children counted out loud daily or almost daily.**

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.4.

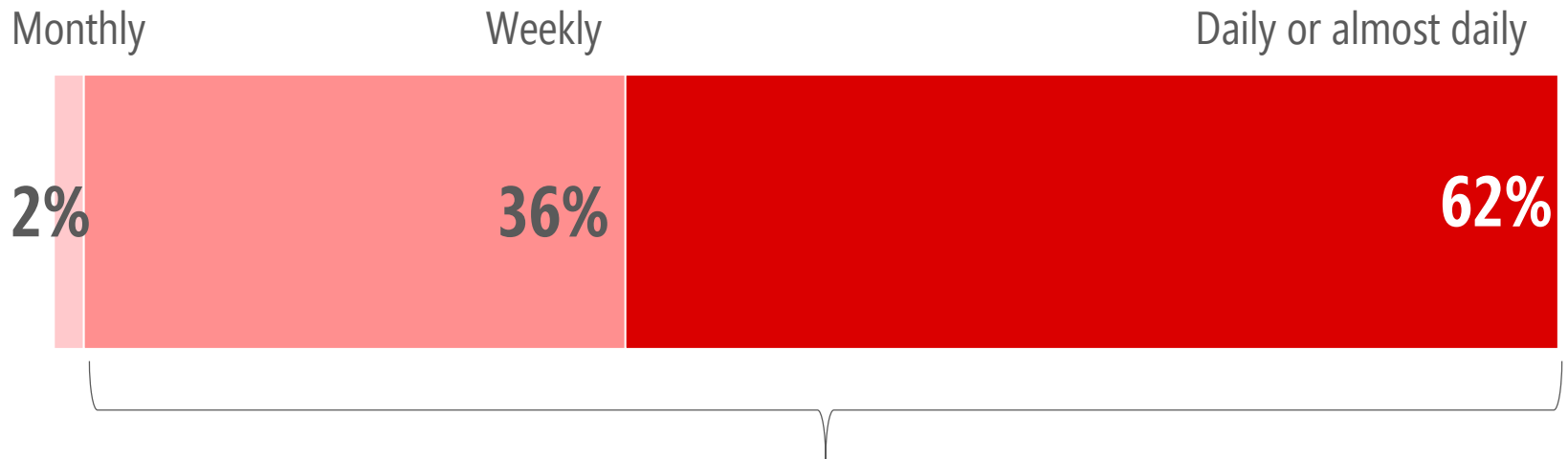
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.



**All (100%) Region XI Head Start children worked with geometric manipulatives weekly or more.**

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.4.

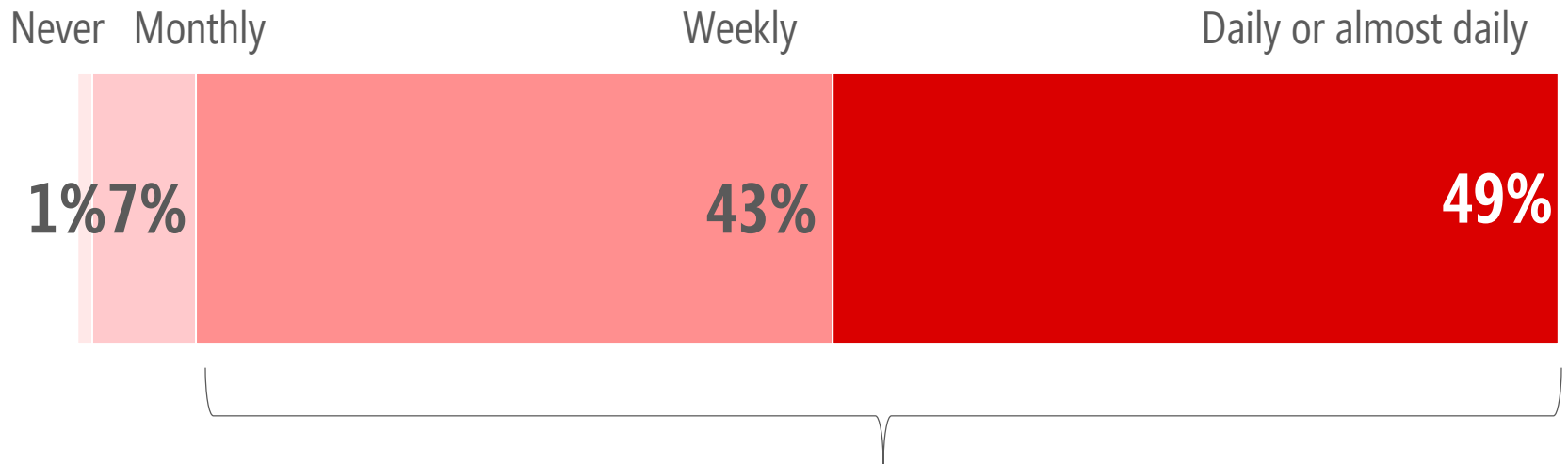
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.



**Most (98%) Region XI Head Start children worked with counting manipulatives weekly or more.**

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.4.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

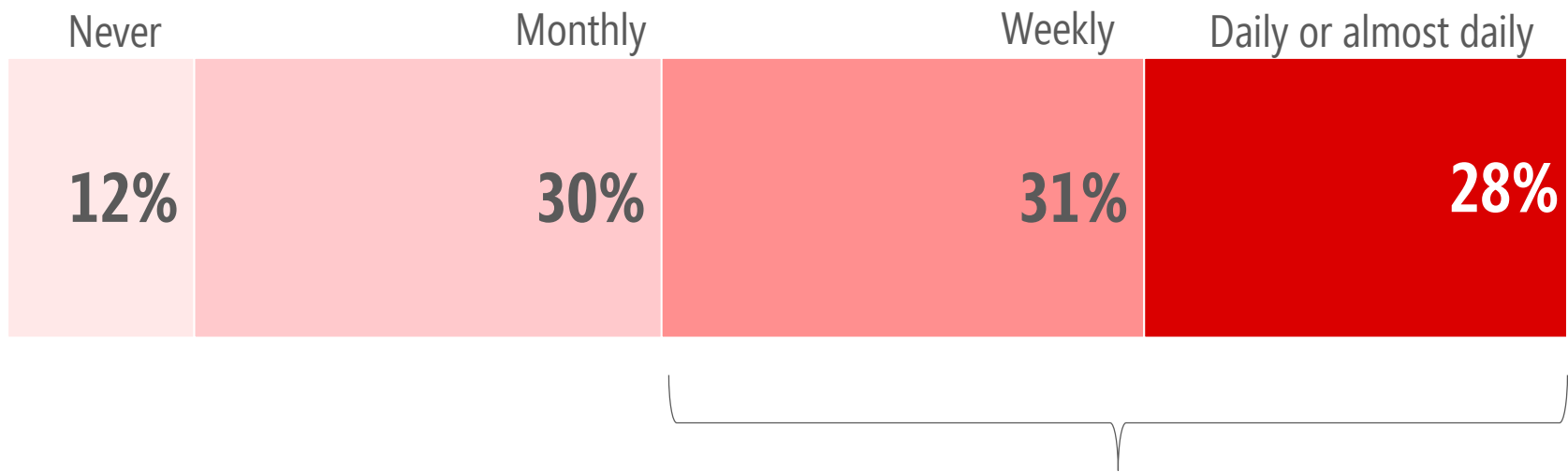


**Most (92%) Region XI Head Start children played math-related games weekly or more.**

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.4.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

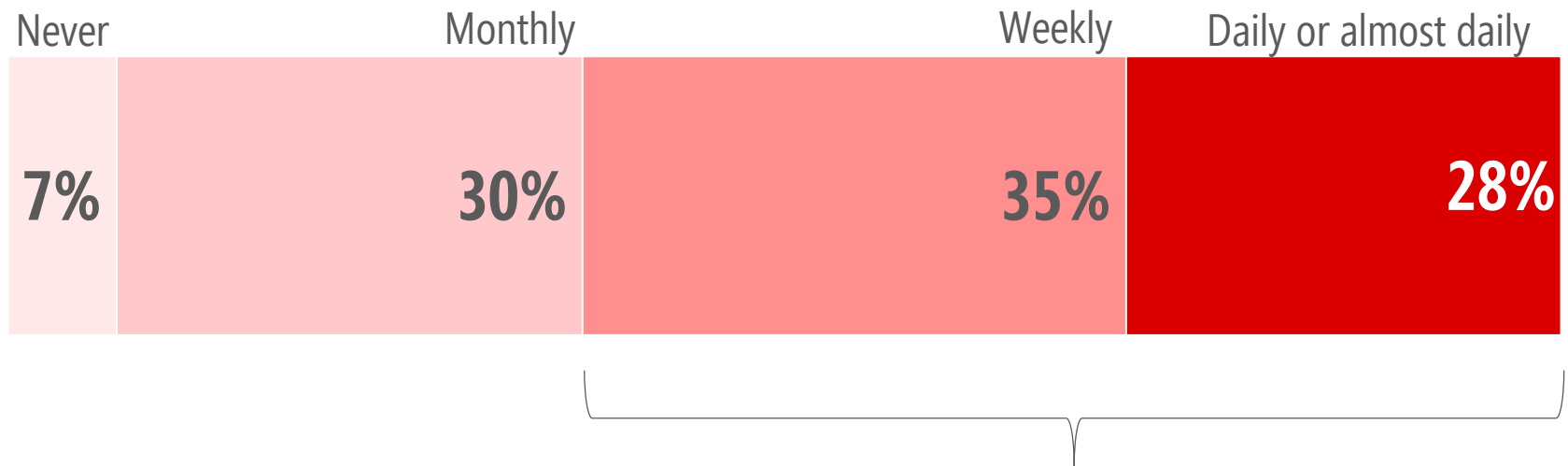




**More than ½ (59%) of Region XI Head Start children used music to understand math concepts weekly or more.**

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.4.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

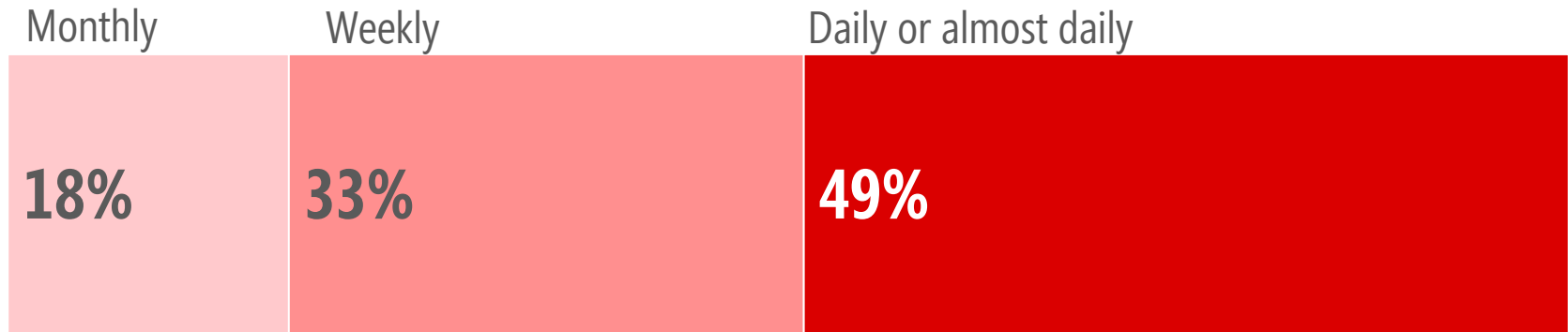


**The majority (63%) of Region XI Head Start children used creative movement or creative drama to understand math concepts weekly or more.**

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.4.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

**Almost 1/2** of Region XI Head Start children worked with rulers or other measuring instruments daily or almost daily.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.4.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

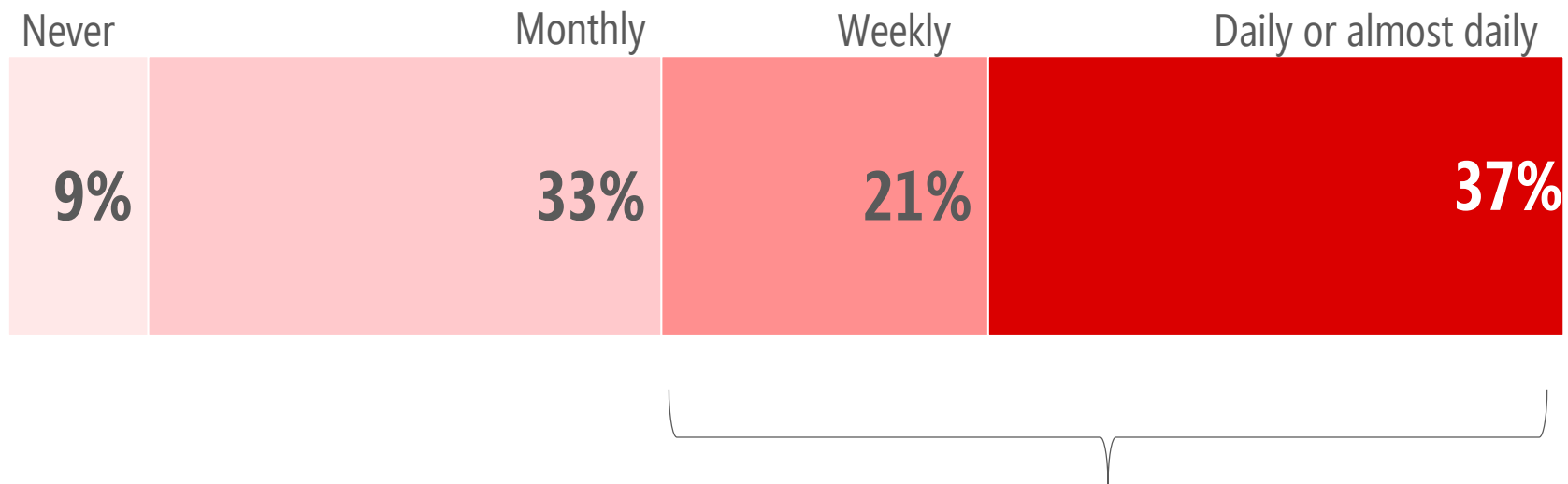
**The majority** of Region XI Head Start children engaged in calendar-related activities daily or almost daily.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.4.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

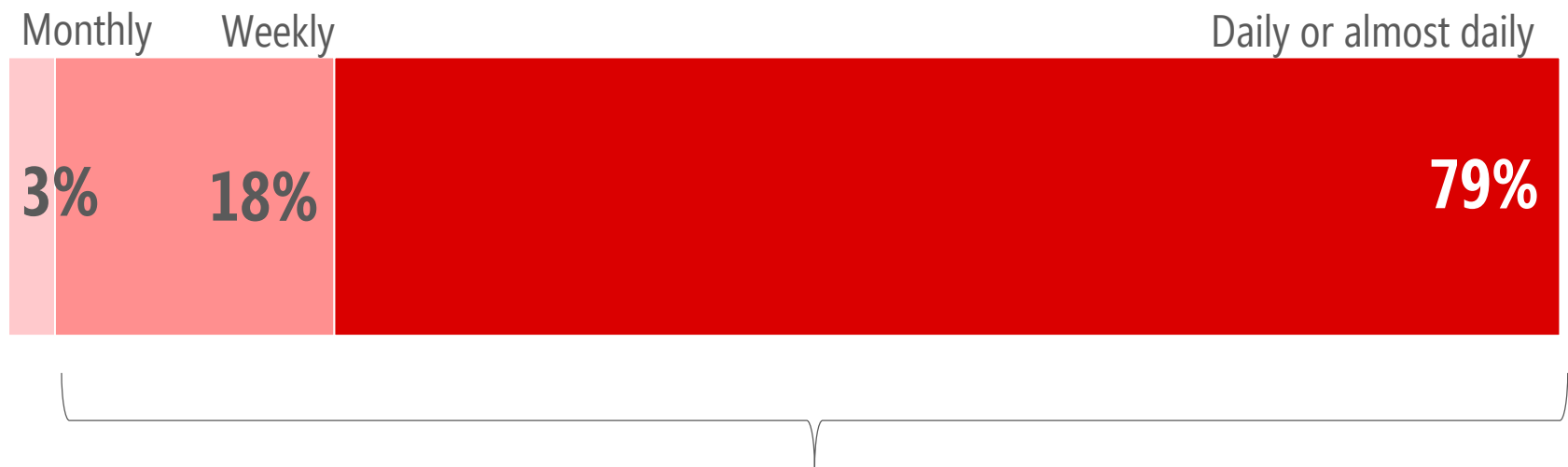




**More than ½ of Region XI Head Start children engaged in activities related to telling time weekly or more.**

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.4.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

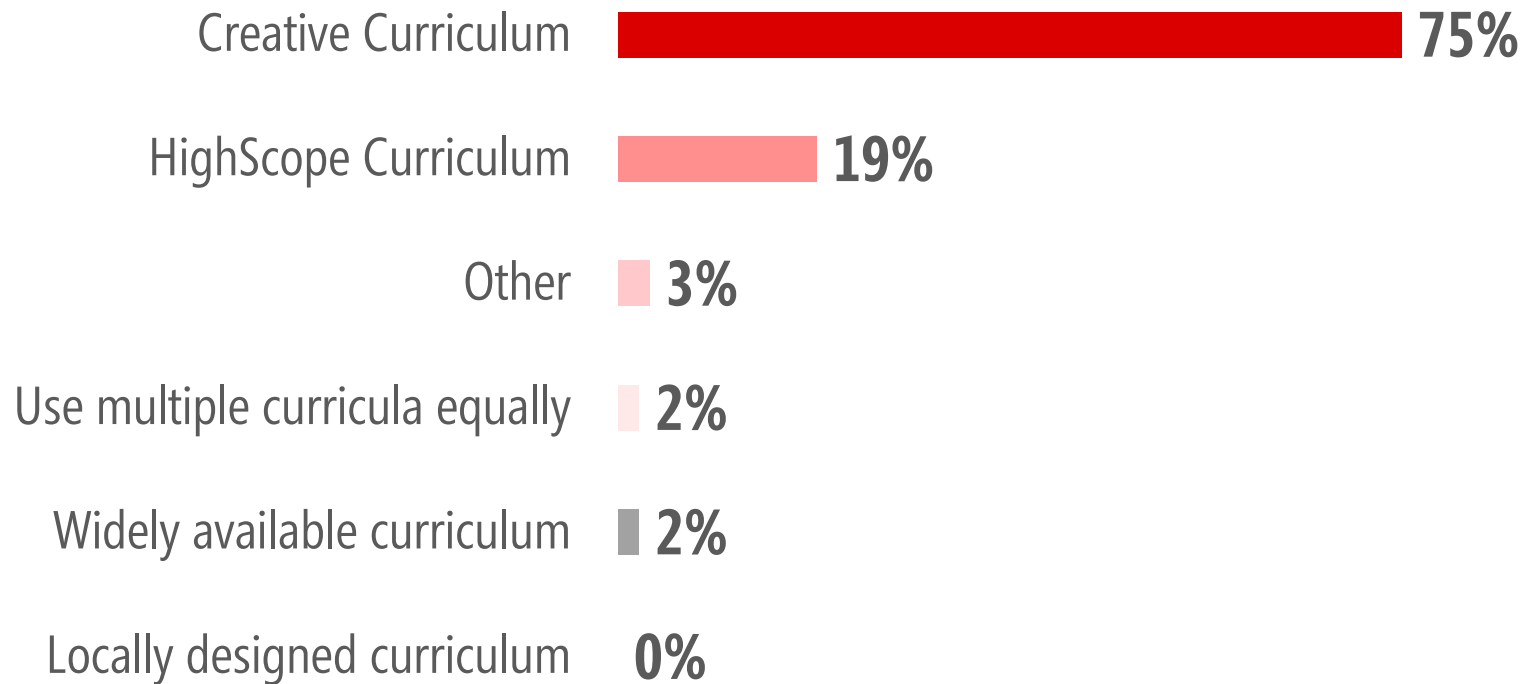


**The majority** of Region XI Head Start children engaged in activities that involved shapes and patterns weekly or more.

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.4.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey, reporting on 74 classrooms.

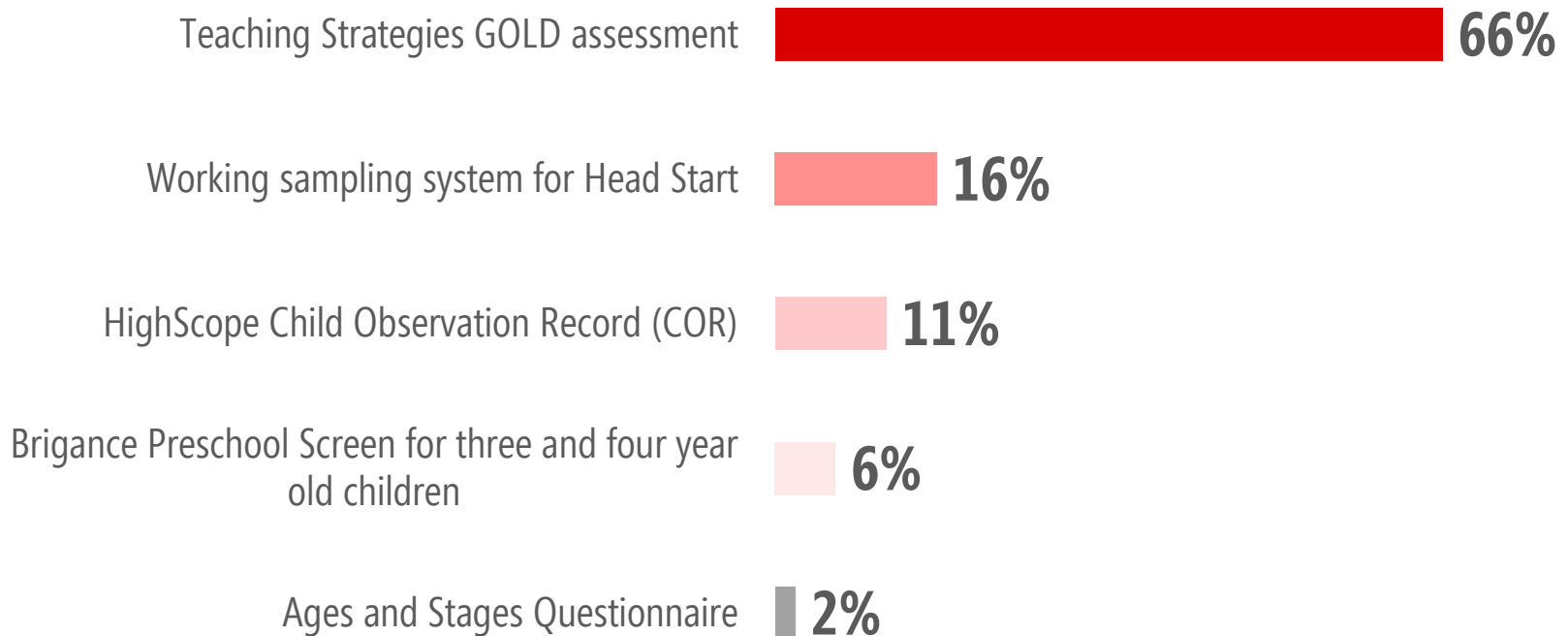
# The majority of Region XI Head Start children were in classrooms where Creative Curriculum was the primary curriculum.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.5.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey. Percentages represent the primary curriculum used by teachers in the classroom, regardless of whether the teacher uses only one curriculum or if he/she uses a combination of curricula.

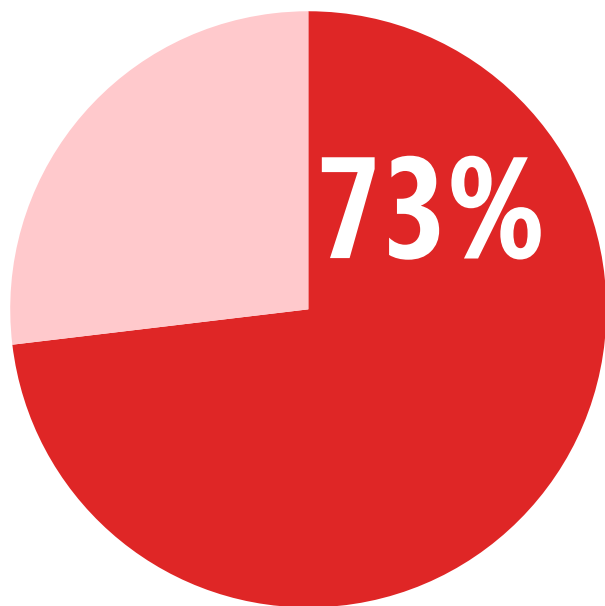
# The majority of Region XI Head Start children were in classrooms where Teaching Strategies GOLD assessment was the primary assessment tool.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.5.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey.





**of Region XI Head Start children were in classrooms that used an aligned curriculum and assessment tool.**

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.5.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey.

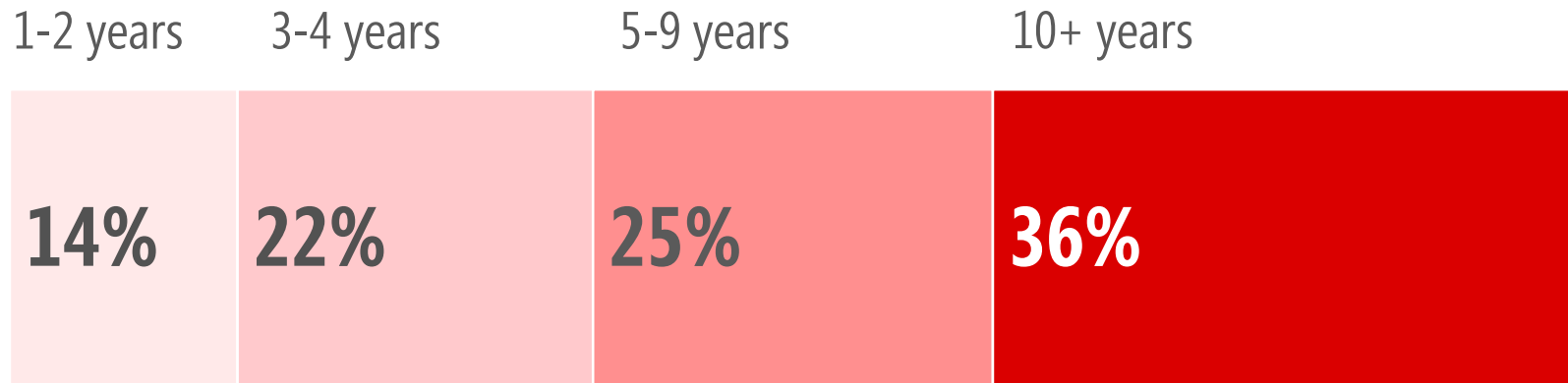


# **Section F continued: Children's Teacher Characteristics**

Part 2



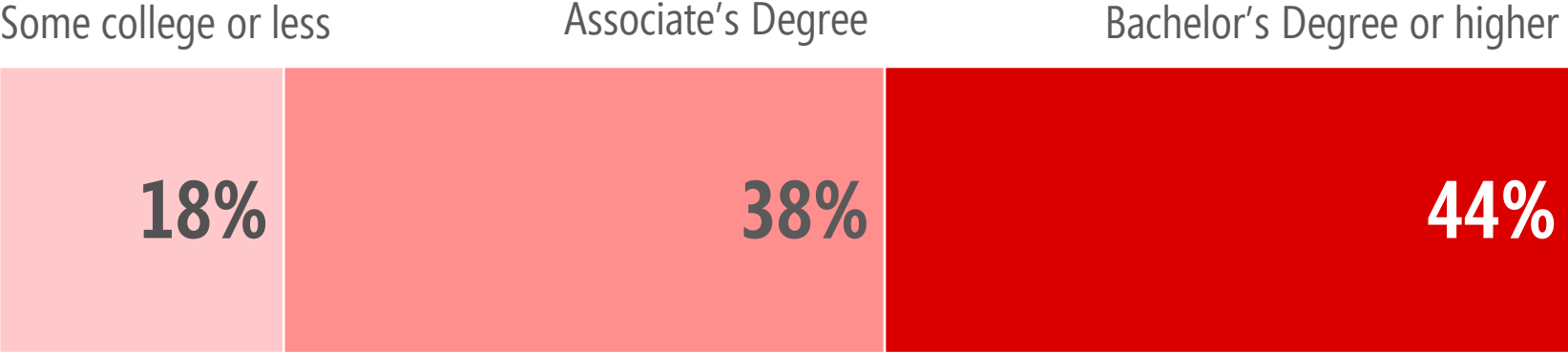
**Fewer than 1/2 of Region XI Head Start children had a lead teacher who had taught in Head Start and Early Head Start for 10 years or more.**



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.6.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding.

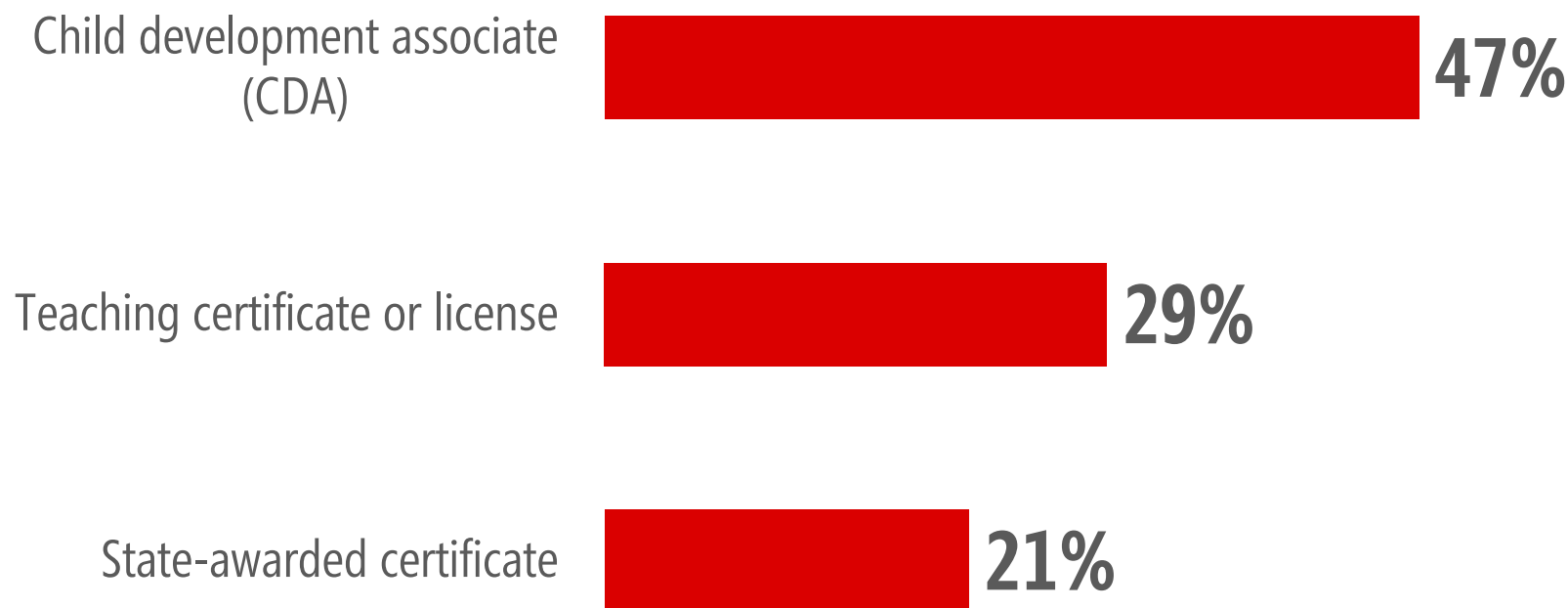
**Almost 1/2** of Region XI Head Start children’s lead teachers had a Bachelor’s degree or higher.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.6.

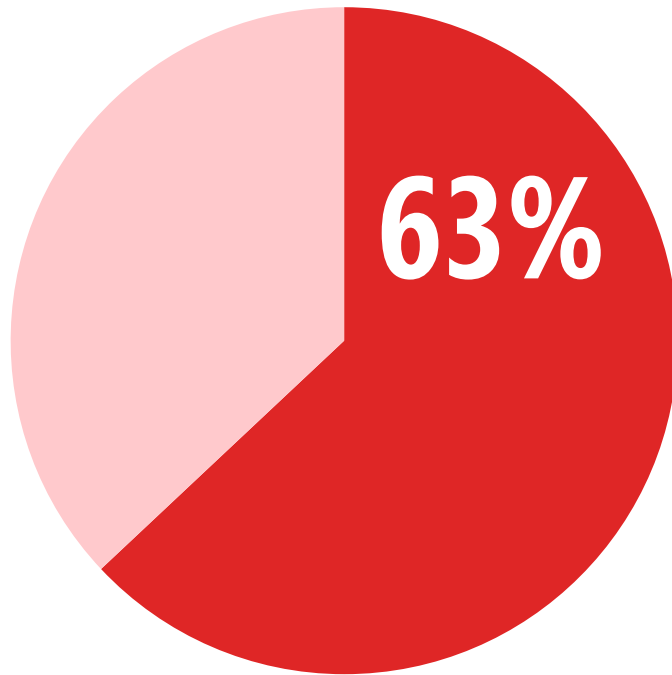
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding.

# Almost ½ of Region XI Head Start children's lead teachers had a state-sponsored credential.



Source: AIAN FACES Spring 2016 Teacher Survey, Table F.6.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding.

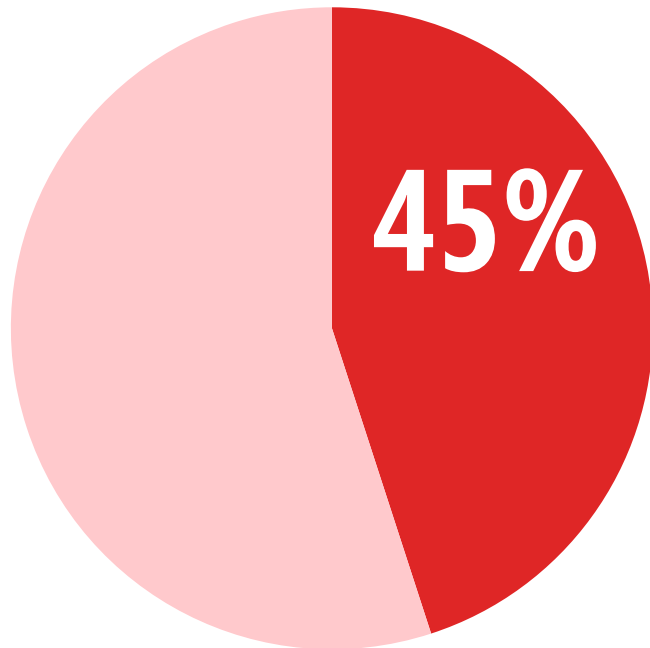


**of Region XI Head Start children had lead teachers whose field of study included early childhood education.**

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.6.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey.





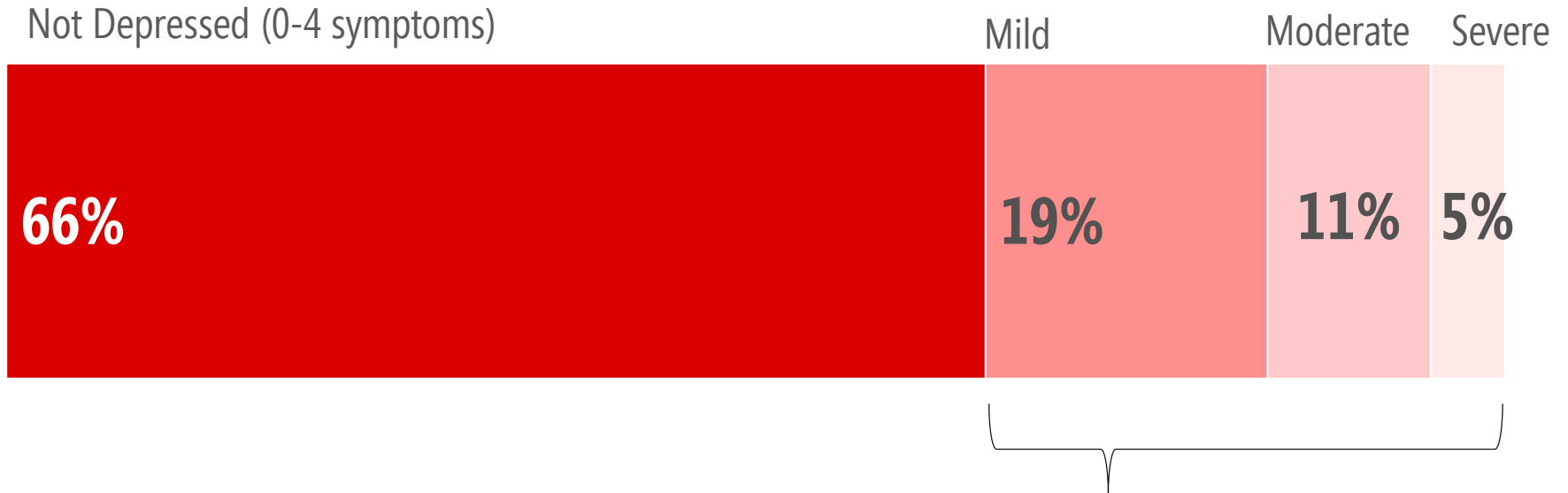
**45% of Region XI Head Start children's lead teachers had a mentor.**

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey.



# The majority of Region XI Head Start children's lead teachers were not depressed.

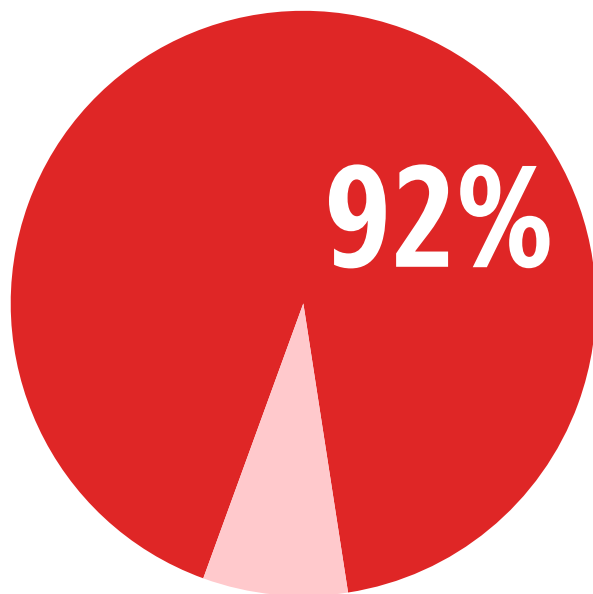


**However, 35% of children's teachers were coping with mild to severe depressive symptoms.**

Source: Spring 2016 AIAN FACES Teacher Survey, Table F.8.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 due to rounding. There are 71 teachers who completed a teacher survey. Level of depressive symptoms is the total score on the Center for Epidemiological Studies Depression Scale (CES-D) short form (12 items on a 4-point scale for frequency in the past week). Total scores range from 0 to 36. Scores ranging from 0 to 4 are coded as not depressed; from 5 to 9 as mildly depressed; from 10 to 14 as moderately depressed; and 15 and above as severely depressed. The CES-D is a screening tool and not a diagnostic tool, but scores have been correlated with clinical diagnosis.

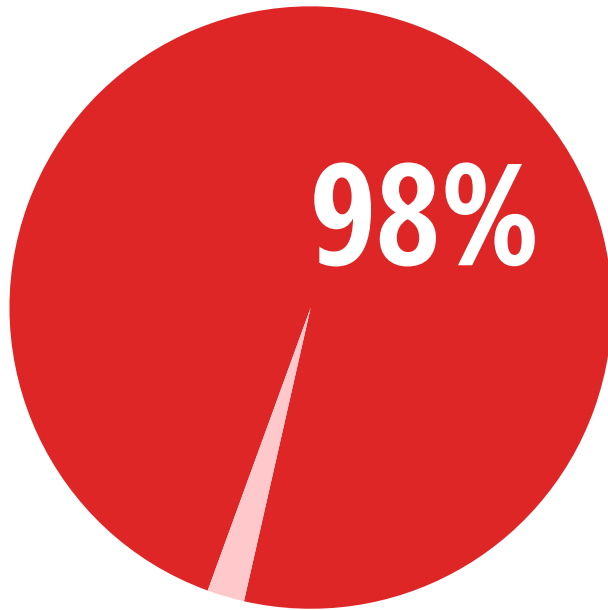




**of Region XI Head Start children's teachers enjoyed their present teaching job.**

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.9.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey. This percentage reflects teachers who agree or strongly agree with this item.

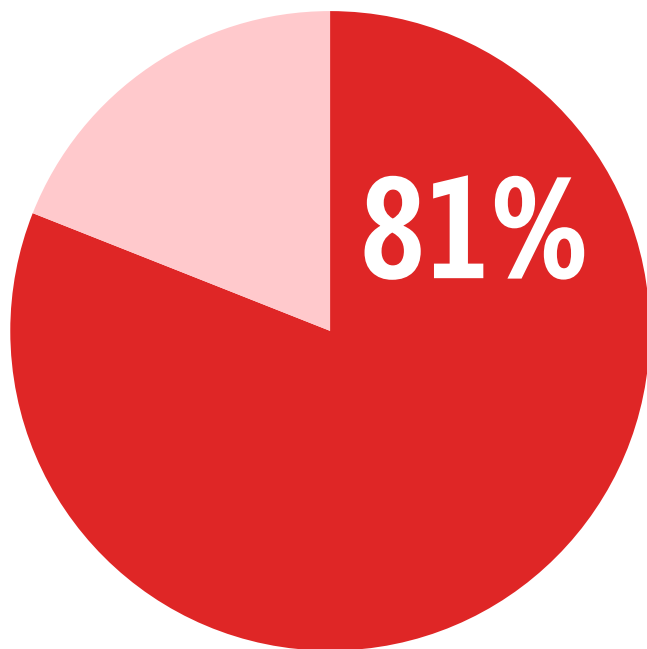


**of Region XI Head Start children's teachers believed they were making a difference in the lives of the children they taught.**

Source: AIAN FACES Spring 2016 Teacher Survey, Table F.9.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey. This percentage reflects teachers who agree or strongly agree with this item.





**81% of Region XI Head Start children's teachers would choose teaching again as a career.**

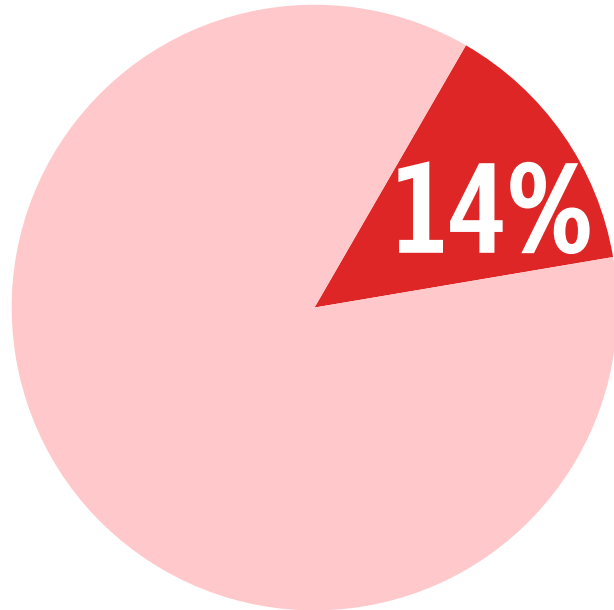
Source: AIAN FACES Spring 2016 Teacher Survey, Table F.9.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages do not sum to 100 percent due to rounding. There are 71 teachers who completed a teacher survey. This percentage reflects teachers who agree or strongly agree with this item.

# **Section G: Children's Center Characteristics**

Spring 2016

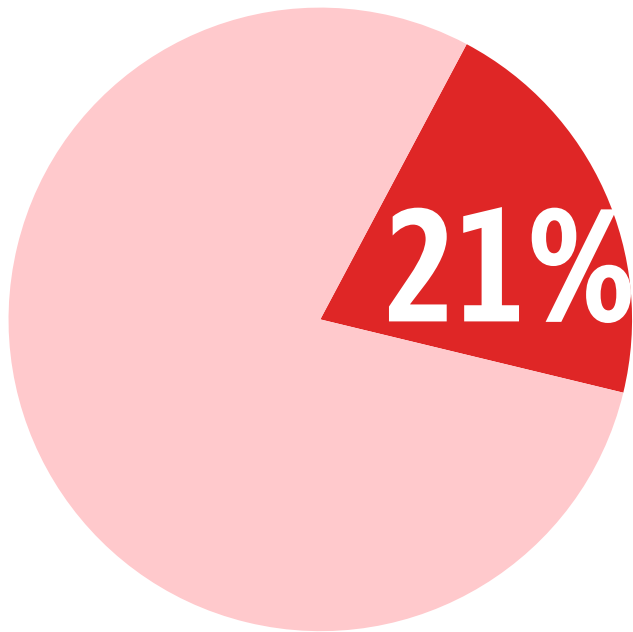




**14%** of Region XI Head Start children's centers saw turnover in lead teachers.

Source: Spring 2016 AIAN FACES Center Director Survey, Table G.3.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding. Turnover is defined as the number of teachers that left and had to be replaced in the last 12 months divided by the total number of teachers currently employed at the center. Center directors reported the number of teachers that left and had to be replaced as 0, 1, 2, or 3 or more. This variable may underestimate the level of turnover if the director chose a response of 3 or more and more than 3 teachers left (in all of these cases, the center was assigned a value of 3 for calculating turnover).



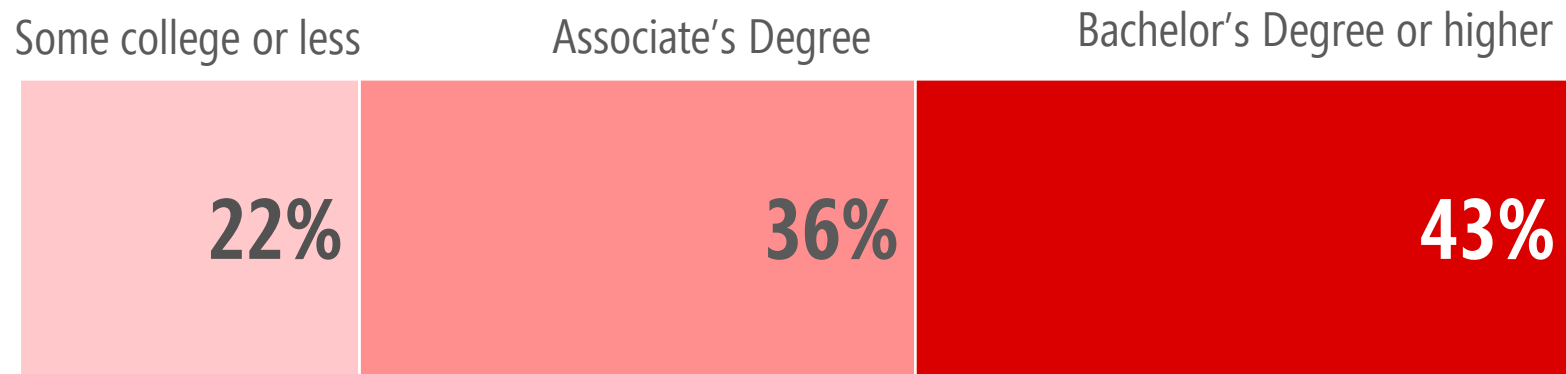
**21% of Region XI Head Start children's centers used parent education or parent support curricula.**

Source: Spring 2016 AIAN FACES Center Director Survey, Table G.5.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding. There are 35 center directors who completed a center director survey.



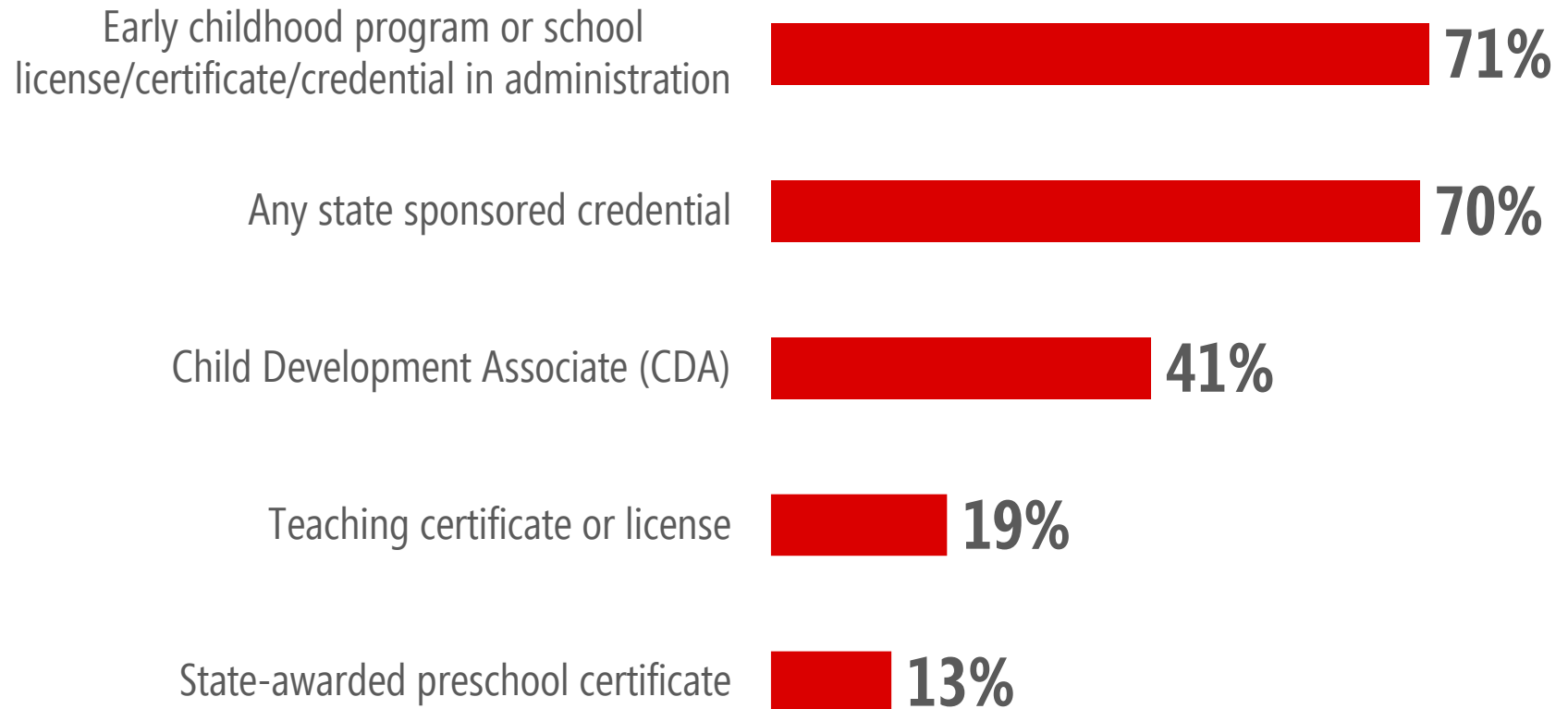
# **Almost 1/2** of Region XI Head Start children's center directors had a Bachelor's degree or higher.



Source: Spring 2016 AIAN FACES Center Director and Program Director Surveys, Table G.6.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding. There are 35 center directors who completed a center director survey and 21 program directors who completed a program director survey.

# Region XI Head Start children's center directors had a variety of state-sponsored credentials.



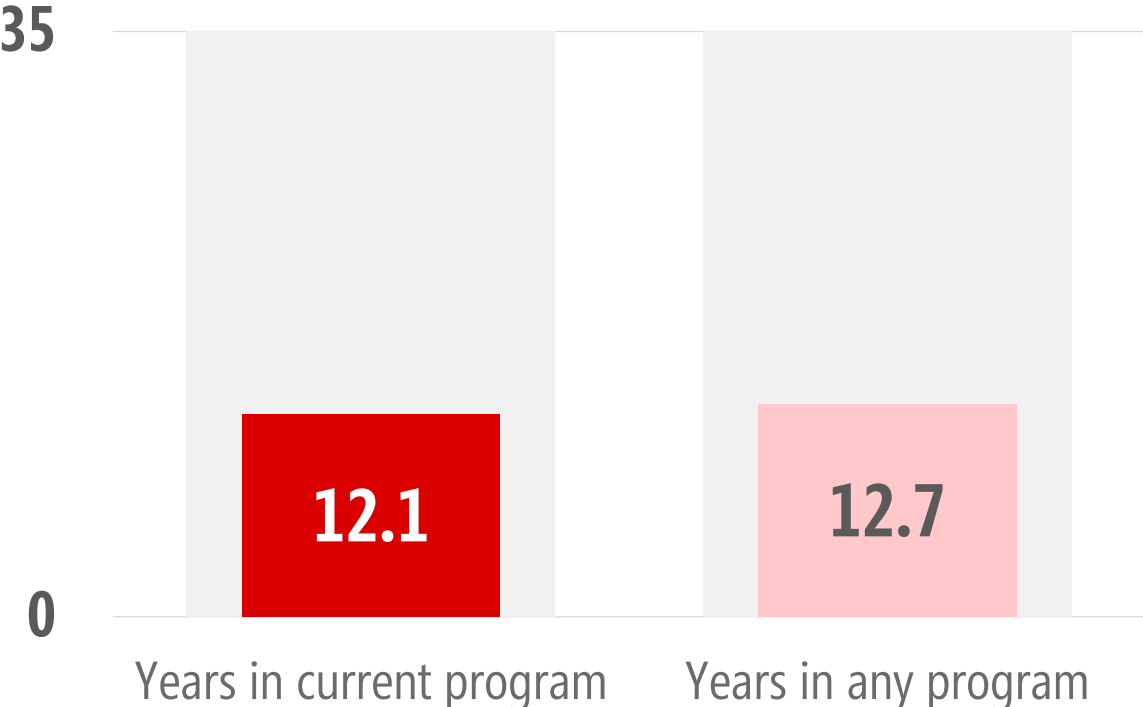
Source: Spring 2016 AIAN FACES Center Director and Program Director Surveys, Table G.6.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding. There are 35 center directors who completed a center director survey and 21 program directors who completed a program director survey.



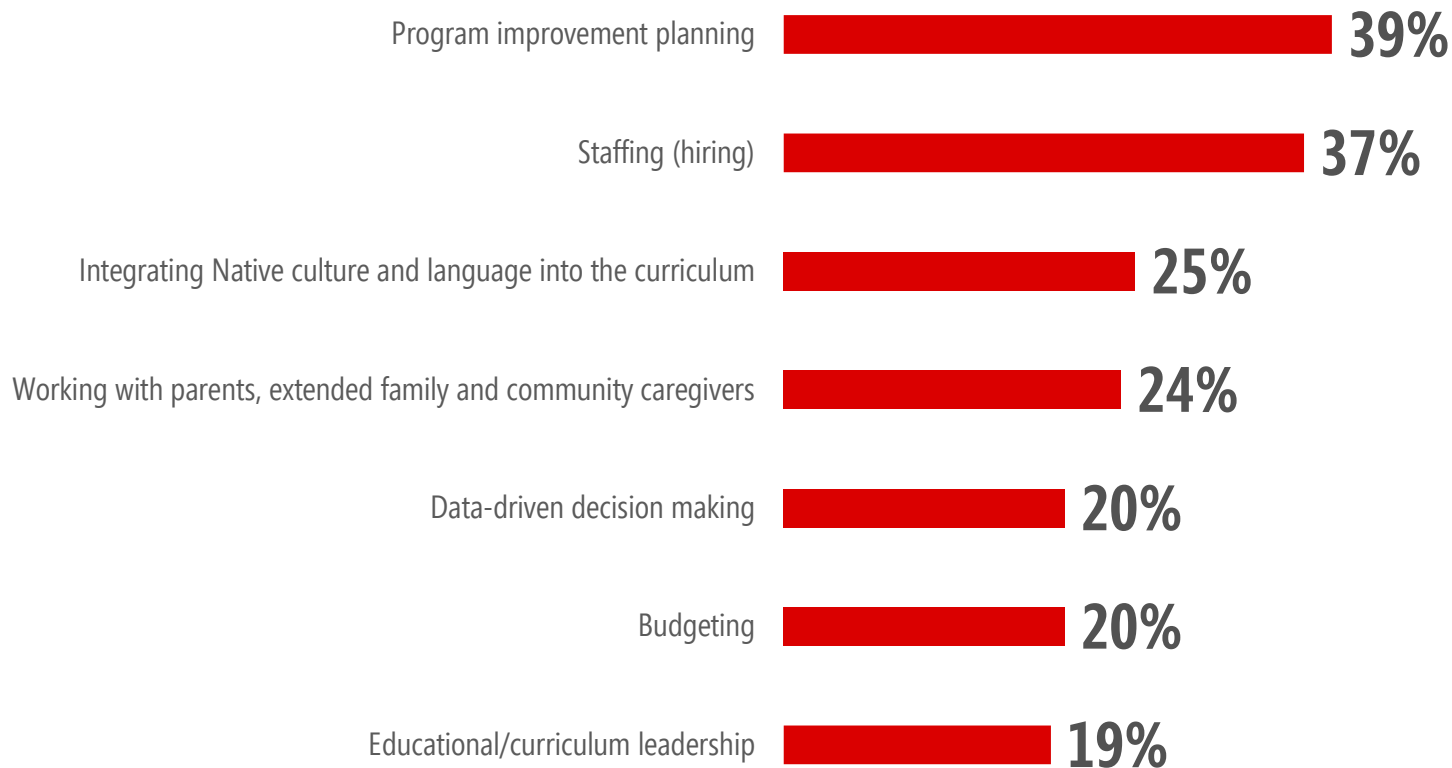
# Region XI Head Start children's center directors were director of their current Head Start program an average of **12.1 years**, with **half a year more** of experience as director of any program.

The gray area represents the range of years as centers directors.



Source: Spring 2016 AIAN FACES Center Director and Program Director Surveys, Table G.6.  
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding. There are 35 center directors who completed a center director survey and 21 program directors who completed a program director survey. Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their program or center more effectively.

# Region XI Head Start children's center directors reported a variety of areas they needed additional support to lead more effectively.



Source: Spring 2016 AIAN FACES Center Director and Program Director Surveys, Table G.7.

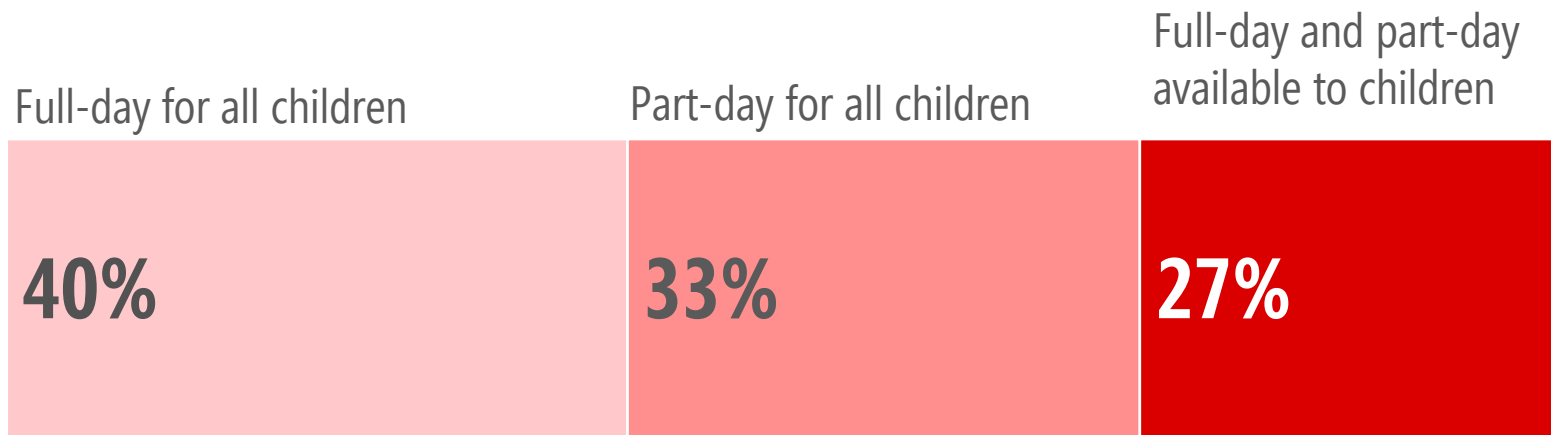
Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding. There are 35 center directors who completed a center director survey and 21 program directors who completed a program director survey. Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their program or center more effectively.

# **Section G continued: Children's Program Characteristics**

Part 2

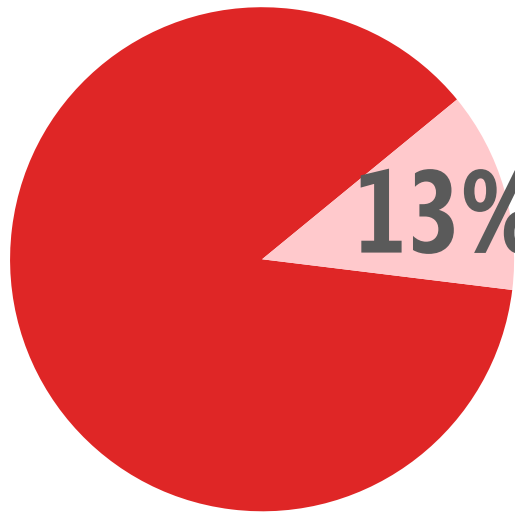


# Fewer than 1/3 of Region XI Head Start children's programs have full-day and part-day available.

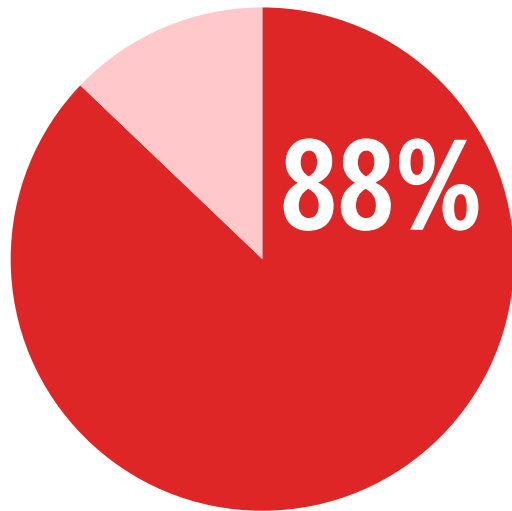


Source: 2014-2015 Program Information Report (PIR), an annual report of grantee-level data, Table G.2.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding. This table presents data only from the PIR collected from the 21 AIAN FACES 2015 programs. Full-day services are provided for more than six hours per day. Part-day services are provided for six hours or less per day. Note that the length of the program day is likely to vary across centers in a program, and then within those centers. Each year, programs report funded enrollment (the number of enrollment slots the program is funded to serve through ACF and non-federal sources) by program option. Funded enrollment is based on the center-based and family child care (FCC) options only; home-based and combination options are not included. PIR reports reflect the program option used for the greatest part of the year when more than one program option is used. For center-based programs, PIR respondents identify the number of funded enrollment slots that are part-day or full-day. All FCCs are assumed to offer full-day services.



**13%** of Region XI Head Start children's programs were full-year.



**88%** of Region XI Head Start children's programs were part-year.

Source: 2014-2015 Program Information Report (PIR), an annual report of grantee-level data, Table G.2.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding. This table presents data only from the PIR collected from the 21 AIAN FACES 2015 programs. In this analysis, we have identified a program as full-year if it provides services at least 11 months per year. Part-year programs range in length from 8 months to just under 11 months.

# The majority of Region XI Head Start children's program directors had a Bachelor's degree or higher.

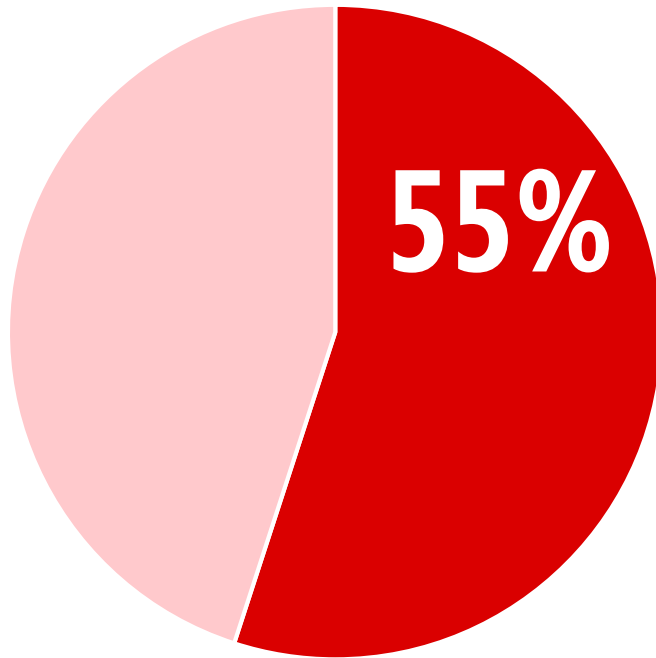
Associate's Degree

Bachelor's Degree or higher



Source: Spring 2016 AIAN FACES Center Director and Program Director Surveys, Table G.6.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding. There are 35 center directors who completed a center director survey and 21 program directors who completed a program director survey.



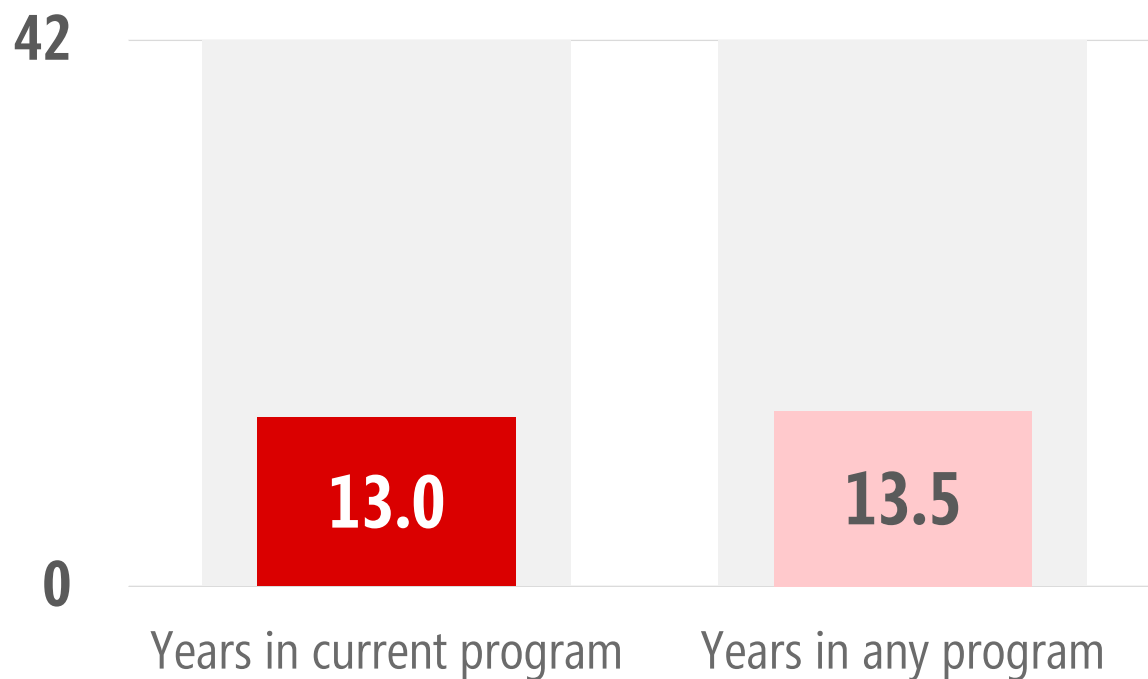
**of Region XI Head Start children's program directors had an early childhood program or school license/certificate/credential in administration.**

Source: Spring 2016 AIAN FACES Center Director and Program Director Surveys, Table G.6.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding. There are 35 center directors who completed a center director survey and 21 program directors who completed a program director survey.

# Region XI Head Start children's program directors were director of their current Head Start program an average of **13 years**, with **½ a year more** of experience as director of any program.

The gray area represents the range of years as program directors.

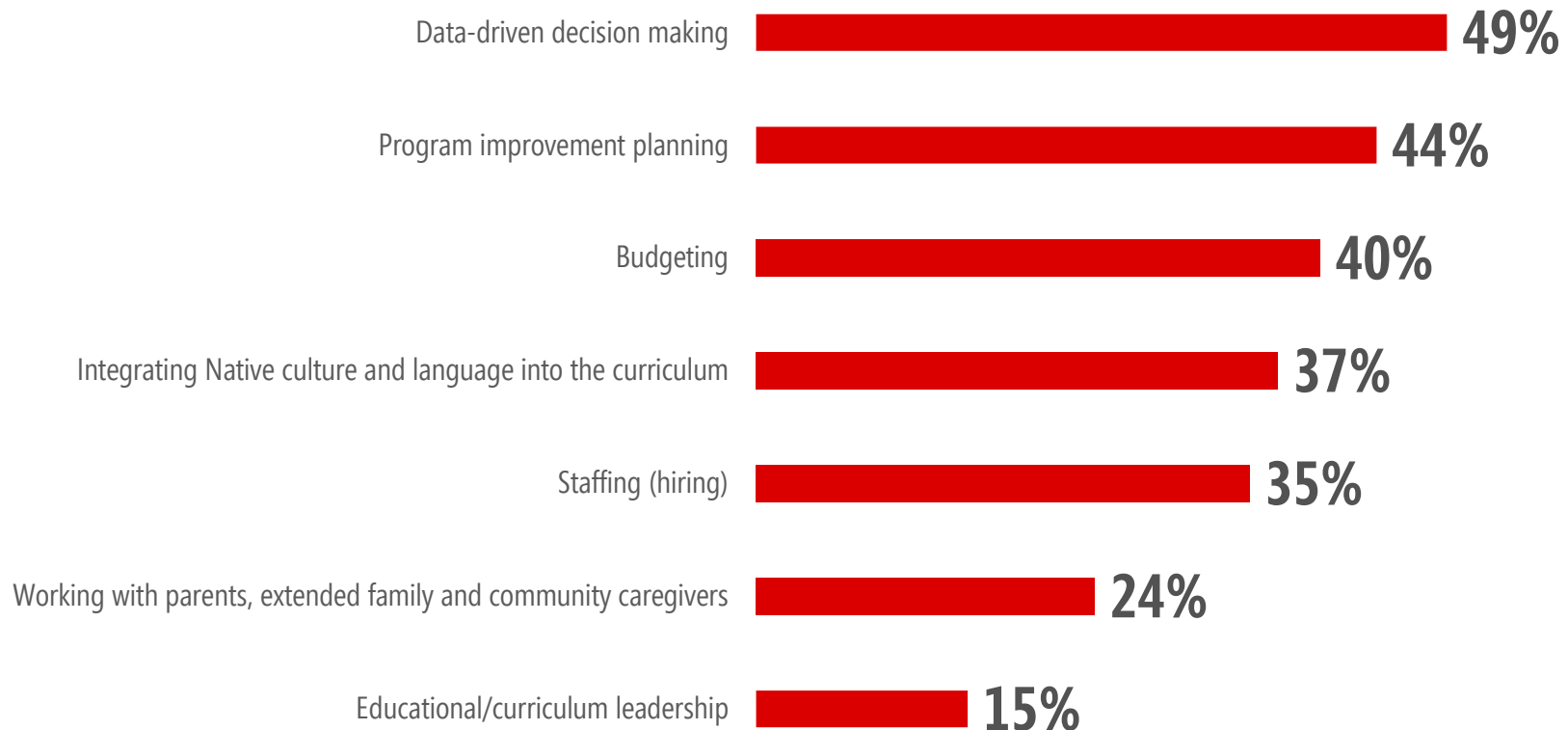


Source: Spring 2016 AIAN FACES Center Director and Program Director Surveys, Table G.6.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding. There are 35 center directors who completed a center director survey and 21 program directors who completed a program director survey. Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their program or center more effectively.



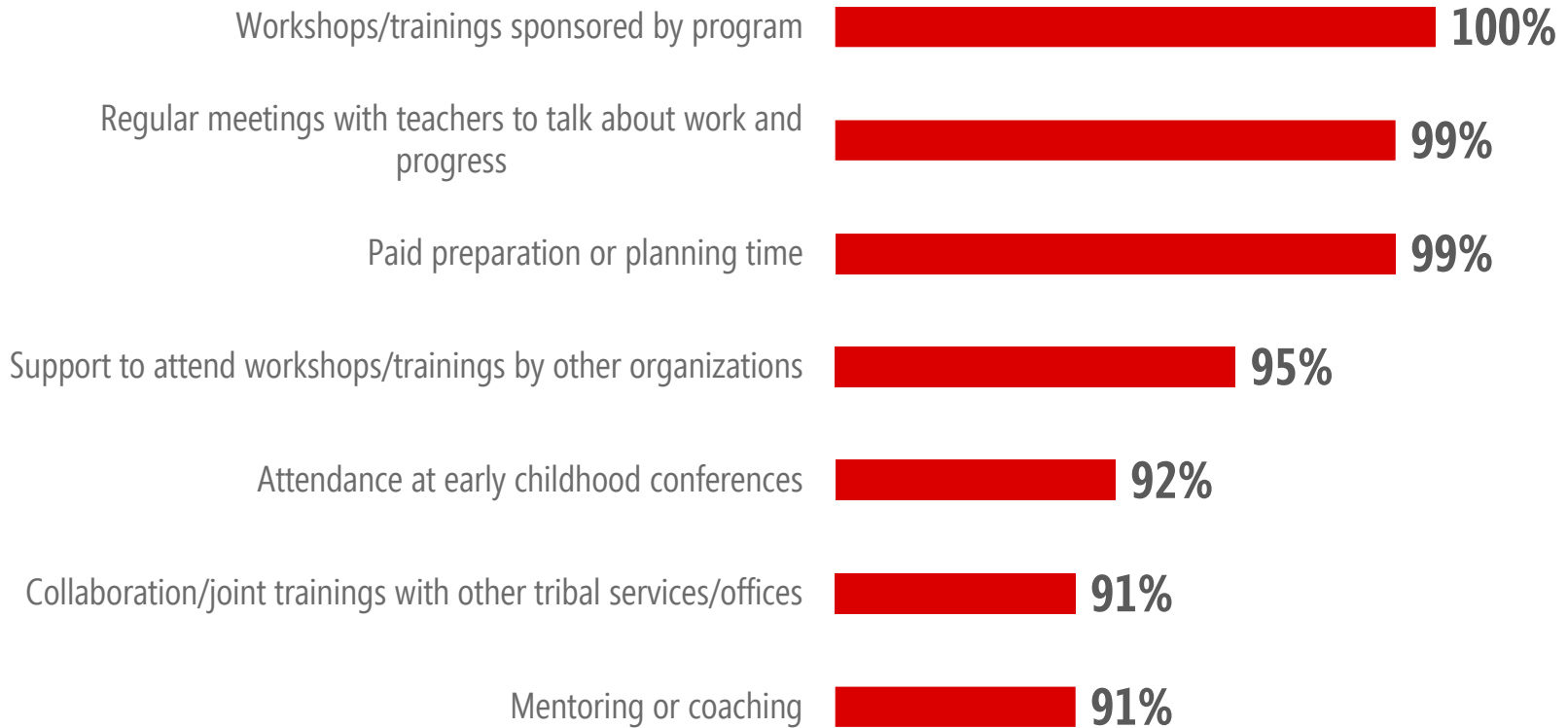
# Region XI Head Start children's program directors reported a variety of areas they needed additional support to lead more effectively.



Source: Spring 2016 AIAN FACES Center Director and Program Director Surveys, Table G.7.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. Percentages may not sum to 100 percent due to rounding. There are 35 center directors who completed a center director survey and 21 program directors who completed a program director survey. Directors were asked to select the top three areas from among the options shown in the table where they need additional support to lead their program or center more effectively.

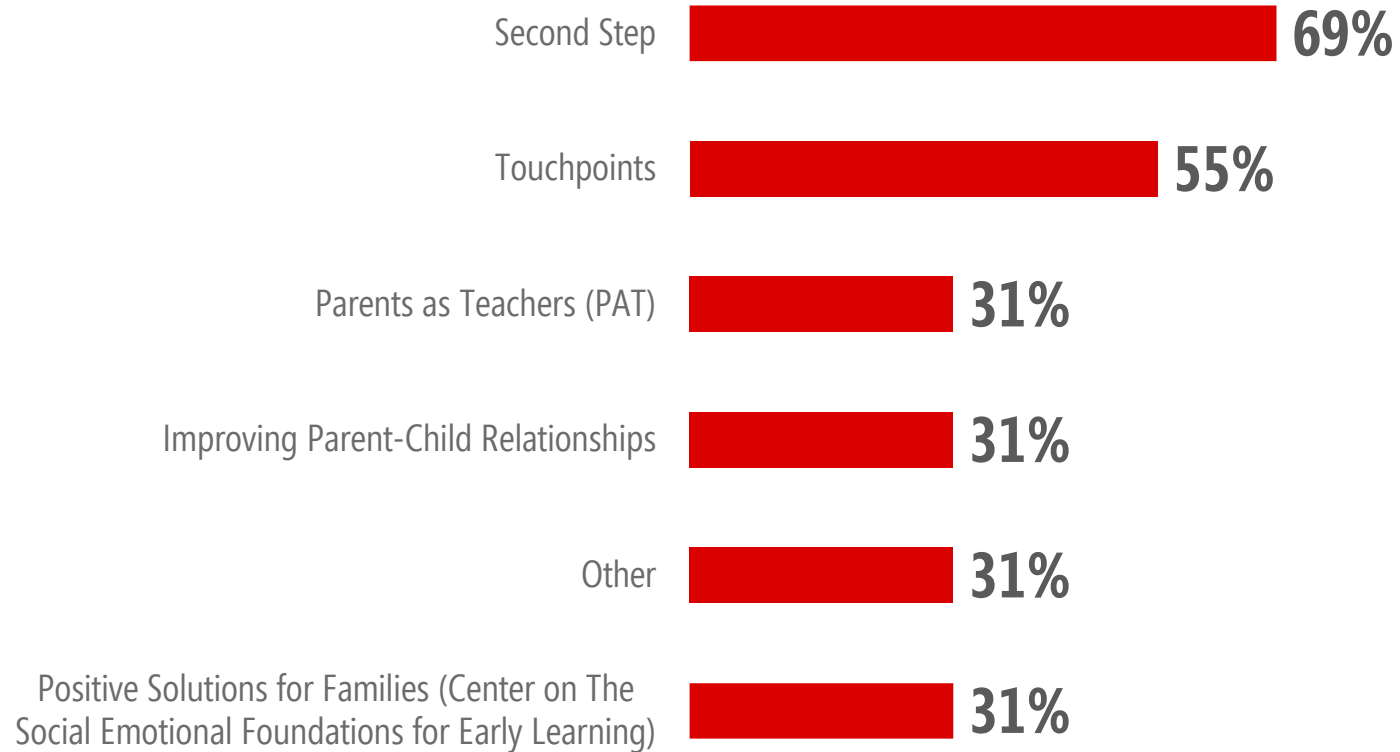
# Region XI Head Start children's teachers were offered a variety of professional development supports.



Source: Spring 2016 AIAN FACES Center Directory Survey, Table G.4.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. There are 35 center directors who completed a center directory survey.

# Region XI Head Start children's parents were offered a variety of parent curricula.



Source: Spring 2016 AIAN FACES Center Directory Survey, Table G.5.

Note: Statistics are weighted to represent all children enrolled in Region XI Head Start in fall 2015 and who were still enrolled in spring 2016. There are 35 center directors who completed a center directory survey. Percentages do not add to 100 because the center director could identify more than one curriculum. Data reflects children's centers based on responses from 4 center directors. "Other" parent education or support curricula include widely available materials as 123 Magic and Pyramid Plus.

## For more information

- To learn more about the study and study reports, see the AIAN FACES study page on the ACF website:
  - <https://www.acf.hhs.gov/opre/research/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey-faces>
- To learn more about the data and apply for access, see the AIAN FACES 2015 study page on the Research Connections:
  - <https://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/36804>



# Additional support for questions

- Questions about creating an AIAN FACES 2015 research plan and submitting plan to the AIAN FACES OPRE Data Team
  - [AIAN\\_OPRE\\_Data@acf.hhs.gov](mailto:AIAN_OPRE_Data@acf.hhs.gov)
- Questions about the data:
  - [faces-aianfaces-help@mathematica-mpr.com](mailto:faces-aianfaces-help@mathematica-mpr.com)



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For additional information visit: <https://www.acf.hhs.gov/opre/resource/descriptive-data-on-region-xi-head-start-children-and-families-ai-an-faces-fall-2015spring-2016-data-tables-and-study-design>

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