



Understanding American Indian and Alaska Native Early Childhood Needs: The Potential of Existing Data

OPRE Report 2017-44
May 2017



ACKNOWLEDGMENTS:

The authors would like to express their appreciation to our Project Officers Meryl Barofsky and Mary Mueggenborg as well as Maria Woolverton and other federal staff at OPRE and the Office of Head Start, Office of Child Care, and Office of the Deputy Assistant Secretary for Early Childhood Development. We would like to thank Nina Chien at the Office of the Assistant Secretary for Planning and Evaluation for her analysis of the American Community Survey for this report. We are also grateful for the contributions of our partners at the Tribal Early Childhood Research Center, Douglas Novins, Michelle Sarche, and Nancy Rumbaugh Whitesell and Catherine Ayoub with the Brazelton Center at Boston Children's Hospital. Finally, we thank the Mathematica team, including Tom Bell, Barbara Carlson, Serge Lukashanets, Emily Moiduddin and Michael Cavanaugh.

Understanding American Indian and Alaska Native Early Childhood Needs: The Potential of Existing Data

OPRE Report 2017-44

May 2017

Submitted to:

Meryl Barofsky, Project Officer
Mary Mueggenborg, Project Officer
Office of Planning, Research and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services

Submitted by:

Lizabeth Malone
Emily Knas
Sara Bernstein
Lindsay Read Feinberg
Mathematica Policy Research

Project Director:

Lizabeth Malone, Mathematica Policy Research
1100 1st Street, NE, 12th Floor
Washington, DC 20002-4221

Contract Number: HHSP23320095642WC/HHSP23337052T

Mathematica Reference Number: 40290.44f

This report is in the public domain. Permission to reproduce is not necessary.

Suggested citation: L. Malone, E. Knas, S. Bernstein, and L. Read Feinberg (2017). *Understanding American Indian and Alaska Native Early Childhood Needs: The Potential of Existing Data*. OPRE Report # 2017-44, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

DISCLAIMER:

The views expressed in this publication do not necessarily reflect the views or policies of the Office of Planning, Research and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

This report and other reports sponsored by the Office of Planning, Research and Evaluation are available at <http://www.acf.hhs.gov/programs/opre/index.html>.



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

OVERVIEW

Introduction

This report describes preliminary work in support of an early childhood needs assessment for American Indian and Alaska Native (AI/AN) children prenatal to age five. The report uses existing data to describe the population of AI/AN children and families and their participation in early childhood services.

This work is part of a larger AI/AN Early Childhood Needs Assessment design project (AI/AN EC Needs Assessment), conducted for the Office of Planning, Research and Evaluation within the Administration for Children and Families, in the U.S. Department of Health and Human Services. Mathematica Policy Research convened a Community of Learning (CoL) to inform three design topics on describing the AI/AN population, studying early childhood services organization and delivery, and assessing features to support community capacity for conducting needs assessments, that form the basis for a needs assessment. For more information on the design topics see the design report (Malone et al. 2016).

The current report presents the process and findings from implementing Design One—describing the population of AI/AN children and families and their participation in early childhood services based on *existing data sources*—with a set of national survey and ACF administrative data sources.

Primary Research Questions

The current implementation of Design One seeks to address three research questions:

- What existing data sources could help us understand AI/AN early childhood needs?
- What information from these sources has been published to date?
- What can we learn about AI/AN early childhood needs when conducting new analyses by using existing sources?

Purpose

AI/AN populations experience disparities in health and well-being relative to other population groups, highlighting a need for services. It is important for the level of services to meet needs in communities, yet scant data are available on the scope of met and unmet need to early childhood services in AI/AN communities.

Design One and the AI/AN EC Needs Assessment more broadly are building blocks for conducting an accurate national assessment of the met and unmet need for services for children prenatal to five and their families. The design report, reflecting discussions with the CoL, identified 87 key indicators across 9 research questions for Design One to address, and identified 21 data sources with potential to address them. In this report, we focus on six of these data sources—two national survey data sources from the U.S. Census Bureau and four administrative data sources on grantees funded by ACF. These data sources were reviewed to see if any could provide information on the key indicators within each research question, thereby meeting Design One’s aim to paint a portrait of need at the national level, using existing data.

Key Findings and Highlights

Findings from the report include:

- The selected data sources have the potential to address AI/AN EC Needs key indicators of policy and programmatic interest—with data items available on 62 of 87 key indicators across all 9 research questions.
- Little information, however, has been published to date—17 of the 62 key indicators potentially available were found in published information (covering 7 research questions).
- New analysis focusing on the key indicators can expand the extent of information known—analysis of the American Community Survey and Head Start Program Information Report addressed 43 key indicators from 8 of the 9 research questions.
- Use of existing data can present challenges in goodness of fit in how well existing data (collected for a different purpose and across different times) align to the key indicators and intent of the research question. For example, in the published information review, findings might be presented for all children instead of just prenatal to age five.

Methods

Implementation of Design One followed three steps:

- A review of six data sources to identify data elements addressing the key indicators
- A review of published information from the four of those data sources for which published information was available
- Secondary analysis of two of the data sources

Recommendations

This project represents a first step in understanding the existing information about early childhood needs for AI/AN children and families. It also identifies potential next steps in furthering this understanding, including:

- The potential for additional secondary analysis of the six data sources reviewed
- Review of the remaining 15 data sources identified in the design report
- New data collection, in particular to provide information about key indicators with limited coverage in existing data sources

CONTENTS

I.	INTRODUCTION AND BACKGROUND	1
	A. Overview of AI/AN EC Needs Assessment Design Project	1
	B. Design One overview	2
	C. Implementation of Design One	7
II.	REVIEW OF DATA SOURCES AND PUBLISHED INFORMATION	9
	A. Data source review: purpose and methodology	9
	B. Published information review: purpose and methodology	9
	C. Overview of findings	10
	1. Extent of information available	10
	2. Themes from the information review	15
	3. Gaps in information	17
	4. Data limitations	17
III.	PLAN FOR SECONDARY ANALYSIS OF DATA SOURCES	19
	A. National survey data sources	19
	B. Administrative data	20
	1. Tribal programs	20
	2. Nontribal programs	21
	3. Children ages 0–5 within tribal and nontribal programs	22
IV.	ANALYSIS OF ACS AND HEAD START PIR DATA SOURCES	23
	A. Analysis of the American Community Survey	23
	B. Analysis of Head Start Program Information Reports	25
	C. Connecting Design One research questions and key indicators to tables within the ACS and Head Start PIR	27
V.	CONCLUSION	37
	A. Extent of the information available	37
	B. New information from secondary analysis	38
	C. Future work for Design One	43
	REFERENCES	45
	APPENDIX A DATA SOURCE AND PUBLISHED INFORMATION REVIEW FINDINGS	A-1
	APPENDIX B DATA SOURCE AND PUBLISHED INFORMATION REVIEW RESOURCES	B-1

APPENDIX C AMERICAN COMMUNITY SURVEY SECONDARY ANALYSIS FINDINGS C-1

APPENDIX D HEAD START PROGRAM INFORMATION REPORT SECONDARY
ANALYSIS TABLES..... D-1

TABLES

I.1	Design One research questions: Key indicators with the potential to answer them.....	4
II.1	Summary of information retrieved from the data source and published information reviews, by Design One research questions and key indicators	12
IV.1	Design One research questions and associated tables.....	28
V.1	Design One key indicator availability based on data source review, published information, and secondary analysis.....	39
A.1	Data source review findings.....	A-3
A.2	Availability of data items and published information for key research questions related to AI/AN children and families.....	A-45
B.1	Data source review resources	B-3
B.2	Electronic Bibliographic Database Search.....	B-4
B.3	Grey literature search.....	B-5
B.4	Published information review resources	B-7
C.1	Findings on the number of AI/AN children and families and household structure, from the 2010-2014 American Community Survey.....	C-3
C.2	Findings on AI/AN child and family health key indicators, from the 2010-2014 American Community Survey	C-4
C.3	Findings on AI/AN socioeconomic indicators, from the 2010-2014 American Community Survey.....	C-6
C.4	Findings on potential AI/AN demand for early childhood services, from the 2010-2014 American Community Survey	C-7
C.5	AI/AN home language environment, from the 2010-2014 American Community Survey	C-8
C.6	Findings on AI/AN child and family health indicators ^a , by federal poverty threshold, from the 2010-2014 American Community Survey.....	C-9
C.7	Findings on AI/AN socioeconomic indicators, by federal poverty threshold, from the 2010-2014 American Community Survey	C-10
D.1	Number of AI/AN children and pregnant women served by Head Start/Early Head Start programs across Head Start Regions I-XI, 2013-2014	D-3
D.2	Head Start and Early Head Start AI/AN enrollment by proportion of AI/AN enrollees across Regions I-X, 2013-2014.....	D-4
D.2a	Head Start and Early Head Start AI/AN enrollment by number of AI/AN enrollees across Regions I-X: 2013-2014	D-5
D.3	Head Start and Early Head Start AI/AN enrollment by proportion of AI/AN enrollees across Region XI, 2013-2014.....	D-6

D.3a	Head Start and Early Head Start AI/AN enrollment by number of AI/AN enrollees across Region XI: 2013-2014	D-7
D.4	Programs meeting 10% AI/AN enrollment threshold, by number of AI/AN enrollees per program, by region, 2013-2014.....	D-8
D.4a	Number and percentage of AI/AN enrollees in programs meeting 10% AI/AN enrollment threshold, by region, 2013-2014	D-9
D.5	Number of programs serving AI/AN children and families across Head Start/Early Head Start Regions I-XI, overall and by programs type, 2013-2014	D-10
D.6	Characteristics of Head Start/Early Head Start programs serving AI/AN children and families, 2013-2014.....	D-11
D.7	Program enrollment by child age in Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014	D-13
D.8	Program enrollee characteristics among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014	D-14
D.9	Program enrollee health insurance and care at beginning of enrollment, among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014	D-15
D.10	Family socioeconomic indicators among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014	D-16
D.11	Program services received by children and families enrolled in Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014	D-18
D.12	Program staff characteristics among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014	D-19
D.13a	Teacher education level among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014.....	D-20
D.13b	Assistant teacher education level among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014	D-22
D.14	Program staff turnover among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014.....	D-23
D.15	Average time program manager spends coordinating services among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014.....	D-24
D.16	Program agreements and connections to services among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014	D-25
D.17	Staff salary among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014.....	D-26

I. INTRODUCTION AND BACKGROUND

Providing high quality, culturally appropriate, prenatal-to-age 5 early childhood services to American Indian and Alaska Native (AI/AN) children is a critical policy and programmatic issue in the United States. AI/AN populations experience disparities in health and well-being relative to other population groups, highlighting a need for services (Freeman and Fox 2005; U.S. Department of Labor 2014). It is important both at the policy level and practitioner level for the level of services to meet needs in communities, yet scant data are available on the specific scope of met and unmet need in AI/AN communities. Accurate data with consistent definitions of met and unmet needs are prerequisites for conducting an accurate national assessment of early childhood services in tribal communities. Ultimately, accurate data are needed to allow policies and programs to best support AI/AN children and families.

In support of conducting an accurate national assessment, in 2015, the U.S. Department of Health and Human Services (DHHS), Administration for Children and Families (ACF), Office of Planning, Research and Evaluation (OPRE) funded the American Indian and Alaska Native Early Childhood Needs Assessment (AI/AN EC Needs Assessment) design project. This project developed a framework for a needs assessment and potential designs for conducting such a needs assessment. A prior report outlined three design topics and the process undertaken to develop them (Malone et al. 2016). ACF then chose to explore the first of the three designs, referred to as Design One. This design was chosen since it lays the foundation for the other two designs, leveraging existing data rather than undertaking new data collection. In this report, we provide background on the three design topics. We then focus on the implementation of Design One, which aims to better understand the potential for selected existing data to describe the population of AI/AN children and families and their participation in early childhood services. In turn, this work on the first design can also inform the implementation of the other two design topics, each of which would rely on new data collection to address gaps in the existing data.

In the rest of this chapter, we present an overview of the AI/AN EC Needs Assessment project. We briefly describe all three design topics and then focus on Design One. Specifically, we outline Design One research questions and the key indicators identified to answer these research questions. Finally, we describe the work conducted to explore Design One that involved two stages focusing on six data sources. The first stage of work entailed a review of a data source and published information (Chapter II). The second stage of work involved a secondary analysis of two data sets based on the data source and the published information review. Chapter III presents the analytic plan and sources, and Chapter IV provides details on the analysis and findings. A set of appendices describes the findings from each stage of work and presents a set of data tables from the secondary analysis. The report concludes with (1) an overview across both stages of work on how well the selected data sources addressed Design One research questions and (2) future considerations in using existing data to understand the early childhood needs of AI/AN children and families (Chapter V).

A. Overview of AI/AN EC Needs Assessment Design Project

The AI/AN EC Needs Assessment project focuses on the necessary building blocks for conducting an assessment of the need for services supporting child and family well-being in AI/AN communities. As a first step, ACF outlined a framework of child and family needs, services that would meet those needs, and indicators to show whether the needs were met. This framework served as a foundation of what would be most critical to address in a needs assessment. As part of the design project, we also developed three broad design topics for future studies that would first need to be conducted in order to further

understand the key topics to address in a needs assessment. The design topics include describing the AI/AN population, studying early childhood services organization and delivery, and assessing features to support community capacity for conducting needs assessments. In the design report, we crosswalked each design topic to the overarching framework on the particular needs, services, and key indicators a given design topic might address. Across the three design topics, one can then determine how much of the framework could be addressed. In turn then, if conducted, the three design topics would then provide information for designing a future study of an early childhood needs assessment of AI/AN children and families.

The framework and design topics represent a first step to document the priorities for a needs assessment in tribal communities. The three design topics emerged as part of an initial meeting of a community of learning (CoL) made up of child care practitioners and researchers; Head Start/Early Head Start practitioners and researchers; tribal home visiting practitioners and researchers; ACF federal staff, including representatives from the Office of Child Care (OCC), the Office of Head Start (OHS), the Office of Early Childhood Development, and the Office of Planning, Research and Evaluation (OPRE); and research partners from the Tribal Early Childhood Research Center. To expand on the three design topics, Mathematica Policy Research convened monthly CoL calls throughout 2015 and provided a range of perspectives on the key decision points about the designs that came up in those discussions. The design report (Malone et al. 2016) emerging from the CoL work outlines the design topics for future studies that can inform a national assessment of the unmet need for early childhood care, education, and home visiting services (prenatal through age 5 not yet in kindergarten). Additional design work and implementation is still needed; in the current report we begin design work and implementation for Design One. The three design topics are as follows:

- **Design One** will describe the population of AI/AN children and families and their participation in early childhood services based on *existing data sources*. To the extent possible, this design will provide a broad picture of the programs and providers serving AI/AN children and families at a *national level*.
- **Design Two** will study the early childhood service organization and delivery systems in AI/AN communities, including the current number of children served and not served, workforce capacity, and cultural resources at the *community level* and will involve *new data collection*.
- **Design Three** will assess key features needed to support AI/AN communities' capacity for conducting early childhood needs assessments at the *community level* and will involve *new data collection*.

B. Design One overview

As discussed earlier, this report describes the preliminary work for Design One. From the earlier design process and CoL discussion, Design One includes a focus on developing a portrait of AI/AN children and families, including their background characteristics and participation in early care and education as well as home visiting. Further, to the extent possible using existing data sources, Design One seeks to describe at the national level the programs and providers that serve AI/AN children and families. Nine Design One research questions were developed with input from the AI/AN Early Childhood Needs Assessment CoL; the CoL also helped identify data sets with the potential to answer them. The nine research questions can be grouped into three categories—those that address: (1) AI/AN children and families and their need for early childhood services, (2) children's and families' access to and

participation in early childhood services, and (3) programs and providers serving AI/AN children and families.

The questions related to *children and families* are as follows:

1. How large is the population of AI/AN children ages 0–5?¹
2. What percentage of AI/AN children and families reside on tribal lands, in urban tribal communities, or outside tribal lands?
3. What are key child and family characteristics in the AI/AN population that may indicate need for early childhood services?

The questions related to *AI/AN child and family participation in and potential access to early childhood services* are as follows:

4. What are some of the characteristics of AI/AN children and families that may promote or limit their access to early childhood services and programs?
5. How many AI/AN children and families receive early childhood services? How many AI/AN children and families do not receive early childhood services?
6. What are the characteristics of AI/AN children and families that receive services? What are the characteristics of AI/AN children and families that do not receive services?

The questions on *early childhood programs/providers serving AI/AN children* are as follows:

7. Who are these programs serving? That is, what are the characteristics of all of the families (native and non-native) in these programs (for example, race/ethnicity, language use)?
8. What is the supply of early childhood services in AI/AN communities? For example, what is the pattern of ACF funding among AI/AN communities? Or how many regulated providers serve AI/AN children?
9. What are the features of programs serving AI/AN children and families (for example, program type/model, operation/resources)?

As a first step toward answering the research questions, we created key indicators. Their purpose is to operationalize aspects of early childhood needs in accordance with each research question. Each key indicator is a measure of whether a particular early childhood need has or has not been met by services available in the community. Table I.1 matches each research question with one or more relevant key indicators. A particular indicator (such as parent education level) may be associated with more than one research question and is therefore shown alongside more than one research questions. In the remainder of this report, an indicator may be counted more than once in reviewing the availability and analysis of key indicators in the data sets. This list is extensive but not exhaustive, reflecting priorities from the planning process.

¹ This design focuses on children ages 0–5 not yet in kindergarten.

Table I.1. Key indicators for answering Design One research questions

Research question	Key indicators
Research questions related to AI/AN children and families	
1. How large is the population of AI/AN children ages 0–5?	1. Number of children ages 0–5, not yet in kindergarten, as context for demand
2. What percentage reside on tribal lands, in urban tribal communities, or outside tribal lands?	1. Percentage of children ages 0–5, not yet in kindergarten, within a particular geographic location
3. What are key child and family characteristics in the AI/AN population that may indicate a need for early childhood services?	<ol style="list-style-type: none"> 1. Child and family health indicators <ol style="list-style-type: none"> a. Number of prenatal visits completed b. Adequacy of prenatal care c. Immunization status d. Child health insurance e. Regular health care provider f. Regular dentist g. Access to mental health services (mental health practitioners and clinics) h. Parent health outcomes, including physical health, depression, drug and alcohol use i. Parent report on continuity and frequency of consultation with health professionals 2. Socioeconomic indicators <ol style="list-style-type: none"> a. Parent employment b. Parent education level c. Poverty rate for families with children ages 0–5, not yet in kindergarten 3. Indicators of need for social supports <ol style="list-style-type: none"> a. Domestic violence b. Out-of-home care, foster care placement c. Parent incarceration history 4. Child development indicators <ol style="list-style-type: none"> a. Children with special needs b. Kindergarten screening and assessment scores c. Social-emotional screenings 5. Indicators of culture and language connections <ol style="list-style-type: none"> a. Sense of belonging b. Access to native speakers, cultural coordinators, or other adults who can model traditions c. Availability and use of programs with teachers who speak native languages, immersion schools, and traditional medicines

Table I.1 (continued)

Research question	Key indicators
Research questions related to AI/AN child and family participation in and potential access to early childhood services	
4. What are some of the characteristics of AI/AN children and families that may promote or limit their access to early childhood services and programs?	<ol style="list-style-type: none"> 1. Indicators of service availability and access <ol style="list-style-type: none"> a. Knowledge about services to support child's development b. Number of early childhood providers available to AI/AN children and families c. Proximity of providers to children/families d. Funding, supply, and quality of transportation services e. Funding, supply, and quality of culturally congruent services 2. Indicators of parent need for early childhood services <ol style="list-style-type: none"> a. Parent employment b. Poverty rate for families with children ages 0–5, not yet in kindergarten
5. How many AI/AN children and families receive early childhood services?	<ol style="list-style-type: none"> 1. Indicators of demand for services <ol style="list-style-type: none"> a. Fertility rates b. Number of births c. Number of children ages 0–5, not yet in kindergarten d. Number of children ages 0–5, not yet in kindergarten, on program's waitlist 2. Indicators of service availability and supply <ol style="list-style-type: none"> a. Number of early childhood program slots/home visit caseload b. Early childhood program length c. Number of home visits and content covered d. Space (adequate for target enrollment, limitations to expansion)
6. What are the characteristics of AI/AN children and families who receive and do not receive services?	<ol style="list-style-type: none"> 1. Demographic indicators <ol style="list-style-type: none"> a. Race/ethnicity b. Primary language and tribal language c. Household composition d. Location of household e. Fertility rates as context for demand 2. Health indicators <ol style="list-style-type: none"> a. Parent health outcomes, including physical health, depression, drug and alcohol use b. Health insurance coverage c. Regular health care provider d. Regular dentist 3. Socioeconomic indicators <ol style="list-style-type: none"> a. Parent employment rate b. Poverty rate for families with children ages 0–5, not yet in kindergarten

Table I.1 (continued)

Research question	Key indicators
Research questions on early childhood programs/providers serving AI/AN children	
7. Who are these programs serving (native and non-native)?	<ol style="list-style-type: none"> 1. Demographic indicators <ol style="list-style-type: none"> a. Race/ethnicity b. Primary language and tribal language c. Household composition d. Location of household e. Fertility rates as context for demand 2. Health indicators <ol style="list-style-type: none"> a. Parent and family health outcomes, including physical health, depression, drug and alcohol use b. Health insurance coverage c. Regular health care provider d. Regular dentist 3. Socioeconomic indicators <ol style="list-style-type: none"> a. Parent employment rate b. Poverty rate for families with children ages 0–5, not yet in kindergarten
8. What is the supply of early childhood services in AI/AN communities?	<ol style="list-style-type: none"> 1. Indicators of supply of services <ol style="list-style-type: none"> a. Number of early childhood providers and ages served b. Number of slots/home visit caseload as context for supply c. Number of children ages 0–5, not yet in kindergarten, on program’s waitlist d. Pattern of ACF funding among AI/AN communities e. Number of regulated providers f. Space (adequate for target enrollment, limitations to expansion) 2. Indicators of program functioning <ol style="list-style-type: none"> a. Staff turnover b. Staff training opportunities c. Staff compensation and benefits d. Program-level leadership and management e. Data infrastructure: numbers to understand program costs
9. What are the features of programs serving AI/AN children and families (for example, program type/model, operation/resources)?	<ol style="list-style-type: none"> 1. Service organization <ol style="list-style-type: none"> a. Program type/model b. Program operations and center resources c. Program eligibility requirements 2. Service delivery: services and cultural connections <ol style="list-style-type: none"> a. Services provided b. Program language use c. Use of tribal language or cultural curriculum 3. Service delivery: quality <ol style="list-style-type: none"> a. Building condition (physical place) b. Space (adequate for target enrollment, limitations to expansion) c. Quality ratings of early childhood services 4. Service delivery: staff <ol style="list-style-type: none"> a. Staff education, credentials, and experience 5. Indicators of program functioning <ol style="list-style-type: none"> a. Staff turnover b. Staff training opportunities

Table I.1 (*continued*)

Research question	Key indicators
	<ul style="list-style-type: none"> c. Staff compensation and benefits d. Program-level leadership and management e. Data infrastructure: numbers to understand program costs f. Performance evaluation

The AI/AN EC Needs Assessment design report provided numerous data sources that could be used to answer these research questions about the AI/AN population and its participation in early childhood services. Additional information on Design One can be found in the design report (Malone et al. 2016).

C. Implementation of Design One

Next, we describe the activities conducted to further explore Design One and the feasibility of using existing data to build a national picture of the met and unmet need of AI/AN children and families. We provide an overview of the activities conducted to implement Design One and the data sources selected for this work.

1. Overview of Design One analysis activities

Design One addresses three questions:

1. *What existing data sources could help us understand AI/AN early childhood needs?* To answer this question, we reviewed relevant data sources to determine which one(s) could help us understand AI/AN early childhood needs.
2. *What information from these data sources has been published to date?* To answer this question, we reviewed published information on the topic of AI/AN early childhood needs to determine what information from the data sources had been published to date.
3. *What can we learn about AI/AN early childhood needs when we conduct new analyses by using existing sources?* To answer this question, we conducted new analyses of existing data sources to determine what can be learned about AI/AN early childhood needs.

2. Selection of Design One data sources

The design report identified 21 data sources, a list developed with the CoL. These data sources were reviewed for this work to see if any could provide information on the key indicators within each research question. These data sources included three broadly focused national data sources, seven national data sources focused on early childhood, six national data sources focused on health, and five administrative sources (for more information, see Malone et al. 2016). In this report, we focus on six of these data sources—two national survey data sources from the U.S. Census Bureau and four administrative data sources on grantees funded by ACF. These data sources were carefully selected in consultation with OPRE within ACF for their relevance to the Design One research questions, the population of interest (e.g., national or ACF grantees, ability to identify AI/AN individuals), and their relative accessibility. The six sources are as follows:

1. 2010 decennial Census (Census)
2. American Community Survey (ACS)
3. Maternal, Infant, and Early Childhood Home Visiting Form 1 (MIECHV Form 1)
4. Child Care Development Fund Grantee ACF-801 form (completed by state grantees; CCDF ACF-801)
5. Child Care Development Fund Grantee ACF-700 form (completed by tribal grantees; CCDF ACF-700)
6. Head Start Program Information Report (Head Start PIR)

These data sources cover multiple years; for Design One, we focused on the latest year for which data were available at the time of this project. Four of the six data sources are publicly available: the 2010 Census, the 2010–2014 ACS, the 2011 CCDF ACF-801, and the 2014–2015 Head Start PIR. To date, MIECHV Form 1 and the CCDF ACF-700 data sources are not available for public use, so we reviewed the survey items on the reporting forms used by grantees.

II. REVIEW OF DATA SOURCES AND PUBLISHED INFORMATION

In this chapter, we describe the review of the six data sources and whether the information available from each aligned with the research questions and key indicators in Table I.1. This stage of work involved a data source review for what items may match the key indicators and a published information review for whether any of these data have been analyzed for American Indian and Alaska Native children and families.

A. Data source review: purpose and methodology

For each of the data sources, we reviewed:

1. Surveys and administrative record forms used to collect data from respondents
2. Data set documentation, such as codebooks and data guides²

A list of these resources is in Appendix B (Table B.1).

We completed the data source review in two steps. First, we conducted a comprehensive review of the questionnaires and reporting forms, the items they contained, and the available documentation. We then identified the items in the data source as presented in these documents to determine if any matched the Design One research questions and key indicators. This review resulted in a detailed list of survey questions and data items and the corresponding key indicators (to answer the research questions), which in turn helped us understand the gaps in the existing data. For each data item that aligned with a key indicator, we specified the corresponding survey questions or data items along with the response text and options (see Appendix A, Table A.1.). This level of detail allows one to identify (1) how closely the data source item and a given key indicator are matched and (2) whether a particular data source should be prioritized for future analysis (if the available data have not been published).

B. Published information review: purpose and methodology

We also completed a thorough review of the available published information to determine the types of analyses that have already been conducted on these six data sources and to identify gaps that could reveal areas ripe for new analysis. This review complemented the data source review by helping us identify published information on each research question by key indicator. For this review, we examined publications based on the four publicly available data sources: the Census, ACS, CCDF ACF-801, and Head Start PIR. The remaining two sources—CCDF ACF-700 and MIECHV Form 1—are not publicly available, and there were no data published at the time, so we did not include these sources in the published information review. For these two sources, we did, however, consult with ACF to identify any internal reports, tables, or analyses using these data sources. ACF shared its “ACF Summary of Tribal Child Care Activities, FY 2012–2013.” The summary provided a qualitative narrative of tribal CCDF programs’ quality improvement activities and support for health and safety standards, but it did not report specifically on the indicators in our review. There was no report on MIECHV Form 1 at the time of our review.

² Conversations with ACF also provided additional background information on the administrative data sources.

For the four publicly available sources, the review sought publications that:

1. Include information on AI/AN children (birth through age 5) or their families
2. Report findings that are relevant to Design One research questions and key indicators

As in the data source review, we completed this review in two steps. We first searched for relevant published information using electronic bibliographic databases and a custom Google search for the grey literature. We reviewed a variety of reports, tables, briefs, and journal articles. We then summarized the key information we found about AI/AN children and their families. We also compiled any information in those resources on the limitations of measuring and reporting on AI/AN populations. Appendix B describes our process for reviewing this information in detail and includes a list of the resources reviewed for this report.

C. Overview of findings

Through the data source and published information reviews, we learned what information is available on the key indicators, where there are gaps, and where we can find opportunities for additional analyses. In this section, we describe the extent of information available and themes from the information review in particular. Appendix A includes a detailed table describing the data source availability and the extent to which the published information characterizes the early childhood needs of AI/AN children and families (Table A.2.). We summarize these findings below.

1. Extent of information available

Across the two reviews, we found that the extent of information available for analysis was greater than the information that was actually analyzed and published (Figure II.1). In the data review, the six sources included data items and questions for many of the key indicators across each of the 9 research questions (62 of the 87 key indicators identified by the CoL). However, published information review for four data sources covered only 17 of these 62 key indicators across 7 research questions.³ And even at that, the published information was a good match (that is, it specifically discussed the indicator rather than a proxy) for only 6 of those 17 key indicators across 4 research questions. For the other 11 key indicators found in published documents, the information was not specific to AI/AN children or families receiving early childhood services and could serve only as a proxy for the key indicator (for example, for child health insurance coverage, we found only published information about health insurance coverage for the general population).

Figure II.1. Overview of findings from data source and published information reviews



³ The four sources in the published information review had 57 of the 62 key indicators identified as being available in the data source review.

In the data source review, we identified the data source that would be best suited for each set of research questions. In particular, the ACS and 2010 Census tended to align with the first two sets of research questions (on children and families and their participation in early childhood services), whereas the administrative data sources tended to align with the third set of research questions (on programs). Although we identified relevant items in all six data sources, some sources aligned better with the indicators than others. In particular, the ACS and Head Start PIR items aligned with the greatest number of key indicators. The ACS contained information primarily related to the first and second set of research questions. The Head Start PIR contained information spanning all sets of research questions, but is limited to only those children and families served by Head Start or Early Head Start.

In contrast, only a few published resources contained data related to the key indicators, and even fewer directly matched a key indicator as opposed to a proxy. Although we originally found 41 potential resources,⁴ only six had information related specifically to the key indicators. The grey literature search was more successful than the search of research databases; of the six resources we used, all were from the grey literature.⁵ Four of these resources (U.S. Census Bureau n.d., ACF 2014, OHS 2015a, and OHS 2015b) directly matched our key indicators, and the remaining two (U.S. Census Bureau 2012 and U.S. Census Bureau 2011) provided proxies. The most broadly applicable resource was an ACS 2011–13 summary table that provides a profile of the AI/AN population alone or in combination with other races (U.S. Census Bureau n.d.). This ACS table provided matches or proxies for 11 key indicators. Two briefs on the 2010 Census, a CCDF ACF-801 table, and two reports using Head Start PIR data addressed the remaining six key indicators.⁶

Table II.1 summarizes the information retrieved from the two reviews, including the published resources that provided proxies (see Appendix A for details). More specifically, Table II.1 lists the research questions and corresponding key indicators in the first column. The second and third columns denote where data items and published information were and were not available on the key indicators.

⁴ Of the initial 41 resources, 20 were from the grey literature search, 14 were from the electronic research databases, and 7 were resources that Mathematica identified in the course of its work, through ACF consultations, and during internal team conversations.

⁵ We identified one source in the electronic research database search that provided information on Head Start enrollment of AI/AN children (Schmit and Ewen 2012), but more current enrollment figures were found in the grey literature (OHS 2015b).

⁶ In one case, two resources provided information on the same indicator.

Table II.1. Summary of information retrieved from the data source and published information reviews, by Design One research questions and key indicators

Key indicators	Data items available	Published information available
Key research questions related to AI/AN children and families		
1. How large is the population of AI/AN children ages 0–5?		
1. Number of children ages 0–5 as context for demand	Y	Y
2. What percentage reside on tribal lands, in urban tribal communities, or outside tribal lands?		
1. Percentage of children ages 0–5 within a particular geographic location	Y	Y (proxy)
3. What are key child and family characteristics in the AI/AN population that may indicate need for early childhood services?		
1. Child and family health indicators		
a. Number of prenatal visits completed	N	N
b. Adequacy of prenatal care	N	N
c. Immunization status	Y (proxy)	N
d. Child health insurance	Y	Y (proxy)
e. Regular health care provider	Y (proxy)	N
f. Regular dentist	Y (proxy)	N
g. Access to mental health services (mental health practitioners and clinics)	Y (proxy)	N
h. Parent health outcomes, including physical health, depression, drug and alcohol use	Y	N
i. Parent report on continuity and frequency of consultation with health professionals	N	N
2. Socioeconomic indicators		
a. Parent employment	Y	Y (proxy)
b. Parent education level	Y	Y (proxy)
c. Poverty rate for families with children under age 5	Y	Y
3. Indicators of need for social supports		
a. Domestic violence	Y (proxy)	N
b. Out-of-home care, foster care placement	Y (proxy)	N
c. Parent incarceration history	Y (proxy)	N
4. Child development indicators		
a. Children with special needs	Y	N
b. Kindergarten screening and assessment scores	N	N
c. Social-emotional screenings	N	N
5. Indicators of culture and language connections		
a. Sense of belonging	N	N
b. Access to native speakers, cultural coordinators, or other adults who can model traditions	N	N
c. Availability and use of programs with teachers who speak native languages, immersion schools, and traditional medicines	Y (proxy)	N

Table II.1 (continued)

Key indicators	Data items available	Published information available
Key research questions related to AI/AN child and family participation in and potential access to early childhood services		
4. What are some of the characteristics of AI/AN children and families that may promote or limit their access to early childhood services and programs?		
1. Indicators of service availability and access		
a. Knowledge about services to support child's development	N	N
b. Number of early childhood providers available to AI/AN children and families	Y	N
c. Proximity of providers to children/families	N	N
d. Funding, supply, and quality of transportation services	Y	N
e. Funding, supply, and quality of culturally congruent services	N	N
2. Indicators of parent need for early childhood services		
a. Parent employment	Y	Y (proxy)
b. Poverty rate for families with children under age 5	Y	Y (proxy)
5. How many AI/AN children and families receive early childhood services?		
1. Indicators of demand for services		
a. Fertility rates	N	N
b. Number of births	Y	Y
c. Number of children ages 0–5	Y	Y (proxy)
d. Number of children ages 0–5 on program's waitlist	N	N
2. Indicators of service availability and supply		
a. Number of early childhood program slots/home visit caseload	Y	N
b. Early childhood program length	Y	N
c. Number of home visits and content covered	Y	N
d. Space (adequate for target enrollment, limitations to expansion)	N	N
6. What are the characteristics of AI/AN children and families that receive and do not receive services?		
1. Demographic indicators		
a. Race/ethnicity	Y	Y (proxy)
b. Primary language and tribal language	Y	Y (proxy)
c. Household composition	Y	Y (proxy)
d. Location of household	Y	Y (proxy)
e. Fertility rates as context for demand	N	N
2. Health indicators		
a. Parent health outcomes, including physical health, depression, drug and alcohol use	Y	N
b. Health insurance coverage	Y	N
c. Regular health care provider	Y	N
d. Regular dentist	Y	N
3. Socioeconomic indicators		
a. Parent employment rate	Y	N
b. Poverty rate for families with children under age 5	Y	N

Table II.1 (continued)

Key indicators	Data items available	Published information available
Key research questions on early childhood programs/providers serving AI/AN children		
7. Who are these programs serving (native and non-native)?		
1. Demographic indicators		
a. Race/ethnicity	Y	Y
b. Primary language and tribal language	Y	Y
c. Household composition	Y	N
d. Location of household	Y	Y
e. Fertility rates as context for demand	Y (proxy)	N
2. Health indicators		
a. Parent and family health outcomes, including physical health, depression, drug and alcohol use	Y	N
b. Health insurance coverage	Y	N
c. Regular health care provider	Y	N
d. Regular dentist	Y	N
3. Socioeconomic indicators		
a. Parent employment rate	Y	N
b. Poverty rate for families with children under age 5	Y	N
8. What is the supply of early childhood services in AI/AN communities?		
1. Indicators of supply of services		
a. Number of early childhood providers and ages served	N	N
b. Number of slots/home visit caseload as context for supply	Y	N
c. Number of children ages 0–5 on program's waitlist	N	N
d. Pattern of ACF funding among AI/AN communities	N	N
e. Number of regulated providers	N	N
f. Space (adequate for target enrollment, limitations to expansion)	N	N
2. Indicators of program functioning		
a. Staff turnover	Y	N
b. Staff training opportunities	N	N
c. Staff compensation and benefits	Y	N
d. Program-level leadership and management	Y	N
e. Data infrastructure: numbers to understand program costs	Y	N
9. What are the features of programs serving AI/AN children and families (for example, program type/model, operation/resources)?		
1. Service organization		
a. Program type/model	Y	N
b. Program operations and center resources	Y	N
c. Program eligibility requirements	Y	N

Table II.1 (continued)

Key indicators	Data items available	Published information available
2. Service delivery: services and cultural connections		
a. Services provided	Y	N
b. Program language use	Y	N
c. Use of tribal language or cultural curriculum	N	N
3. Service delivery: quality		
a. Building condition (physical place)	N	N
b. Space (adequate for target enrollment, limitations to expansion)	N	N
c. Quality ratings of early childhood services	Y	N
4. Service delivery: staff		
a. Staff education, credentials, and experience	Y	N
5. Indicators of program functioning		
a. Staff turnover	Y	N
b. Staff training opportunities	N	N
c. Staff compensation and benefits	Y	N
d. Program-level leadership and management	Y	N
e. Data infrastructure: numbers to understand program costs	Y	N
f. Performance evaluation	Y	N

Note: A “Y” denotes that information on the key indicator was identified within either the data source review or the published information review. An “N” denotes that no information was identified.
“Proxy” refers to items from a particular data source that align with a key indicator but not the overarching research question, or where published information aligns somewhat, but not entirely, with the key indicator of interest.

2. Themes from the information review

This section further summarizes the results of the two reviews according to the themes in the three sets of research questions and in illustrative examples of the information available in the published resources (see Appendix Table A.2 for detailed findings). The first set of research questions (1-3) focuses on the AI/AN population of children and families. Of the 23 key indicators associated with these questions, the data source review connected at least one data source with 16 key indicators. Two published resources contained information on 6 of those 16 key indicators.

Examples of published information include:

- A Census brief (U.S. Census Bureau 2012) and the previously mentioned ACS 2011–13 table (U.S. Census Bureau n.d.) provided insight into six key indicators, but we were mostly unable to find published information specifically about AI/AN children ages 0–5, not yet in kindergarten, or about their parents. Rather, the published information focused on the full AI/AN population or on the adult AI/AN population without specifying their parental status. For example:
 - 78 percent of the AI/AN population lived outside of reservations or Alaska Native villages (U.S. Census Bureau 2012).
 - 85.8 percent of the AI/AN population was covered by private or public health insurance (U.S. Census Bureau n.d.).

However, we found published information specifically about AI/AN children under age 5 (excluding 5-year-olds, and with no indication of whether these children are not yet in kindergarten) or about their parents for two key indicators:

- 8.1 percent of the AI/AN population was under age 5 (total AI/AN population was 5,208,962) (U.S. Census Bureau n.d.).
- The poverty rate of AI/AN families with children under age 5 was 32.4 percent (U.S. Census Bureau n.d.).

The second set of research questions (4-6) pertains to AI/AN children's and families' participation in and access to early childhood services. Of the 26 key indicators associated with these questions, we connected at least one data source with 19 key indicators. Two published resources—a Census report (U.S. Census Bureau 2011) and the ACS 2011–13 AI/AN summary table (U.S. Census Bureau n.d.)—contained proxies for 7 of the 19 key indicators and one good match for the indicator on number of births in the past year:

Examples of published information include the following:

- To shed light on the demand for early childhood services, one key indicator asked for the number of births in the past year. Of the 1,330,178 AI/AN women ages 15 to 50, 76,965 (or 5.8 percent) had a baby in the past 12 months (U.S. Census Bureau n.d.).
- The ACS summary table contained proxies for the key indicators on parent employment, the poverty rate for families with children under age 5, number of children ages 0–5, primary language and tribal language, and household composition (U.S. Census Bureau n.d.).
- The Census report contained proxies for race/ethnicity and location of household. For example, as a proxy for location of household, 22 percent of the AI/AN population, alone or in combination, lived in American Indian areas or in Alaska Native Village Statistical Areas (U.S. Census Bureau 2011).

The third set of questions (7–9) focuses on early childhood programs and providers serving AI/AN children. Of the 38 key indicators associated with these questions, we connected at least one data source with 27 key indicators. Three published resources contained information on 3 of these 27 key indicators.

Examples of published information include the following:

- Resources using a CCDF table and a Head Start PIR report provided information on the race and ethnicity of those served by both CCDF and Head Start. For example, in 2014, 1 percent of the children served by state CCDF funds nationwide were AI/AN (ACF 2014). In 2015, 4 percent of Head Start participants nationwide were AI/AN (OHS 2015).
- The CCDF table also contained information on children's race and ethnicity by state, which provides a sense of variability in the proportion of AI/AN children served across locations. For example, 20 percent of the children served by CCDF in South Dakota were AI/AN (ACF 2014).
- A Head Start report using PIR data contained information on the primary languages of Head Start participants. For example, in 2014–15, 0.07 percent of Head Start participants (or 776 individuals) reported Native North American or Alaska Native languages as the primary language of the family at home (OHS 2015b).

3. Gaps in information

The two reviews also indicate what we will *not* be able to learn from these six data sources (Table II.1).

- The data source review confirmed that 25 of the 87 key indicators could not be connected to a data source and therefore would not be available in any published information. In particular, some key indicators of culture and language connections and program characteristics such as space, wait-lists, and staff training opportunities are not available in the six data sources we reviewed.
- Of the 62 key indicators that appeared in the data sources and therefore could have been in published reports, we did not find published information on 45 key indicators, including indicators on child and family health; need for social supports; and early childhood service availability, access, and supply. And as previously stated, of the 17 key indicators for which we did find published information, only 6 were good matches (that is, the published information specifically discussed the indicator rather than a proxy). We found proxies for information on the remaining 11 key indicators.

4. Data limitations

Although the data sources we reviewed are considered relevant to Design One, they have some important features that may limit their value for developing a portrait of AI/AN children and families, and of the early childhood services they need and receive.⁷

- **The AI/AN population has been under- and overcounted in national surveys.** American Indians and Alaska Natives living on reservations were undercounted in 2010 by 4.9 percent, compared with a 0.9 percent overcount in 2000 (U.S. Census Bureau 2012). This suggests that information published by the Census Bureau on the AI/AN population may not reflect the true number of AI/AN people in the nation. In addition, the information published on some of our key indicators, such as poverty and language, may be an underestimate because it does not include the characteristics of those who were not counted. No information was available on whether those counted or not counted for 2010 are different in terms of key child or family characteristics. The ACS one-year estimates for 2007 through 2011 also undercounted the AI/AN alone and the AI/AN alone youth populations, but the estimates overcounted the AI/AN in combination population, compared to the Census (DeWeaver 2013); however, our reviews focused on information from 2010 or later.
- **Sources rely on self- or program-reported race information.** All data sources—and therefore all published information—rely on self- or program-reported information about race, which allows the AI/AN race to be broadly defined.⁸ Although a broad definition of AI/AN race was deemed appropriate for Design One, the number of AI/AN people reported in this report is greater than it would have been if the selected data sources defined AI/AN race as some studies may based on review of birth certificates or documented tribal membership.

⁷ In our published information review, we sought to identify resources that discuss the limitations of the data sources. Given the overall limited results of this review, information on data limitations was not extensive; it is limited to Census 2010. None of the resources discussed concerns or limitations of the ACS, Head Start PIR, or the CCDF Grantee ACF-801 form.

⁸ Respondents self-identify their race as AI/AN in both the Census and the ACS. Administrative data sources ask respondents (grantees) to report on the number and proportion of AI/AN children and families served.

- **Administrative data from program sources focus only on the children and families served by grantees.** This is to be expected, given the purpose of these administrative sources. However, given that the Head Start PIR contains many of the indicators of interest, it is important to highlight the fact that any findings derived from Head Start PIR data would only apply to children and families in Head Start.
- **Administrative data sources contain information about all children/families served, not just AI/AN children/families.** While the data sources are about programs, many variables provide information on the number of children or families and their characteristics (for example, number of single-parent families) or on the program services and staff (for example, staff education level). However, those characteristics and services are not available separately by race. Therefore, a given variable in an administrative source cannot be linked to individual AI/AN children or families. However, it could be linked to AI/AN programs (that is, programs serving AI/AN children and families, at least one child or family, or a particular AI/AN concentration among all those served).
- **Published information is often not specific to children ages 0 to 5 and their families.** As mentioned previously, there is published information on the AI/AN population, particularly from the ACS, but there is very limited information specific to children ages 0–5 and their families.
- **Some administrative data sources are not readily available for secondary analysis.** ACF administrative data contain information directly from grantees, but these data were not originally intended for research purposes. As noted earlier, two data sources of interest here (MIECHV Form 1 and CCDF ACF-700) are not publicly available, and as a result, there is limited information on the data themselves to determine their appropriateness for the current analyses. In particular, based on communications with staff from the Office of Child Care (OCC), data from the CCDF Grantee ACF-700 form would prove especially difficult to use for analysis given the complexities in receiving and processing the data. For example, one-quarter of CCDF tribal grantee funding is part of a 102-477 demonstration⁹. These grantees submit data to the Department of the Interior rather than directly to OCC, and the data they submit can vary from the data submitted to OCC directly (for example, in terms of the time period covered by the form). Processing the data has also revealed that they are not always complete, and following up with grantees to confirm and collect new data has been challenging. Although these forms are accompanied by rich narratives, reviewing and aggregating that information are beyond the scope of this project.

⁹ Public Law 102.477 is the Indian Employment, Training and Related Services Demonstration Act of 1992. P.L. 102-477 (477) which allows Indian tribes to establish demonstration projects to coordinate their Department of Interior (DOI), Department of Health and Human Services (HHS), Department of Labor (DOL), and the Department of Education (ED) employment, training, and related services programs “in a manner that integrates program services involved into a single, coordinated, comprehensive program” and “consolidates administrative functions.” The law authorizes federal agencies to allow programs to be included in 477 projects.

III. PLAN FOR SECONDARY ANALYSIS OF DATA SOURCES

As described in Chapter I, the Design One follow-up activities included new analyses of existing data sources to determine what can be learned about AI/AN early childhood needs. The initial reviews (Chapter II) showed that although the six data sources contain many items that may align with our key indicators (in particular, the ACS and Head Start PIR data), the published information review uncovered only a few relevant publications. Much of what is published does not focus on AI/AN children ages 0–5 who are not yet in kindergarten or their families; rather, these publications tend to report on the AI/AN population as a whole or on AI/AN adults. For example, while data may be collected on AI/AN children or their families, no information has yet been published on indicators such as child and family health; the need for social supports; and the availability of, access to, and supply of early childhood services.

In this chapter, we describe what we did to identify the population of interest by analyzing potential indicators that are in the data sources but are not available in published sources. Because Design One seeks to understand characteristics of AI/AN children ages 0–5 (not yet in kindergarten) and their families, including the programs that serve them, an important first step is to understand whether and how the data sources can be used to focus on just this population. In this chapter, we describe the specific ways to define the population of interest for each of the six data sources. As described in subsequent chapters, we prioritized the ACS and Head Start PIR data sources for analyses, given that they could be used to answer the greatest number of Design One research questions and key indicators. Because these data sources are the focus of our analysis, we describe them in greater detail than the data sources that were not ultimately selected for secondary analysis.

A. National survey data sources

Two national data sources were originally selected for the implementation of Design One. The ACS and Census microdata provide information on individuals and households, including children ages 0–5. The ACS and Census collect detailed self-reported race information on individuals, allowing for analysis of the AI/AN population alone or in combination with other races. In the analyses of the ACS that follow, we include those who say they are AI/AN only and those who say they are AI/AN in *combination with* other races/ethnicities. Both sources also collect information on respondents' age and date of birth, and on their relationship to others in the household (“householders”). Thus, to analyze the AI/AN population of children and families for our purposes, we first selected the subset of households that contain at least one AI/AN individual. We then selected the households that contain an AI/AN individual who is ages 0–5 and not yet in kindergarten.¹⁰ We consider all householders as members of this child's family.¹¹

¹⁰ The ACS asks two questions on educational attainment: “At any time in the last 3 months, has this person attended school or college?”, and, if yes, “What grade or level was this person attending?” Options include nursery school, preschool; kindergarten; grades 1–12; college undergraduate years; or graduate or professional school. For those who responded that they had not attended school in the last three months, they are asked, “What is the highest degree or level of school this person has completed?” Options include no schooling completed, nursery school, kindergarten, and so forth. Thus, given ACF's interest in children not yet in kindergarten, the ACS must be limited further to children ages 0–5 who have not yet participated in kindergarten or in any of the grades beyond.

¹¹ Analyses to develop a portrait of AI/AN families sometimes focus on parents and sometimes on all householders. Depending on the research question or key indicator, we may explore all adults who reside in the household with

For the ACS, we also had to make a decision about which of the available population estimates should be used, and each has strengths and weaknesses. The ACS provides one-year and five-year population estimates.¹² One-year estimates provide current population estimates, whereas five-year estimates (data averaged across five years of collection) provide a larger sample size, increasing the precision and reliability of the estimates. For this reason, we used the five-year estimates. However, combining one-year data over a five-year period can mask the effects of year-to-year changes in small populations and geographic areas. The ACS does not oversample AI/AN respondents for one-year estimates; therefore, five-year estimates do not oversample either. It is important to note that, in general, the ACS has been found to overcount the AI/AN population in some cases and to undercount it in others. For example, the 2010 one-year ACS estimates were found to undercount the AI/AN alone population and to overcount the AI/AN multi-racial (“in combination”) population, compared with the 2010 Census. However, changes in data collection have since been implemented, and the ACS is widely identified as the best national data source for describing the AI/AN population (DeWeaver 2013).

B. Administrative data

The ACF program administrative sources can be limited to *programs that serve AI/AN children and families*, but they cannot be perfectly limited to AI/AN children and families themselves. Some programs can be designated as tribal or nontribal (based on grantee funding eligibility), but nontribal programs still serve AI/AN children and families. For the current analysis, we want to include only programs that serve AI/AN children and families. Thus, below we describe which programs will be included under each designation (tribal or nontribal) and refining that by child age for each administrative data source.

1. Tribal programs

Tribal programs are those specifically funded by ACF through tribal grants.¹³ We will include ACF tribal programs for Head Start and Early Head Start and home visiting.¹⁴

- The Head Start PIR includes information on grantees across all 12 OHS regions. Ten of the regions are geographically based (Regions I-X), and the remaining two are defined by the populations they serve: Region XI serves enrollees through grants to federally recognized tribes, and Region XII serves migrant and seasonal workers and their families. All Region XI programs are designated here as tribal programs.

AI/AN children regardless of whether they are parents, grandparents, or other relatives. We include householders who are not AI/AN but who live with the AI/AN child. Note that the ACS is structured to collect information from the respondent—Person 1—and all information on the household is collected in relation to Person 1. For example, items collected on Person 2 ask, “What is your relationship to Person 1?” Thus, initial work is required to identify AI/AN children in the household, their parents, and their relationships with other householders.

¹² ACS three-year estimates have been discontinued.

¹³ For Head Start, tribal grants are those made to federally-recognized tribes. For home visiting, grants to urban or other AI/AN organizations can also be considered tribal grants.

¹⁴ ACF tribal programs for child care report data on CCDF via ACF-700, which was not available for analysis.

- MIECHV Form 1 identifies tribal grantees.¹⁵

2. Nontribal programs

As a starting point, the nontribal programs included in this analysis are those not funded through tribal grants but that serve at least one AI/AN child. For example, a nontribal MIECHV grantee that reports at least one AI/AN enrollee would qualify as a nontribal program under this definition. This broad definition aligns with planning team discussions and the goal of understanding the early childhood needs of all AI/AN children and families. However, as described further below, this definition may be too broad depending on the concentration of AI/AN children and families within a program. Administrative sources include information from tribal and nontribal programs; nontribal programs can be distinguished as follows within the administrative data sources:

- On the Head Start PIR form, grantees report their OHS region number and the number of AI/AN children enrolled. We define nontribal programs as those in Regions I-X that report at least one AI/AN child enrolled. While there are AI/AN children in Region XII (Migrant and Seasonal programs), because Region XII was outside the original scope of interest these programs were not included in analyses. Furthermore, the structure and nature of service delivery in Region XII programs is substantially different than in Regions I-XI.¹⁶
- MIECHV Form 1 identifies state (nontribal) grantees and the number of AI/AN children enrolled. A nontribal program is one that reports at least one AI/AN child enrolled.
- CCDF ACF-801 collects information from state grantees only. The child file contains information on child race and age (described more below), allowing us to identify AI/AN children receiving child care subsidies. A unique child ID and family ID within the child file would then be connected with a provider (in the setting file), allowing us to identify providers that serve AI/AN children receiving subsidies.

Narrowing the definition of a nontribal program proved to be necessary, given that information in the administrative sources are tied to *all* children in the program served and cannot be linked specifically to AI/AN children and families.¹⁷ For example, based on the 2013–2014 Head Start PIR, 46.5 percent of programs in Regions I-X serve at least one AI/AN child, but of those, most serve fewer than five AI/AN children, or less than five percent of their total enrollment (see Appendix D Tables D.2 and D.2a). Thus, to better describe programs that serve primarily AI/AN children and families or that support tribal communities (to include non-Native families), we refined this definition further by identifying nontribal programs with a minimum threshold of AI/AN enrollment. One approach, mirroring education research, defines “high-density” American Indian schools as “non-Bureau of Indian Education public schools with 25 percent or more American Indian student enrollment” (Moran et al. 2008). While this definition was considered as a starting point, very few programs in Regions I-X would have been included as few meet the 25 percent threshold; there are also Region XI programs that do not serve 25 percent or more AI/AN

¹⁵ Information on tribal grantee status is based on correspondence with OPRE. However, the data file layout was not available at the time of this work to confirm the identification of tribal versus state grantees.

¹⁶ There are 61 Region XII programs on the latest 2013-2014 PIR. Eleven of them have at least one AI/AN child, with 2 programs of those 11 meeting our analytic enrollment threshold of 10 percent of enrollment being AI/AN or 50 or more AI/AN children enrolled.

¹⁷ In addition, tribal programs also serve non-AI/AN children.

enrollees. As part of our analysis of the PIR, we examined the number and proportion of AI/AN enrollees within programs and across regions to develop a threshold of 10 percent *or* at least 50 children identified as AI/AN. This threshold includes 25 percent of programs with at least one AI/AN enrollee and captures 90 percent of AI/AN enrollees in both tribal and nontribal programs. The nontribal programs meeting this threshold were included for additional analysis on the key indicators available in the PIR. Chapter IV and Appendix C provide additional information on these distributions. If future work is done with MIECHV and CCDF data on programs that qualify as nontribal broadly defined as at least one AI/AN enrollee, a similar threshold could be developed.

3. Children ages 0–5 within tribal and nontribal programs

Among the programs selected, we want to focus on those families with children through age 5, not yet in kindergarten. It was not necessary to subset Head Start PIR (and it would not be necessary to subset MIECHV Form 1 data) by child/family age because these programs only serve children and families that meet this age requirement. We would need to subset CCDF data, since CCDF programs serve children ages 0–13 and up to age 21 if they have a disability. We will use information on child age¹⁸ in the CCDF data to limit the file to children under age 5; we will exclude 5-year-old children because they may be in kindergarten.¹⁹

¹⁸ The ACF-801 collects information on the month and year of birth of “dependent children receiving child care assistance.”

¹⁹ Although the CCDF setting file includes type of child care, this information does not distinguish early childhood care and education from school-age before- or after-school care.

IV. ANALYSIS OF ACS AND HEAD START PIR DATA SOURCES

After reviewing the six sources outlined in the previous chapters, we prioritized the analysis of the ACS and Head Start PIR in order to maximize the number of Design One research questions and key indicators that could be addressed. This chapter provides guidance necessary to understand the findings presented in Appendices C and D.

A. Analysis of the American Community Survey

Conducted by the U.S. Census Bureau, the ACS provides information on a sample of individuals and households living in the United States. The ACS collects detailed self-reported race information on individuals, allowing for analysis of those who report AI/AN as their only race as well as those who report AI/AN in combination with other races.²⁰

This analysis, conducted by the Office of the Assistant Secretary for Planning and Evaluation, relies on the 2010–2014 Five-Year ACS. As described in Chapter III, the ACS provides one- and five-year population estimates. We selected the five-year estimates given the larger sample size, increasing the precision and reliability of population estimates over the one-year estimates. While the ACS sometimes oversamples smaller populations, it does not oversample the AI/AN population.²¹

Analysis of the ACS provides a nationally representative picture of AI/AN children and their families in the U.S. Given that the ACS selects a sample of individuals, the appropriate weight must be applied for a national estimate. For the ACS analysis, the results tables in Appendix C provide estimates for AI/AN children and/or for households with an AI/AN child, depending on the table content.²² In each ACS table, we include one or both of two types of estimates:

- **Estimates at the child and parent level**, weighted to represent all children ages 0–5, not yet in kindergarten, who are either AI/AN only or who are AI/AN in combination with other races/ethnicities in the U.S.²³

²⁰ There are some concerns that the ACS undercounts the population of people who are AI/AN alone, though that concern does not extend to the population of people who are AI/AN in combination with another race (DeWeaver 2013). In 2011, the Census Bureau made changes that should improve the overall coverage of remote Alaskan communities, conducting in-person follow-up visits to some nonresponders and to households with no mailing addresses in certain locations.

²¹ Five-year estimates are the accumulation of five one-year estimates. The ACS does not oversample AI/AN respondents for one-year estimates; therefore five-year estimates do not oversample this population either.

²² The ACS estimates are provided for descriptive purposes (as opposed to testing for significant differences between groups). While it is possible the margin of error could be larger for some estimates given the small unweighted sample sizes, standard errors are not presented, which could provide information on the precision of the estimates, given the primary purpose.

²³ Two AI/AN children within a household may have the same mother or the same father. In those instances, the mother or father would be counted twice.

- **Estimates at the household level**, weighted to represent all households in the U.S. with an AI/AN child ages 0-5.

Across the results tables in Appendix C, we provide characteristics for all AI/AN children or their parents or for households that include an AI/AN child. We also present some characteristics separately for subgroups defined by the poverty threshold, using the 2014 threshold set by the U.S. Census Bureau, for those with family incomes that are (1) below or equal to the federal poverty threshold and (2) above it. Please note that no tests were conducted to determine if any differences between those groups are statistically significant. These estimates by poverty level serve to provide a rough proxy of those who are likely to be eligible for federal services (those in poverty) and those who are not.

In reviewing these tables in Appendix C, it is important to consider that the structure of the ACS data makes it challenging to identify the exact relationship between an AI/AN child and others in the household. One cannot always determine whether a person in the child's household is that child's parent, grandparent, an unrelated adult, or has some other relationship to the child. To identify a child's parent(s), the analysis used the Integrated Public Use Microdata Series (IPUMS)-constructed family interrelationship variables.²⁴ Though these variables are the best available way to capture a child's relationship with other members of the household, they have limitations. If a child lives with his or her mother and father, and if the parents are not married, the child is linked to only one parent (by surname), and the other parent cannot be identified. Grandparents living with AI/AN children, a group of initial interest to the planning team, could not be identified because an individual identified as a grandparent in the IPUMS may not necessarily be a grandparent to the target AI/AN child ages 0–5.

When considering tables on background characteristics of adults, one should keep in mind that a child may live with multiple adults in the household. For this reason, some tables reflect the highest level of a particular characteristic among all adults living in the household. For example, when we report on education level and employment, we report on the highest level of education and employment status of any adult householders ages 16 and up. That is, if an AI/AN child lives with a mother and two other adults in the household, and the mother is employed, but the other two adults are not, that child is counted as living in a household with an employed adult.

As noted above, among those adults in a child's household, one or two parents could be identified, depending on the parents' marital status. When two parents could be identified, we report the highest level of a particular characteristic across both parents. For example, when we report on parent health insurance, we report on the presence of insurance coverage among any identified parents. That is, if an AI/AN child lives with a mother and father, and the mother is insured but the father is not, that child is counted as living with an insured parent.

Several characteristics (such as employment status) required a constructed variable to define the characteristic across several survey items. We describe how these characteristics were defined in the ACS table notes. Below, we draw your attention to information important for understanding a few characteristics in particular:

²⁴ The IPUMS project collects and distributes U.S. Census data and documentation. For more information on IPUMS family interrelationships, visit <https://usa.ipums.org/usa/chapter5/chapter5.shtml>.

- **American Indian or Alaska Native** is designated by a check box in the ACS form, followed by a blank space to print the name of the enrolled or principal tribe. The form does not provide a definition of AI/AN.
- **Working full time** is defined as working 30 or more hours per week.
- The **looking for work** category includes those who report being unemployed and in the labor force (regardless of whether they report looking for work) and those who report not being in the labor force but are looking for work.
- **Languages other than English spoken in the household** refers to at least one other language. If one or more people in a household speak languages other than English (for example, Spanish and Navajo), both of those languages are captured in the table.
- **No health insurance** refers to those who do not have any of the several health insurance types presented. The Census considers individuals who report using the Indian Health Services and no other insurance coverage to be uninsured (State Health Access Data Assistance Center, 2005). Each coverage type is *not* mutually exclusive; that is, a child could have multiple types of coverage, as could his or her parents. For parents, “no health insurance” must consider two individuals and thus indicates that both parents have none of the insurance types defined by Census (to include if both parents only have used Indian Health Service).

B. Analysis of Head Start Program Information Reports

Head Start PIR includes information on programs across all 12 OHS Regions. Ten of the regions are geographically based (Regions I-X); the other two regions are defined by the population served. Region XI includes grants to federally-recognized tribes, and Region XII represent programs for migrant and seasonal workers. Region XII (Migrant and Seasonal Head Start) is outside of the original scope of interest given it differs in the structure and delivery of services and thus has not been included in analyses.²⁵ The current analysis relies on data from the 2013–2014 Head Start PIR, selected in consultation with OPRE, because this was the most recent file available at the time of the analyses that contained a cumulative enrollment variable that provides a full count of all children and pregnant women enrolled in the Head Start and/or Early Head Start program. The analysis focuses on Early Head Start and Head Start programs in Regions I-XI, excluding those receiving interim grants.

Analysis of the Head Start PIR provides a picture of Head Start and Early Head Start grantees serving AI/AN children or pregnant women. A grantee is the entity to which federal Head Start grants are made (for example, a community action agency, school district, or tribal government). Grantees may operate the program directly and/or distribute funds to delegate agencies. Grantees or delegate agencies that provide services are referred to as programs. A program may operate one or more centers or family child care providers. It is the center or family child care that directly provide services. In turn, centers can have one or more center-based classrooms and home visitors. In the PIR tables presented in Appendix D,

²⁵ Of the 61 Region XII (Migrant and Seasonal Head Start) programs on the latest 2013-2014 PIR, 11 programs serve at least one AI/AN child for a total of 480 AI/AN children. Only two Region XII programs would have met our analytic enrollment threshold of 10 percent of enrollment being AI/AN or 50 or more AI/AN children enrolled for a total of 429 AI/AN children.

the term program refers to Head Start services provided by the grantee or delegate agency. The PIR is completed by all programs; therefore, these are population statistics. It is important to note, however, that PIR data are reported at the program level; therefore, characteristics describe all children and families served by the program as well as all program staff, and this information cannot be disaggregated. Therefore, analyses include both AI/AN and non-AI/AN children and families.²⁶

We began our analysis of the PIR by examining the distribution of AI/AN children and pregnant women across all programs to determine the concentration of AI/AN enrollment within programs. This enrollment information is in Appendix D (Tables D.1–D.5). These tables demonstrate that AI/AN enrollees are widely dispersed across Regions I–X, but that about half of AI/AN enrollees are in programs in those regions. Therefore, we explored further the number of AI/AN enrollee in programs and the percentage of total enrollment represented by AI/AN enrollees. We found that in Regions I–X (“nontribal” programs), the majority of programs serving at least one AI/AN child or pregnant woman only serve one to four AI/AN enrollees, or less 10 percent of the total enrollment. We then used this information in combination with enrollment information for Region XI tribal programs to determine which programs to include in more detailed analyses. In the remainder of the PIR tables, we identify three groups of programs, as follows:

- **Regions I–XI: All tribal and minimum AI/AN enrollment programs.** All Region XI programs and all programs in Regions I–X that report that at least 10 percent of their enrollees are AI/AN or that have at least 50 AI/AN enrollees. This group of programs is comprised of the programs in the next two bullets.
- **Region XI: Tribal programs.** All Head Start/Early Head Start programs in Region XI
- **Regions I–X: Nontribal programs meeting minimum AI/AN enrollment threshold.** The programs that report that at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN²⁷

In the tables that include all three groups of programs, keep in mind that the “Regions I–XI: All tribal and minimum AI/AN enrollment programs” column comprises the “Region XI: Tribal programs” and

²⁶ Most programs (about three out of four) have more than one physical location. On average, a program has about four centers.

²⁷ We initially considered setting a threshold that mirrors education research, which defines “high-density” AI schools as “non-Bureau of Indian Education public schools with 25 percent or more American Indian student enrollment” (Moran et al. 2008). However, exploratory analysis of the PIR suggested that this threshold would be too high; not even all Region XI (tribal) programs would have met it. Because all Region XI (tribal) programs report an enrollment of at least 10 percent, this pointed us toward 10 percent as a more appropriate threshold to use. In addition to the 202 tribal programs that met this criterion, 127 nontribal programs met it. However, this criterion might exclude large Head Start/Early Head Start nontribal programs that serve a high number of AI/AN children. Thus, based on expert review, we added a second component to the 10 percent minimum threshold definition for at least 50 AI/AN enrollees (even if less than 10 percent of total enrollment). This second component added 13 nontribal programs. In all, this nontribal group includes 78 percent of all AI/AN children enrolled in Region I–X programs.

“Regions I-X: Nontribal programs meeting minimum AI/AN enrollment threshold” columns. That is, the first group is the second and third groups combined.

Below, we highlight information that is important for understanding a few tables in particular:

- **American Indian or Alaska Native** is defined in the PIR as “a person having origins in any of the original peoples of North and South America or Central America, and who maintains tribal affiliation or community attachment.”
- A **full-year program** is defined as lasting 333 days a year or more; a part-year program is defined as lasting under 333 days.²⁸
- **Program staff salary** among Head Start/Early Head Start programs serving AI/AN children and families is collected by the 2013–2014 PIR form; however, it is not available within the 2013–2014 PIR file, so these estimates were provided by ACF.

C. Connecting Design One research questions and key indicators to tables within the ACS and Head Start PIR

In this section, we provide information linking each of the ACS and Head Start PIR tables to the Design One research question and key indicators it addresses to assist with the interpretation of the estimates in the tables. Given the complexity of the estimates in these tables, we also provide an example of how to interpret findings.

Table IV.1 is organized around the Design One research questions that were developed by the AI/AN EC Needs CoL. The analyses rely on the following: ACS to answer questions on AI/AN children and families (research questions 1–3), a combination of ACS and PIR to answer questions related to AI/AN child and family participation in, and potential access to, early childhood services (research questions 4–6), and PIR to answer questions related to the programs that serve AI/AN children and families (research questions 7–9).²⁹ Research questions 4–9 are meant to be broad and include information on any early childhood services, but the current data chosen for analysis focus on Head Start/Early Head Start. Those individuals in Head Start/Early Head Start, however, may serve as a proxy for children and families receiving federally funded early childhood services (early care and education, and home visiting). A given analysis table may address more than one research question. An indicator is italicized if information about it is contained in the analysis tables in Appendices C and D. Italicized indicators with the word “proxy” indicate that these indicators are addressed in the analysis tables, but the analysis addresses a data element that could be considered a proxy for the indicator (and does not address the indicator directly).

²⁸ This definition is consistent with the one used in the Head Start Family and Child Experiences Survey (FACES), to reflect that programs might not meet for several weeks of a calendar year due to breaks.

²⁹ The reader should bear in mind the slightly different ways in which each survey collects and defines a person as American Indian or Alaska Native (see this chapter, sections A and B).

Table IV.1. Design One research questions and associated tables

Research question	Key indicator list ^a (<i>addressed by analysis</i>)	Data source and table number	Estimate interpretation
Key research questions related to AI/AN children and families			
1. How large is the population of AI/AN children ages 0–5? ^b	<i>Number of children ages 0–5 as context for demand</i>	ACS Table C1 presents findings on the number of AI/AN children and families.	Estimates are both counts of individuals and percentages of AI/AN children. For example, looking at the first row of the table, we see that there are 451,137 AI/AN children ages 0–5, not yet in kindergarten. Looking at the fourth row of estimates in the table, we see that 80.2 percent of these children have a mother in the household.
2. What percentage reside on tribal lands, in urban tribal communities, or outside tribal lands?	Percentage of children ages 0–5 within a particular geographic location	The selected data sources do not include information for this research question.	
3. What are key child and family characteristics of the AI/AN population that may indicate need for early childhood services?	<p>Child and family health indicators</p> <ul style="list-style-type: none"> • Number of prenatal visits completed • Adequacy of prenatal care • Immunization status • <i>Child health insurance</i> • Regular health care provider • Regular dentist • Access to mental health services (mental health practitioners and clinics) • <i>Parent health outcomes, including physical health, depression, drug and alcohol use</i> • Parent report on continuity and frequency of consultation with health professionals <p>Socioeconomic indicators</p> <ul style="list-style-type: none"> • <i>Parent employment</i> • <i>Parent education level</i> 	<p>ACS Table C2 presents findings on AI/AN child and family health indicators.</p> <hr/> <p>ACS Table C3 presents findings on AI/AN socioeconomic indicators, such as education level, employment, and household income.</p>	<p>Estimates are percentages of AI/AN children.</p> <p>For example, looking at the last row of child health insurance coverage, we see that 11.1 percent of AI/AN children do not have health insurance. Looking at the next to last row of parent health insurance coverage, we see that 30.3 percent of AI/AN children have at least one parent with health insurance coverage through the Indian Health Service.</p> <hr/> <p>Education and employment estimates are for the highest level for any adult age 16 or up in the household.</p> <p>Estimates indicate the percentage of households with AI/AN children.</p> <p>For example, looking at the first row of employment status estimates, we see that 79.2 percent of households with an AI/AN child have an adult working full time.</p>

Table IV.1 (continued)

Research question	Key indicator list ^a (addressed by analysis)	Data source and table number	Estimate interpretation
	<ul style="list-style-type: none"> • <i>Poverty rate for families with children ages 0-5, not yet in kindergarten</i> Indicators of need for social supports <ul style="list-style-type: none"> • Domestic violence • Out-of-home care, foster care placement • Parent incarceration history Child development indicators <ul style="list-style-type: none"> • Children with special needs • Kindergarten screening and assessment scores • Social-emotional screenings Indicators of culture and language connections <ul style="list-style-type: none"> • Sense of belonging • <i>Access to native speakers, cultural coordinators, or other adults who can model traditions</i> • Availability and use of programs with teachers who speak native languages, immersion schools, and traditional medicines 	<p>ACS Table C5 presents findings on AI/AN home language environment.</p>	<p>If one or more people in one household speak different languages other than English (e.g., Spanish and Navajo), both of these languages are captured in the table.</p> <p>Estimates are percentages of AI/AN households with an AI/AN child.</p> <p>For example, looking at the first row of the table, a language other than English is spoken in 30.2 percent of households with an AI/AN child.</p>
Key research questions related to AI/AN child and family participation in and potential access to early childhood services			
<p>4. What are some of the characteristics of AI/AN children and families that may promote or limit their access to early childhood services and programs?</p>	<p>Indicators of service availability and access</p> <ul style="list-style-type: none"> • <i>Number of early childhood providers available to AI/AN children and families</i> • <i>Funding, supply, and quality of transportation services</i> <p>Indicators of parent need for early childhood services</p> <ul style="list-style-type: none"> • <i>Parent employment</i> • <i>Poverty rate for families with children under age 5</i> 	<p>ACS Table C7 presents findings on AI/AN socioeconomic indicators, such as education level, employment, and household income. Those who live below the poverty threshold may be comparable to those served by the ACF funding streams of interest.</p>	<p>Education and employment estimates are for the highest level for any adult age 16 or up in the household.</p> <p>Estimates are for the percentage of households with AI/AN children.</p> <p>For example, looking at the last row of education estimates, we see that 7.0 percent of AI/AN households with household incomes at or below the federal poverty threshold have at least one adult with a bachelor's degree or higher.</p>

Table IV.1 (continued)

Research question	Key indicator list ^a (addressed by analysis)	Data source and table number	Estimate interpretation
		<p>PIR Table D10 presents information on parent employment, receipt of public benefits, and homelessness.</p>	<p>Estimates are percentages of children/families across programs that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold).</p> <p>For example, looking at the second row of findings, we see that in Region XI programs, both parents are employed in 45.1 percent of two-parent families.</p>
		<p>PIR Table D16 presents findings on program agreements and connections to services, including transportation services.</p>	<p>Estimates are the percentage of programs across those that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold).</p> <p>For example, looking at the third row of findings, we see that 86.1 percent of Region XI programs report having formal agreements with local education agencies to coordinate transition services.</p>
<p>5. How many AI/AN children and families receive early childhood services?</p>	<p>Indicators of demand for services</p> <ul style="list-style-type: none"> • Fertility rates (<i>proxy</i>) • <i>Number of births</i> • <i>Number of children ages 0–5</i> • Number of children ages 0–5, on program’s waitlist <p>Indicators of service availability and supply</p> <ul style="list-style-type: none"> • <i>Number of early childhood program slots/home visit caseload</i> • <i>Early childhood program length</i> • Number of home visits and content covered • Space 	<p>ACS Table C1 presents findings on the number of AI/AN children and families.</p> <hr/> <p>ACS Table C4 presents findings on potential AI/AN demand for early childhood services.</p> <hr/> <p>PIR Table D7 presents information on program enrollment by child age in Head Start/Early Head Start programs serving AI/AN children and families.</p>	<p>Estimates are both counts of individuals and percentages of AI/AN children.</p> <p>For example, looking at the first row of the table, we see that there are 451,137 AI/AN children ages 0–5, not yet in kindergarten. Looking at the fourth row of estimates in the table, we see that 80.2 percent of these children have a mother in the household.</p> <hr/> <p>Estimates are percentages of AI/AN children.</p> <p>For example, looking at Row 4, we see that 21.0 percent of AI/AN children attended nursery school or preschool in the last three months.</p> <hr/> <p>Estimates are the percentages of all enrollees across programs that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold).</p> <p>For example, looking at the child age rows, we see that 4-year-olds comprise 42.9 percent of enrollment in Region XI programs.</p>

Table IV.1 (continued)

Research question	Key indicator list ^a (addressed by analysis)	Data source and table number	Estimate interpretation
6. What are the characteristics of AI/AN children and families who receive and do not receive services?	Demographic indicators	ACS Table C1 presents findings on the number of AI/AN children and families.	Estimates are both counts of individuals and percentages of AI/AN children. For example, looking at the first estimate, we see that there are 451,137 AI/AN children ages 0–5, not yet in kindergarten. Looking three rows down, we see that 80.1 percent of these children have a mother in the household.
	<ul style="list-style-type: none"> • <i>Race/ethnicity</i> • <i>Primary language and tribal language</i> • <i>Household composition</i> • Location of household • Fertility rates as context for demand (proxy) 		
	Health indicators	ACS Table C4 presents findings on potential AI/AN demand for early childhood services.	Estimates are percentages of AI/AN children. For example, looking at the first estimate, we see that 21.0 percent of AI/AN children attended nursery school or preschool in the last three months.
	<ul style="list-style-type: none"> • <i>Parent health outcomes</i> • <i>Health insurance coverage</i> • Regular health care provider • Regular dentist 	ACS Table C5 presents findings on AI/AN home language environment.	Estimates are percentages of AI/AN households with an AI/AN child. For example, looking at the first estimate in the table, a language other than English is spoken in 30.2 percent of households with an AI/AN child. Looking at the first estimate in the next section of the table, Spanish is spoken in 16.3 percent of households with an AI/AN child.
	Socioeconomic indicators	ACS Table C6 presents findings on child and family health indicators, by federal poverty threshold. Those who live below the poverty threshold may be comparable to those served by the ACF funding streams of interest.	Parent health insurance estimates are for the highest level for either parent in the household.
	<ul style="list-style-type: none"> • <i>Parent employment rate</i> • <i>Poverty rate for families with children under 5</i> 		Estimates are percentages of AI/AN children. For example, looking at the last type of health insurance coverage, we see that 34.6 percent of AI/AN children living below or equal to the federal poverty threshold have at least one parent whose health insurance coverage is provided by Indian Health Services.
			ACS Table C7 presents findings on AI/AN socioeconomic indicators, such as education level, employment, and household

Table IV.1 (continued)

Research question	Key indicator list ^a (addressed by analysis)	Data source and table number	Estimate interpretation
		<p>income. Those who live below the poverty threshold may be comparable to those served by the ACF funding streams of interest.</p>	<p>Estimates are for the percentage of households with AI/AN children.</p> <p>For example, looking at the last row of education estimates, we see that 7.0 percent of AI/AN households with household incomes at or below the federal poverty threshold have at least one adult with a bachelor's degree or higher.</p>
		<p>PIR Table D8 presents program enrollee characteristics, such as ethnicity, race, language, and household structure.</p>	<p>Estimates are the percentages of children and families across programs that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold).</p> <p>For example, looking at the second to last row of the table, we see that 54.9 percent of enrollees in Region XI programs are part of two-parent families.</p>
Key research questions on early childhood programs/providers serving AI/AN children			
<p>7. Who are these programs serving (native and nonnative)?</p>	<p>Demographic indicators</p> <ul style="list-style-type: none"> • <i>Race/ethnicity</i> • <i>Primary language and tribal language</i> • <i>Household composition</i> • Location of household • Fertility rates as context for demand <p>Health indicators</p> <ul style="list-style-type: none"> • <i>Parent and family health outcomes</i> • <i>Health insurance coverage</i> • Regular health care provider • Regular dentist <p>Socioeconomic indicators</p>	<p>PIR Table D7 presents information on program enrollment by child age in Head Start/Early Head Start programs serving AI/AN children and families.</p> <hr/> <p>PIR Table D8 presents program enrollee characteristics, such as ethnicity, race, language, and household structure.</p>	<p>Estimates are the percentages of children/pregnant women across programs that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold).</p> <p>For example, looking at the child age rows, we see that 4-year-olds comprise 42.9 percent of enrollment in Region XI programs.</p> <hr/> <p>Estimates are the percentages of children/pregnant women across programs that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold).</p> <p>For example, looking at the second to last row of the table, we see that 54.9 percent of enrollees in Region XI programs are part of two-parent families.</p>

Table IV.1 (continued)

Research question	Key indicator list ^a (addressed by analysis)	Data source and table number	Estimate interpretation
	<ul style="list-style-type: none"> • Parent employment rate • Poverty rate for families with children under 5 	<p>PIR Table D9 presents program enrollee health insurance and care among children and pregnant women.</p> <p>PIR Table D10 presents information on parent employment, receipt of public benefits, and homelessness.</p>	<p>Estimates are the percentages of children/families across programs that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold).</p> <p>For example, looking the second bolded row of findings, we see that Region XI programs report that 14.8 percent of enrolled children are not insured.</p> <p>Estimates are the percentages of children/families across programs that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold).</p> <p>For example, looking at the second row of findings, we see that in Region XI programs, both parents are employed in 45.1 percent of two-parent families.</p>
8. What is the supply of early childhood services in AI/AN communities?	<p>Indicators of supply of services</p> <ul style="list-style-type: none"> • Number of early childhood providers and ages served • Number of slots/home visit caseload as context for supply • Number of children on program’s waitlist • Pattern of ACF funding • Number of regulated providers (proxy) • Space 	<p>PIR Tables D1 through D5 present the distribution of AI/AN children and pregnant women across all programs.</p>	<p>Estimates determine the number and concentration of AI/AN enrollment within programs.</p> <p>For example, looking at Table D2a, we see that there are 78 programs in Regions I-X that serve 50 or more AI/AN children.</p>
	<p>Indicators of program functioning</p> <ul style="list-style-type: none"> • Staff turnover • Staff training opportunities 	<p>PIR Table D11 presents the program services received by children and families.</p>	<p>Estimates are the percentages of families across programs that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold).</p> <p>For example, looking at the first row, we see Region XI programs report that 11.7 percent of enrolled children and families receive emergency/crisis intervention services.</p>
	<ul style="list-style-type: none"> • Staff compensation and benefits • Program-level leadership and management • Data infrastructure 	<p>PIR Table D14 presents program staff turnover rates.</p>	<p>Estimates are the percentages of staff across programs that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold).</p> <p>For example, looking at the first row, we see that Region XI programs report that 13.7 percent of staff left or turned over since the previous year.</p>

Table IV.1 (continued)

Research question	Key indicator list ^a (addressed by analysis)	Data source and table number	Estimate interpretation
		<p>PIR Table D15 presents the average time different types of program staff spend coordinating services.</p>	<p>Estimates are average times across programs that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold).</p> <p>For example, looking at the first row, we see that Region XI programs report that child development and education managers spend an average of 23.0 hours a week coordinating program services.</p>
		<p>PIR Table D16 presents information on program agreements and connections to services.</p>	<p>Estimates are percentages of programs that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold).</p> <p>For example, looking at the third row of findings, we see that 86.1 percent of Region XI programs report having formal agreements with local education agencies to coordinate transition services.</p>
<p>9. What are the features of programs serving AI/AN children and families (for example, program type/model, operation/resources)?</p>	<p>Service organization</p> <ul style="list-style-type: none"> • <i>Program type/model</i> • <i>Program operations and center resources</i> • <i>Program eligibility requirements</i> <p>Service delivery: services and cultural connections</p> <ul style="list-style-type: none"> • <i>Services provided</i> • <i>Program language use</i> • <i>Use of tribal language or cultural curriculum</i> <p>Service delivery: quality</p> <ul style="list-style-type: none"> • <i>Building condition</i> • <i>Space</i> <p>Service delivery: staff</p> <ul style="list-style-type: none"> • <i>Quality ratings of early childhood services</i> • <i>Education, credentials, and experience</i> 	<p>PIR Table D6 presents the characteristics of programs serving children including the program and agency type, program model, and length of the week and year.</p> <p>PIR Table D12 presents program staff characteristics, including staff language use.</p> <p>PIR Table D13a and D13b present staff education levels.</p>	<p>Estimates are the percentage of programs.</p> <p>For example, looking at the first agency type, we see that 1.0 percent of Region XI programs are community action agencies.</p> <p>Estimates are the percentages of staff across programs that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold).</p> <p>For example, looking at the row labeled “Native North American / Alaska Native language,” we see that in Region XI programs, 10.5 percent of program staff speak a Native language.</p> <p>Estimates are the percentages of staff across programs that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold).</p>

Table IV.1 (continued)

Research question	Key indicator list ^a (<i>addressed by analysis</i>)	Data source and table number	Estimate interpretation
	Indicators of program functioning <ul style="list-style-type: none"> • <i>Staff turnover</i> • <i>Staff compensation and benefits</i> 		For example, looking at the next to last bolded row of education levels among preschool teachers, we see that in Region XI programs, 8.9 percent of teachers and 53.3 percent of assistant teachers do not have any listed degrees or credentials.
		PIR Table D14 presents program staff turnover rates.	Estimates are the percentages of staff across programs that serve AI/AN children (either in Region XI or in Regions I-X and meeting a minimum threshold). For example, looking at the first row, we see that Region XI programs report that 13.7 percent of staff left or turned over since the previous year.

Source: 2013-2014 Head Start Program Information Report (PIR) and 2010-2014 Five-Year American Community Survey.

^a A key indicator is italicized if the tables in Appendix C or D contain information on it. Italicized indicators with the word “proxy” indicate that these indicators are addressed in the analysis tables, but the analysis addresses a data element that could be considered a proxy for the indicator (and does not address the indicator directly).

^b Throughout, we refer to AI/AN children ages 0–5, not yet in kindergarten, as “AI/AN children” for simplicity.

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

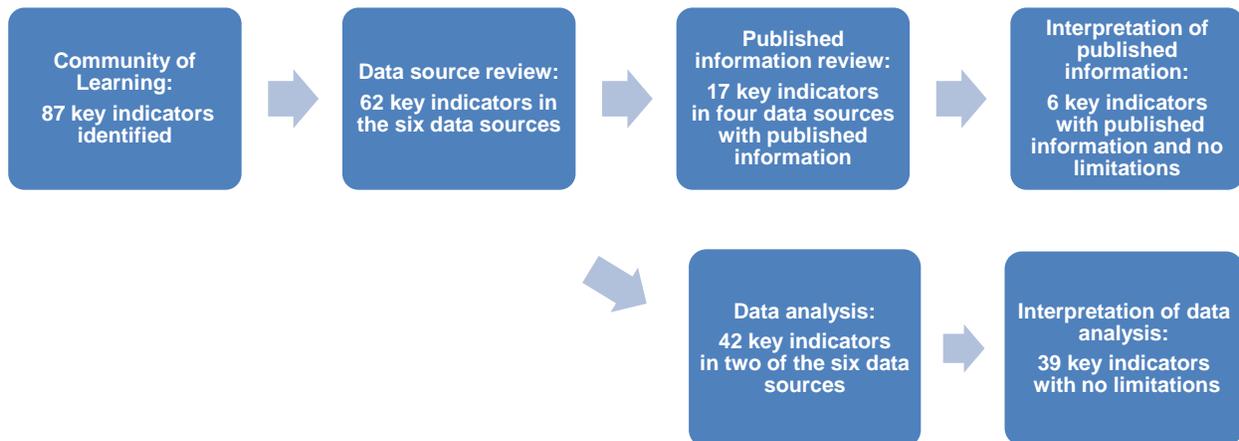
V. CONCLUSION

The AI/AN EC Needs Assessment Design Project is intended to lay a foundation for understanding the early childhood needs of the AI/AN population. In this report, we described the steps we took to explore the potential for using existing data sources to create a national picture of the AI/AN population and its early childhood needs. In particular, we addressed three questions:

1. What existing data sources could help us understand AI/AN early childhood needs?
2. What information from these data sources has been published to date?
3. What can we learn about AI/AN early childhood needs when we conduct new analyses by using existing sources?

In this concluding chapter, we summarize the key findings from our analysis of the data source and published information reviews, and from secondary analyses. The goal of this analysis was to understand the existing data's potential for addressing the nine Design One research questions related to describing AI/AN children and families, and their participation in early childhood services. Figure V.1 provides an overview of the number of key indicators that we reviewed in both stages of the Design One work. We also discuss what we learned from a secondary analysis of the data and recommendations for future work.

Figure V.1. Updated overview of findings



A. Extent of the information available

Our reviews of the data source and the published information demonstrate what information is available on the key indicators, where the gaps are, and where we can find opportunities for additional analyses.

In the data review, the six sources included data items and questions for 62 of the 87 key indicators across all 9 research questions. Among the selected data sources, certain ones aligned well with a given set of research questions. The ACS and 2010 Census tended to align with the first two sets of research questions (on children and families and their participation in early childhood services). We would expect this to be the case given that these are national surveys of individuals. The administrative data sources tended to align with the third set of research questions (on programs). This too would be expected given

that these data sources include information on programs or grantees that provide services. If we look at the key indicators, we identified relevant items in all six data sources, but some sources addressed these indicators more directly than others (which were proxies). In particular, the ACS and Head Start PIR items aligned with the greatest number of key indicators.

The published information review, which was based on the four data sources with publically available data, revealed that current publications cover only 17 of the 62 key indicators across 7 research questions. And even at that, the published information reported directly on only 6 of the 17 key indicators in 4 research questions; there was the least published information on questions about early childhood programs/providers serving AI/AN children. For the other 11 key indicators found in published documents, the information was not specific to AI/AN children or families receiving early childhood services and could serve only as a proxy for the key indicator.

The most broadly applicable resource was an ACS 2011–13 summary table, which reported directly on three key indicators and provided proxies for another eight. Given the potential availability of data but the absence of information, the published information review revealed there is potential for conducting secondary analysis.

B. New information from secondary analysis

Building on the first stage of data and information review, we conducted a secondary analysis of two data sources to determine what more can be learned about the AI/AN population based on existing data. Table V.1 provides detail on the exact research question and indicators addressed across the two stages of Design One work that we have conducted to date. Analyses of the ACS and PIR addressed 43 key indicators across eight of the nine research questions. Fourteen of these indicators were also found in the published information review. In some cases, the analyses presented here represent refinements to the published information that better reflect the research question and the key indicator. For example, research question three asks: what are the key child and family characteristics in the AI/AN population that may indicate need for early childhood services? We found that there is published information about the percentage of AI/AN people who have various types of health insurance, but the information was not broken down by age or family status. Therefore, we have noted this information as a proxy indicator of child health insurance. In the analysis of ACS data conducted in Design One, we narrowed the focus to health insurance for parents of AI/AN children, which should be a better proxy for AI/AN children's health insurance.

Although the ACS and PIR analyses addressed 43 key indicators, goodness of fit was a key challenge in translating these indicators into data elements in the existing data. Some indicators could be addressed clearly with existing data from the ACS and PIR. For example, the ACS data directly addresses the number of AI/AN children birth to age 5. Other indicators could be addressed only through proxies. For example, the ACS and PIR do not contain data elements that directly address the number of regulated providers that offer early childhood services in AI/AN communities. The number of Head Start programs that meet the minimum enrollment threshold provides *some* information about the supply of regulated providers available to AI/AN communities, but it does not capture regulated providers who do not receive Head Start funding (and it potentially underestimates the regulated providers within Head Start program, given that the PIR does not report on how many centers are associated with each program).

In addition to varying degrees of indicator-to-data element “fit,” other aspects of the data made identifying the population of interest a complex task. The population of interest in our analyses was

AI/AN children ages 0–5, not yet in kindergarten and their families. In the ACS, it is difficult to link both parents living in a household to a child if the parents are unmarried, and it was not possible to identify grandparents. In the PIR, we could not identify individual AI/AN children or pregnant women, but we could identify Head Start or Early Head Start programs that serve a minimum threshold of AI/AN enrollees (children or pregnant women). Thus, PIR estimates include programs that could serve up to 90 percent non-AI/AN children. Because information is reported at the program level, some data in the PIR are less useful than they might be when reported at the center or individual level. For example, there are items about the number of partnerships programs have with other agencies, but, these numbers might “double count” in that more than one center within a program could have a separate partnership with the same agency. Furthermore, it is important to note that the ACS and the PIR do not measure whether a child is AI/AN in exactly the same way. Finally, the PIR reports on data for a single program year, but the ACS estimates pull from data collected over five years.

Table V.1. Design One key indicator availability based on data source review, published information, and secondary analysis

Key indicators	Data items available	Published information available	Addressed in ACS or PIR secondary analysis
Key research questions related to AI/AN children and families			
1. How large is the population of AI/AN children ages 0–5?			
1. Number of children ages 0–5 as context for demand	Y	Y	Y
2. What percentage reside on tribal lands, in urban tribal communities, or outside tribal lands?			
1. Percentage of children ages 0–5 within a particular geographic location	Y	Y (proxy)	N
3. What are key child and family characteristics in the AI/AN population that may indicate need for early childhood services?			
1. Child and family health indicators			
a. Number of prenatal visits completed	N	N	N
b. Adequacy of prenatal care	N	N	N
c. Immunization status	Y (proxy)	N	N
d. Child health insurance	Y	Y (proxy)	Y
e. Regular health care provider	Y (proxy)	N	N
f. Regular dentist	Y (proxy)	N	N
g. Access to mental health services (mental health practitioners and clinics)	Y (proxy)	N	N
h. Parent health outcomes, including physical health, depression, drug and alcohol use	Y	N	Y
i. Parent report on continuity and frequency of consultation with health professionals	N	N	N

Table V.1 (continued)

Key indicators	Data items available	Published information available	Addressed in ACS or PIR secondary analysis
2. Socioeconomic indicators			
a. Parent employment	Y	Y (proxy)	Y
b. Parent education level	Y	Y (proxy)	Y
c. Poverty rate for families with children under age 5	Y	Y	Y
3. Indicators of need for social supports			
a. Domestic violence	Y (proxy)	N	N
b. Out-of-home care, foster care placement	Y (proxy)	N	N
c. Parent incarceration history	Y (proxy)	N	N
4. Child development indicators			
a. Children with special needs	Y	N	N
b. Kindergarten screening and assessment scores	N	N	N
c. Social-emotional screenings	N	N	N
5. Indicators of culture and language connections			
a. Sense of belonging	N	N	N
b. Access to native speakers, cultural coordinators, or other adults who can model traditions	N	N	N
c. Availability and use of programs with teachers who speak native languages, immersion schools, and traditional medicines	Y (proxy)	N	N
Key research questions related to AI/AN child and family participation in and potential access to early childhood services			
4. What are some of the characteristics of AI/AN children and families that may promote or limit their access to early childhood services and programs?			
1. Indicators of service availability and access			
a. Knowledge about services to support child's development	N	N	N
b. Number of early childhood providers available to AI/AN children and families	Y	N	Y
c. Proximity of providers to children/families	N	N	N
d. Funding, supply, and quality of transportation services	Y	N	Y
e. Funding, supply, and quality of culturally congruent services	N	N	N
2. Indicators of parent need for early childhood services			
a. Parent employment	Y	Y (proxy)	Y
b. Poverty rate for families with children under age 5	Y	Y (proxy)	Y
5. How many AI/AN children and families receive early childhood services?			
1. Indicators of demand for services			
a. Fertility rates	N	N	Y (proxy)

Table V.1 (continued)

Key indicators	Data items available	Published information available	Addressed in ACS or PIR secondary analysis
b. Number of births	Y	Y	Y
c. Number of children ages 0–5	Y	Y (proxy)	Y
d. Number of children ages 0–5 on program’s waitlist	N	N	N
2. Indicators of service availability and supply			
a. Number of early childhood program slots/home visit caseload	Y	N	Y
b. Early childhood program length	Y	N	Y
c. Number of home visits and content covered	Y	N	N
d. Space (adequate for target enrollment, limitations to expansion)	N	N	N
6. What are the characteristics of AI/AN children and families that receive and do not receive services?			
1. Demographic indicators			
a. Race/ethnicity	Y	Y (proxy)	Y
b. Primary language and tribal language	Y	Y (proxy)	Y
c. Household composition	Y	Y (proxy)	Y
d. Location of household	Y	Y (proxy)	N
e. Fertility rates as context for demand	N	N	Y (proxy)
2. Health indicators			
a. Parent health outcomes, including physical health, depression, drug and alcohol use	Y	N	Y
b. Health insurance coverage	Y	N	Y
c. Regular health care provider	Y	N	N
d. Regular dentist	Y	N	N
3. Socioeconomic indicators			
a. Parent employment rate	Y	N	Y
b. Poverty rate for families with children under age 5	Y	N	Y
Key research questions on early childhood programs/providers serving AI/AN children			
7. Who are these programs serving (native and non-native)?			
1. Demographic indicators			
a. Race/ethnicity	Y	Y	Y
b. Primary language and tribal language	Y	Y	Y
c. Household composition	Y	N	Y
d. Location of household	Y	Y	N
e. Fertility rates as context for demand	N	N	N
2. Health indicators			
a. Parent and family health outcomes, including physical health, depression, drug and alcohol use	Y	N	Y

Table V.1 (continued)

Key indicators	Data items available	Published information available	Addressed in ACS or PIR secondary analysis
b. Health insurance coverage	Y	N	Y
c. Regular health care provider	Y	N	N
d. Regular dentist	Y	N	N
3. Socioeconomic indicators			
a. Parent employment rate	Y	N	Y
b. Poverty rate for families with children under age 5	Y	N	Y
8. What is the supply of early childhood services in AI/AN communities?			
1. Indicators of supply of services			
a. Number of early childhood providers and ages served	N	N	N
b. Number of slots/home visit caseload as context for supply	Y	N	N
c. Number of children ages 0–5 on program’s waitlist	N	N	N
d. Pattern of ACF funding among AI/AN communities	N	N	N
e. Number of regulated providers	N	N	Y (proxy)
f. Space (adequate for target enrollment, limitations to expansion)	N	N	N
2. Indicators of program functioning			
a. Staff turnover	Y	N	Y
b. Staff training opportunities	N	N	N
c. Staff compensation and benefits	Y	N	Y
d. Program-level leadership and management	Y	N	Y
e. Data infrastructure: numbers to understand program costs	Y	N	Y
9. What are the features of programs serving AI/AN children and families (for example, program type/model, operation/resources)?			
1. Service organization			
a. Program type/model	Y	N	Y
b. Program operations and center resources	Y	N	Y
c. Program eligibility requirements	Y	N	N
2. Service delivery: services and cultural connections			
a. Services provided	Y	N	Y
b. Program language use	Y	N	Y
c. Use of tribal language or cultural curriculum	N	N	N
3. Service delivery: quality			
a. Building condition (physical place)	N	N	N
b. Space (adequate for target enrollment, limitations to expansion)	N	N	N
c. Quality ratings of early childhood services	Y	N	N

Table V.1 (continued)

Key indicators	Data items available	Published information available	Addressed in ACS or PIR secondary analysis
4. Service delivery: staff			
a. Staff education, credentials, and experience	Y	N	Y
5. Indicators of program functioning			
a. Staff turnover	Y	N	Y
b. Staff training opportunities	N	N	N
c. Staff compensation and benefits	Y	N	Y
d. Program-level leadership and management	Y	N	N
e. Data infrastructure: numbers to understand program costs	Y	N	N
f. Performance evaluation	Y	N	N

Note: A “Y” denotes that information on the key indicator was identified within the data source review or the published information review. An “N” denotes that no information was identified.

“Proxy” refers to items from a particular data source that align with a key indicator but not the overarching research question, or where published information aligns somewhat, but not entirely, with the key indicator of interest.

Some indicators could appear as a “N” in the data source review and a “Y” in the ACS or PIR analysis due to increased familiarity with the data as well as evolving working definitions of what data elements could be considered to address a key indicator.

C. Future work for Design One

This project represents a first step in understanding the existing information about early childhood needs for AI/AN children and families to support a future national needs assessment. The review and analyses conducted also provide insight into the potential need for new data collection to achieve the goal of describing the AI/AN children and families, their participation in early care and education and home visiting, and those programs.

In terms of the existing information, two avenues of future work exist across the 21 data sources initially identified by the CoL (Malone et al. 2016). First, among the selected six data sources, the review of available information documented in this report demonstrates that there is data that could be explored in secondary analysis. We focused on two of the six selected data sources at particular time points (e.g., 2010-2014 for the American Community Survey and 2013-2014 for the Head Start Program Information Report). As new data are available, the analyses could be updated to provide new information or examine any changes in the AI/AN population nationally or participating in Head Start/Early Head Start. However, challenges exist in conducting this work as these data sources were originally designed and collected for different purposes. Chapter III documents decisions and limitations that would need to be considered for future similar analyses across any data source.

Second, the data source reviews documented in this report also identified areas that could be explored in the other 15 data sources initially identified during the design process. For example, the key indicators on cultural resources were not available in the six data sources we reviewed (except for information on the language spoken by program staff and potentially tribal curriculum). However, the American Indian and Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES)

will provide information on cultural connections and supports for children and families in tribal Head Start programs. As another example, key indicators related to health could be explored with several existing data sources. A similar set of activities described in this report could be explored with those other data sets to identify (1) if the data sources contain variables that match to the key indicators, (2) if those variables have been analyzed with information published on AI/AN children and families, and if not, (3) to explore if secondary analysis can be conducted.

In addition to existing data, our findings from the data review indicate that new data is needed. In particular, data is lacking on key indicators related to culture and language connections for early childhood services in general and program characteristics such as space, waitlists, quality ratings, and staff training opportunities. New data collection or future revisions to ongoing data collection efforts would be needed. In order to coordinate future efforts, the field would benefit from a well-defined set of data elements (refining several of the key indicators in particular). Developing common definitions would support both existing data sources (many of which are repeated at specific time intervals) and future data collection. In conclusion, while exploratory in nature, the current project provides insight on future work to deepen our understanding of the scope of the need for early childhood services and to accurately determine and document the unmet need in AI/AN communities.

REFERENCES

- DeWeaver, N. "American Community Survey Data on the American Indian/Alaska Native Population: A Look behind the Numbers." 2013. Available at http://www.ncai.org/policy-research-center/initiatives/ACS_data_on_the_AIAN_Population_paper_by_Norm_DeWeaver.pdf. Accessed January 6, 2017.
- Freeman, C., and M.A. Fox. "Status and Trends in the Education of American Indians and Alaska Natives." NCES 2005-108. Washington, DC: National Center for Education Statistics, 2005.
- Malone, L., E. Knas, M. Cavanaugh, and J. West. "Early Care, Education, and Home Visiting in American Indian and Alaska Native Communities: Design Options for Assessing Early Childhood Needs. OPRE Report # 2016-49, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services, 2016.
- Moran, R., B.D. Rampey, G. Dion, and P. Donahue. "National Indian Education Study 2007 Part I: Performance of American Indian and Alaska Native Students at Grades 4 and 8 on NAEP 2007: Reading and Mathematics Assessments." NCES 20-080457. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 2008.
- Schmit, S., and E. Danielle. "Putting Children and Families First: Head Start Programs in 2010." Brief No. 10, 2012. Available at <http://eric.ed.gov/?id=ED538047>. Accessed February 24, 2016.
- State Health Access Data Assistance Center. "Reclassifying Health Insurance Coverage for the Indian Health Service in the Current Population Survey: Impact on State Uninsurance Estimates." 2005. Available at http://www.shadac.org/sites/default/files/Old_files/IssueBrief11.pdf. Accessed April 18, 2017.
- U.S. Census Bureau. "Census Bureau Releases Estimates of Undercount and Overcount in the 2010 Census." 2012. Available at https://www.census.gov/newsroom/releases/archives/2010_census/cb12-95.html. Accessed February 24, 2016.

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

APPENDIX A

DATA SOURCE AND PUBLISHED INFORMATION REVIEW FINDINGS

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

Table A1. Data source review findings

Key indicators	Data source	Item wording	Item response options
1. How large is the population of AI/AN children ages 0–5?			
1. Number of children ages 0–5, not yet in kindergarten, as context for demand ^a	ACS Census	What is Person X’s age and what is Person X’s date of birth? ^a	Age in years Month, Day, Year of Birth
		What is Person X’s race? (check all that apply)	White Black or African Am. American Indian or Alaska Native - Print name of enrolled or principal tribe Asian Indian Chinese Filipino Japanese Korean Vietnamese Native Hawaiian Guamanian or Chamorro Samoan Other Pacific Islander Some Other Race
		How many people are living or staying at this address?	Number of people
		How is this person related to Person X?	Husband or wife Biological son or daughter Adopted son or daughter Stepson or stepdaughter Brother or sister Father or mother Grandchild Parent-in-law Son-in-law or daughter-in-law Other relative Roomer or boarder Housemate or roommate Unmarried partner Foster child Other nonrelative

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
2. What percentage reside on tribal lands, in urban tribal communities, or outside tribal lands?			
1. Percentage of children ages 0–5 within a particular geographic location	ACS Census	What is Person X’s age and what is Person X’s date of birth? ^a	Age in years Month, Day, Year of Birth
		What is Person X’s race? (check all that apply)	White Black or African Am. American Indian or Alaska Native - Print name of enrolled or principal tribe Asian Indian Chinese Filipino Japanese Korean Vietnamese Native Hawaiian Guamanian or Chamorro Samoan Other Pacific Islander Some Other Race
	Census	American Indian Area Alaska Native Area Hawaiian Home Land (Census Division)	Federally recognized American Indian reservation and/or off-reservation trust land Oklahoma tribal statistical area Alaska Native village statistical area Tribal designated statistical area State-recognized American Indian reservation State designated tribal statistical area
		Urban Area	Urbanized area or urban cluster
		Urban Area Type	Urban cluster / Not in an urban area
		Urban/Rural	Area is classified as urban / Area is classified as rural / Mixed—part is classified as urban and part is classified as rural
		State	State list
		County	County list
		Metropolitan Statistical Area Micropolitan Statistical Area Principal City Indicator	Place is a principal city of a metropolitan or micropolitan statistical area Place is not a principal city of a metropolitan or micropolitan statistical area Not in a place

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
3. What are the key child and family characteristics in the AI/AN population that may indicate need for early childhood services?			
1. Child and family health indicators			
a. Number of prenatal visits completed	None available	None available	None available
b. Adequacy of prenatal care	None available	None available	None available
c. Immunization status	<i>Proxy:</i> Head Start PIR	C.11 Number of children who have been determined by a health care professional to be up-to-date on all immunizations appropriate for their age	Number of children at enrollment Number of children at end of enrollment year
		C.12 Number of children who have been determined by a health care professional to have received all immunizations possible at this time, but who have not received all immunizations appropriate for their age	Number of children at enrollment Number of children at end of enrollment year
		C.13 Number of children who meet their state's guidelines for an exemption from immunizations	Number of children at enrollment Number of children at end of enrollment year
d. Child health insurance ^b	ACS	Is this person CURRENTLY covered by any of the following types of health insurance or health coverage plans?	Insurance through a current or former employer or union (of this person or another family member) Insurance purchased directly from an insurance company (by this person or another family member) Medicare, for people 65 and older, or people with certain disabilities TRICARE or other military health care VA (including those who have ever used or enrolled for VA health care) Indian Health Service Any other type of health insurance or health coverage plan – Specify
e. Regular health care provider	<i>Proxy:</i> Head Start PIR	C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	Number of children at enrollment Number of children at end of enrollment year
f. Regular dentist	<i>Proxy:</i> Head Start PIR	C.17 Number of children with continuous, accessible dental care provided by a dentist	Number of children at enrollment Number of children at end of enrollment year

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		<p>C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported</p> <p>a. Of these, the number of children diagnosed as needing dental treatment since last year's PIR was reported</p> <p>1. Of these, the number of children who have received or are receiving dental treatment</p>	<p>Number of children at enrollment</p> <p>Number of children at end of enrollment year</p>
		<p>C.19.b Specify the primary reason that children who needed dental treatment did not receive it</p>	<p>1. Health insurance doesn't cover dental treatment</p> <p>2. No dental care available in local area</p> <p>3. Medicaid not accepted by dentist</p> <p>4. Dentists in the area do not treat 3 – 5 year old children</p> <p>5. Parents did not keep/make appointment</p> <p>6. Children left the program before their appointment date</p> <p>7. Appointment is scheduled for future date</p> <p>8. No transportation</p> <p>9. Other (please specify):</p>
		<p>C.20 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary oral health care according to the relevant state's EPSDT schedule</p>	<p>Number of children at end of enrollment year</p>
g. Access to mental health services (mental health practitioners and clinics)	Proxy: Head Start PIR	<p>C.23. Indicate the number of enrolled children who were served by the mental health (MH) professional(s) since last year's PIR was reported</p> <p>C.24 Number of children who were referred by the program (by the MH professional or another staff member) for mental health services outside of Head Start, since last year's PIR was reported</p>	<p>Number of children at end of enrollment year</p> <p>Number of children at end of enrollment year</p>
		<p>C.46 The number of families who received the following services since last year's PIR was reported: Mental health services</p>	<p>Number of families at end of enrollment</p>

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
h. Parent health outcomes, including physical health, depression, drug and alcohol use ^c	ACS	Because of a physical, mental, or emotional condition, does this person have difficulty concentrating, remembering, or making decisions?	Yes / No
		Does this person have serious difficulty walking or climbing stairs?	Yes / No
		Does this person have difficulty dressing or bathing?	Yes / No
		Because of a physical, mental, or emotional condition, does this person have difficulty doing errands alone such as visiting a doctor's office or shopping?	Yes / No
i. Parent report on continuity of and frequency of consultation with health professionals	None available	None available	None available
2. Socioeconomic indicators			
a. Parent employment ^d	ACS	LAST WEEK, did this person work for pay at a job (or business)?	Yes / No
		During the last 4 weeks, has this person been actively looking for work?	Yes / No
		Last week, could this person have started a job if offered one, or returned to work if recalled?	Yes / No
		When did this person last work, even for a few days?	Yes / No
		During the past 12 months (52 weeks), did this person work 50 or more weeks? Count paid time off as work.	Yes / No
		How many weeks did this person work even for a few hours, including paid vacation, paid sick leave, and military service?	Yes / No
		During the past 12 months, in the weeks worked, how many hours did this person usually work each week?	Yes / No

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
b. Parent education level ^e	ACS	What is the highest degree or level of school this person has completed?	No school completed Nursery school/ Kindergarten Grade 1 through 11 - Specify grade 1 – 11 12th grade Regular high school diploma GED or alternative credential Some college credit, but less than 1 year of college credit 1 or more years of college credit, no degree Associate's degree (for example, AA, AS) Bachelor's degree (for example, BA, BS) Master's degree (for example...) Professional degrees beyond a bachelor's degree (MD, DDS, DVM...) Doctorate degree (for example: PhD, EdD)
c. Poverty rate for families with children ages 0–5, not yet in kindergarten ^f	ACS	What was this person's total income during the PAST 12 MONTHS? Add entries in questions 47a to 47h; subtract any losses. If net income was a loss, enter the amount and mark (X) the "Loss" box next to the dollar amount.	Total amount for past 12 months
3. Indicators of need for social supports			
a. Domestic violence	Proxy: Head Start PIR	C.46. The number of families who received the following services since last year's PIR was reported: j. Domestic violence services	Number of families at end of enrollment
b. Out of home care, foster care placement	Proxy: MIECHV Form 1	Section E.19: [Number of individuals who] have a history of child abuse or neglect or have had interactions with child welfare services	Number of newly enrolled individuals
	Proxy: ACF-700	Number of children who received child care services because child received or needed protective services	Total
		Number of children who received child care services because there was a Federal Emergency and child received or needed protective services	Total

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
	Proxy: Head Start PIR	C.46. The number of families who received the following services since last year's PIR was reported: i. child abuse and neglect services	Number of families at end of enrollment
		C.52. Total number of enrolled children who were in foster care at any point during the program year	Number of children
		Total number of enrolled children who were referred to Head Start/Early Head Start services by a child welfare agency	Number of children
c. Parent incarceration history	Proxy: Head Start PIR	C.46. The number of families who received the following services since last year's PIR was reported: m. Assistance to families of incarcerated individuals	Number of families at end of enrollment
4. Child development indicators			
a. Children with special needs	ACS	Is this person deaf or does he/she have serious difficulty hearing?	Yes / No
		Is this person blind or does he/she have serious difficulty seeing even when wearing glasses?	Yes / No
	Proxy: MIECHV Form 1 Form 1	Section E.23: [How many individuals] Have a child/children with developmental delays or disabilities	Number of newly enrolled individuals
	Proxy: Head Start PIR	C.25 Number of children enrolled in the program who had an Individualized Education Program (IEP), at any time during the enrollment year, indicating they were determined eligible by the LEA to receive special education and related services	Number of children
		C.26 Number of children enrolled in the program who had an Individualized Family Service Plan (IFSP), at any time during the enrollment year, indicating they were determined eligible by the Part C Agency to receive early intervention services under the Individuals with Disabilities Education Act (IDEA)	Number of children
		C.27. Diagnosed Primary disability [of children 3 and older] a. Health impairment (i.e. meeting IDEA definition of "other health impairment")	Number of children determined to have this disability

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		b. Emotional disturbance c. Speech or language impairments d. Intellectual disabilities e. Hearing impairment, including deafness f. Orthopedic impairment g. Visual impairment, including blindness h. Specific learning disability i. Autism j. Traumatic brain injury k. Non-categorical/developmental delay l. Multiple disabilities (excluding deaf-blind) m. Deaf-blind	
b. Kindergarten screening and assessment scores	None available	None available	None available
c. Social-emotional screenings	None available	None available	None available
5. Indicators of culture and language connections			
a. Sense of belonging	None available	None available	None available
b. Access to native speakers, cultural coordinators, or other adults who can model traditions	None available	None available	None available
c. Availability and use of programs with teachers that speak native languages, immersion schools, and traditional medicines	Proxy: Head Start PIR	B.14 The number who are proficient in a language(s) other than English a. Spanish f. Native North American / Alaska Native language <hr/> A.27 Primary language of family at home a. English b. Spanish g. Native North American / Alaska Native languages	Number of non-supervisory child development staff <hr/> Number of children / pregnant women

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
4. What are some of the characteristics of AI/AN children and families that may promote or limit their access to early childhood services and programs?			
1. Indicators of service availability and access			
a. Knowledge about services to support child's development	None available	None available	None available
b. Number of early childhood providers available to AI/AN children and families	Head Start PIR	C.54 Total number of formal agreements with Child Care Partners during the program year	Number of formal agreements
		a. If yes, the number of formal agreements in which the program is currently participating	Number of formal agreements
		C.55 Number of LEAs in the program's service area	Number of LEAs
		C.56 Number of formal agreements the program has with LEAs:	Number of formal agreements
		a. To coordinate services for children with disabilities	Number of formal agreements
		b. To coordinate transition services	Yes/No
		C.57 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	Number of formal agreements
		C.58 Number of Part C agencies in the program's service area	Number of part C agencies
a. Number of formal agreements the program has with Part C agencies to coordinate services for children with disabilities	Number of formal agreements		
C.59 Does the program have formal collaboration agreements with child welfare agencies?	Yes/No		
a. If yes, the number of formal agreements in which the program is currently participating	Number of formal agreements		
c. Proximity of providers to children/families	None available	None available	None available

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
d. Funding, supply, and quality of transportation services	Head Start PIR	A.28: Does the program provide transportation to some or all of the enrolled children either directly or through a formal contractual agreement with a transportation provider?	Yes/No
		a. Number of children for whom transportation is provided	Number of children
		A.29 Total number of buses owned by the program that were purchased with ACF grant funds and are currently used to support program operations, regardless of year purchased	Number of buses owned
		a. Of these, the number of buses purchased since last year's PIR was reported	
		A.30 Are any of the buses used by the program leased by the program itself?	Yes/No
		Number of buses leased	Number of buses leased
e. Funding, supply, and quality of culturally congruent services	None available	None available	None available
2. Indicators of parent need for early childhood services			
a. Parent employment	ACS	LAST WEEK, did this person work for pay at a job (or business)?	Yes / No
		During the last 4 weeks, has this person been actively looking for work?	Yes / No
		Last week, could this person have started a job if offered one, or returned to work if recalled?	Yes / No
		When did this person last work, even for a few days?	Yes / No
		During the past 12 months (52 weeks), did this person work 50 or more weeks? Count paid time off as work.	Yes / No
		How many weeks did this person work even for a few hours, including paid vacation, paid sick leave, and military service?	Yes / No

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		During the past 12 months, in the weeks worked, how many hours did this person usually work each week?	Yes / No
	MIECHV Form 1	Section C.13: [Unduplicated count of] Enrollees by Employment Status: Employed Full Time Employed Part-Time Not Employed Unknown, did not report	Unduplicated count of enrollees
	ACF-700	Number of children who received child care services because their parents worked	Total
		Number of children who received child care services because there was a Federal Emergency and their parents worked	Total
	Head Start PIR	C.36. Of the number of two-parent families, the number of families in which: a. Both parents/guardians are employed b. One parent/guardian is employed c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	Number of families at enrollment
		C.37. Of the number of single-parent families, the number of families in which: a. the parent/guardian is employed b. the parent/ guardian is not working (i.e. unemployed, retired, or disabled)	Number of families at enrollment
	ACF-801, family file	Employment including Self-Employment	Yes/No
b. Poverty rate for families with children ages 0–5, not yet in kindergarten	ACS	What was this person’s total income during the PAST 12 MONTHS?	Total amount for past 12 months
	MIECHV Form 1	Section C.12: Household income in relation to federal poverty guidelines: 50% and under 51-100% 101-133% 134-250% 251-300% >300%	Number of households

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		Section E.17: [Number of individuals who] Have low incomes	Number of newly enrolled individuals
	ACF-700	Number of children served whose family income was: At or below the poverty threshold for families of the same size Above the poverty threshold but at or below 150 percent of the poverty threshold for families of the same size Above 150 percent of the poverty threshold but at or below 200 percent of the poverty threshold for families of the same size Above 200 percent of the poverty threshold for families of the same size	Number of children
	Head Start PIR	A.16. Number of children/ pregnant women [by primary type of eligibility] Income below 100% of federal poverty line Receipt of public assistance such as TANF, SSI Status as homeless Over income Exceeding the allowed over income enrollment with family incomes between 100% and 130% of the federal poverty line	Number of children/pregnant women
		C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	Number of families at enrollment
		C.40 Total number of families receiving Supplemental Security Income (SSI)	Number of families at enrollment
		C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	Number of families at enrollment
		C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	Number of families at enrollment

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		C.49. Total number of families experiencing homelessness that were served during the enrollment year	Number of families
		C.50. Total number of children experiencing homelessness that were served during the enrollment year	Number of children
		C.51 Total number of families experiencing homelessness that acquired housing during the enrollment year	Number of families
	ACF-801, family file	Total Monthly Income -Cash or Other Assistance Under Title IV of the Social Security Act (TANF) -State Program for Which State Spending Is Counted Towards TANF -MOE 13. Housing Voucher or Cash Assistance -Supplemental Nutrition Assistance Program (formerly Food Stamps) -Other Federal Cash Income Programs (such as SSI)	Total monthly income
5. How many AI/AN children and families receive early childhood services?			
1. Indicators of demand for services			
a. Fertility rates	None available	None available	None available
b. Number of births	ACS	Has this person given birth to any children in the past 12 months?	Yes / No
c. Number of children ages 0–5, not yet in kindergarten	ACS	What is Person 1's age and what is Person 1's date of birth?	Age in years Month, Day, Year of Birth
		At any time in the last three months, has this person attended school or college? Include only nursery or preschool, kindergarten, elementary school, home school, and schooling which leads to a high school diploma or college degree.	No, has not attended in the last 3 months Yes, public school, public college Yes, private school, private college, home school
		What grade or level was this person attending?	Nursery school, preschool Kindergarten Grade 1 through 12 - Specify
	ACF-700	Total number of children receiving services that fall into each age category:	Total

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		0 up to 1 year 1 year up to 2 years 2 years up to 3 years 3 years up to 4 years 4 years up to five years 5 years up to 6 years 6 years up to 13 years Total number of children 0 to 13 years (add Column A. 3a thru 3g) 13 years and older	
	Head Start PIR	A.13. Cumulative enrollment: Children by age: Under 1 year 1 year old 2 years old 3 years old 4 years old 5 years and older	Total
		C.28 Number of all newly enrolled children since last year's PIR was reported	Number of children
	MIECHV Form 1	10. Female Index Children: Age (in years) Under 1 year 1-2 years 3-5 years Unknown Total	Number of children
		11. Male Index Children: Age (in years) Under 1 year 1-2 years 3-5 years Unknown Total	Number of children
	ACF-801, family file	Dependent Children Receiving Child Care Assistance: Month/Year of birth	Month / Year of birth
d. Number of children ages 0–5 years, not yet in	None available	None available	None available

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options	
kindergarten, on program's waitlist				
2. Indicators of service availability and supply				
a. Number of early childhood program slots/home visit caseload	Head Start PIR	A.13. Cumulative enrollment: Children by age:	Total	
		Under 1 year		
		1 year old		
			2 years old	
			3 years old	
			4 years old	
		5 years and older		
		C.28 Number of all newly enrolled children since last year's PIR was reported	Number of children	
	MIECHV Form 1	Section F.25: Family Retention across all models: [Number of families] Currently receiving services Completed program Stopped services before completion Other	Number of families	
		Section F.26: Total Number of Home Visits	Number of households	
	ACF-700	Total number of families that received child care services this year	Total	
	ACF-801, family file	Dependent Children Receiving Child Care Assistance: Month/Year of birth	Month / Year of birth	
b. Early childhood program length	Head Start PIR	A.1 Enrollment year	None available	
		a. Start date		
		b. End date		
		A.3 Center-based option – 5 days per week		
		a. Full-day enrollment		
		b. Part-day enrollment		
		A.4 Center-based option – 4 days per week		
		a. Full-day enrollment		
		b. Part-day enrollment		
c. Number of home visits and content covered	MIECHV Form 1	Section F.26: Total Number of Home Visits	Total	

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
d. Space (adequate for target enrollment, limitations to expansion)	None available	None available	None available
6. What are the characteristics of AI/AN children and families that receive and do not receive services?			
1. Demographic indicators			
a. Race/ethnicity	<i>Proxy for non-served: ACS</i>	What is Person 1's race?	White Black or African Am. American Indian or Alaska Native - Print name of enrolled or principal tribe Asian Indian Chinese Filipino Japanese Korean Vietnamese Native Hawaiian Guamanian or Chamorro Samoan Other Pacific Islander Some Other Race
	MIECHV Form 1	Section B: Enrollees and Children: [unduplicated count of enrollees by] Ethnicity: Hispanic or Latino Not Hispanic or Latino Unrecorded	Unduplicated count of enrollees
		Section B: Enrollees and Children: [unduplicated count of enrollees by]Race: American Indian or Alaska Native Asian/ Black or African American Native Hawaiian or Other Pacific Islander White More than one race Unrecorded	Unduplicated count of enrollees
	Head Start PIR	A.25 [Number of children/pregnancy women by] Ethnicity:	Number of children/pregnant women

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		Hispanic or Latino origin Non-Hispanic or Non-Latino origin	
		A.26 [Number of children/pregnancy women by] Race: American Indian or Alaska Native Asian Black or African American Native Hawaiian or Other Pacific Islander White/Biracial, multiracial Other (explain) Unspecified (explain)	Number of children/pregnant women
	ACF-801, child file	Hispanic or Latino Ethnicity Race of Child	Yes/No 19. American Indian or Alaskan Native 20. Asian 21. Black or African American 22. Native Hawaiian or Other Pacific Islander 23. White
b. Primary language and tribal language	Proxy for non-served: ACS	Does this person speak a language other than English at home? What is this language?	Yes / No Name of language
	Head Start PIR	A.27 Primary language of family at home a. English b. Spanish. g. Native North American / Alaska Native languages	Number of children / pregnant women
	MIECHV Form 1	Primary language exposure of index children	English Spanish Arabic Chinese French Italian Japanese Korean Polish Russian Tagalog Vietnamese

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
			Tribal Languages Other Unknown, did not report
c. Household composition	<i>Proxy for non-served: ACS</i>	How many people are living or staying at this address?	Number of people
		How is this person related to Person X?	Husband or wife Biological son or daughter Adopted son or daughter Stepson or stepdaughter Brother or sister Father or mother randchild Parent-in-law Son-in-law or daughter-in-law Other relative Roomer or boarder Housemate or roommate Unmarried partner Foster child Other nonrelative
	Head Start PIR	C.35. Total number of families: a. Of these, the number of two-parent families b. Of these, the number of single-parent families	Number of families at enrollment
	ACF-801, family file	Single Parent	Yes/ No/ Not applicable (child is reported as head of household)
		Family Size Used to Determine Eligibility	Family size
	MIECHV Form 1	Section B.5: Enrollees: Marital Status	Never married
		Never married	Married
		Married	Separated
		Separated	Divorced
		Divorced	Widowed
		Widowed	Unknown, did not report
d. Location of household	ACF-801, setting file	State	Fill in the blank
e. Fertility rates as context for demand	None available	None available	None available
2. Health indicators			

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
a. Parent health outcomes, including physical health, depression, drug and alcohol use	<i>Proxy for non-served: ACS</i>	Because of a physical, mental, or emotional condition, does this person have difficulty concentrating, remembering, or making decisions?	Yes / No
		Does this person have serious difficulty walking or climbing stairs?	Yes / No
		Does this person have difficulty dressing or bathing?	Yes / No
		Because of a physical, mental, or emotional condition, does this person have difficulty doing errands alone such as visiting a doctor's office or shopping?	Yes / No
	MIECHV Form 1	Section E.20: [Number of individuals who] Have a history of substance abuse or need substance abuse treatment	Number of newly enrolled individuals
		Section E.21: [Number of individuals who] Are users of tobacco products in the home	Number of newly enrolled individuals
b. Health insurance coverage	<i>Proxy for non-served: ACS</i>	Is this person CURRENTLY covered by any of the following types of health insurance or health coverage plans?	Insurance through a current or former employer or union (of this person or another family member) Insurance purchased directly from an insurance company (by this person or another family member) Medicare, for people 65 and older, or people with certain disabilities TRICARE or other military health care VA (including those who have ever used or enrolled for VA health care) Indian Health Service Any other type of health insurance or health coverage plan – Specify
		MIECHV Form 1	Section A.3: [Unduplicated count of] Enrollees by Insurance Status: No insurance coverage Title XIX (Medicaid) Title XXI (State Children's Insurance Program) Tri-Care Private or Other Unknown, Did not report

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
	Head Start PIR	C.1 Number of all children with health insurance a. Number enrolled in Medicaid and/or CHIP b. Number enrolled in state-only funded insurance (e.g., medically indigent insurance) c. Number with private health insurance (e.g., parent's insurance) d. Number with health insurance other than those listed above, e.g., Military Health (Tri-Care or CHAMPUS)	Number of children at enrollment Number of children at end of enrollment year
		C.2 Number of children with no health insurance	Number of children at enrollment Number of children at end of enrollment year
		C.3 Number of pregnant women with at least one type of health insurance Of these, the number of pregnant women whose primary health insurance fits into the following categories: a. Number enrolled in Medicaid b. Number enrolled in another publicly funded insurance program that is not Medicaid c. Number with private health insurance d. Number with health insurance other than those listed above, e.g., Military Health (Tri-Care or CHAMPUS)	Number of pregnant women at enrollment Number of pregnant women at end of enrollment year
		C.4 Number of pregnant women with no health insurance	Number of pregnant women at enrollment/ # of pregnant women at end of enrollment year
c. Regular health care provider	Head Start PIR	C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	Number of children at enrollment Number of children at end of enrollment year
d. Regular dentist	Head Start PIR	C.17 Number of children with continuous, accessible dental care provided by a dentist C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported	Number of children at enrollment Number of children at end of enrollment year Number of children at enrollment Number of children at end of enrollment year

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		a. Of these, the number of children diagnosed as needing dental treatment since last year's PIR was reported 1. Of these, the number of children who have received or are receiving dental treatment	
		C.19.b Specify the primary reason that children who needed dental treatment did not receive it	1. Health insurance doesn't cover dental treatment 2. No dental care available in local area 3. Medicaid not accepted by dentist 4. Dentists in the area do not treat 3 – 5 year old children 5. Parents did not keep/make appointment 6. Children left the program before their appointment date 7. Appointment is scheduled for future date 8. No transportation 9. Other (please specify):
		C.20 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary oral health care according to the relevant state's EPSDT schedule	Number of children at end of enrollment year
3. Socioeconomic indicators			
a. Parent employment	<i>Proxy for non-served: ACS</i>	LAST WEEK, did this person work for pay at a job (or business)?	Yes / No
		During the last 4 weeks, has this person been actively looking for work?	Yes / No
		Last week, could this person have started a job if offered one, or returned to work if recalled?	Yes / No
		When did this person last work, even for a few days?	Yes / No
		During the past 12 months (52 weeks), did this person work 50 or more weeks? Count paid time off as work.	Yes / No
		How many weeks did this person work even for a few hours, including paid vacation, paid sick leave, and military service?	Yes / No

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		During the past 12 months, in the weeks worked, how many hours did this person usually work each week?	Yes / No
	MIECHV Form 1	Section C.13: [Unduplicated count of] Enrollees by Employment Status: Employed Full Time/ Employed Part-Time/ Not Employed/ Unknown, did not report	Unduplicated count of enrollees
	Head Start PIR	C.36. Of the number of two-parent families, the number of families in which: a. both parents/guardians are employed b. One parent/guardian is employed c. Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	Number of families at enrollment
		C.37. Of the number of single-parent families, the number of families in which: a. the parent/guardian is employed b. the parent/ guardian is not working (i.e. unemployed, retired, or disabled)	Number of families at enrollment
	ACF-801, family file	Employment including Self-Employment	Yes/No
b. Poverty rate for families with children under 5	<i>Proxy for non-served: ACS</i>	What was this person's total income during the PAST 12 MONTHS?	Total amount for past 12 months
	MIECHV Form 1	Section C.12: Household income in relation to federal poverty guidelines: [Number of Households] 50% and under/ 51-100%/ 101-133%/ 134-250%/ 251-300%/ >300%	Number of households
		Section E.17: [Number of individuals who] Have low incomes	Number of newly enrolled individuals

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
	ACF-700	Number of children served whose family income was: At or below the poverty threshold for families of the same size Above the poverty threshold but at or below 150 percent of the poverty threshold for families of the same size Above 150 percent of the poverty threshold but at or below 200 percent of the poverty threshold for families of the same size Above 200 percent of the poverty threshold for families of the same size	Number of children
	Head Start PIR	A.16. Number of children/ pregnant women [by primary type of eligibility] Income below 100% of federal poverty line Receipt of public assistance such as TANF, SSI Status as homeless Over income Exceeding the allowed over income enrollment with family incomes between 100% and 130% of the federal poverty line	Number of children/pregnant women
		C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program C.40 Total number of families receiving Supplemental Security Income (SSI) C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	Number of families at enrollment
		C.49. Total number of families experiencing homelessness that were served during the enrollment year	Number of families

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		C.50. Total number of children experiencing homelessness that were served during the enrollment year	Number of children
		C.51 Total number of families experiencing homelessness that acquired housing during the enrollment year	Number of families
	ACF-801, family file	Total Monthly Income Cash or Other Assistance Under Title IV of the Social Security Act (TANF) State Program for Which State Spending Is Counted Towards TANF MOE 13. Housing Voucher or Cash Assistance Supplemental Nutrition Assistance Program (formerly Food Stamps) Other Federal Cash Income Programs (such as SSI)	Total monthly income
7. Who are these programs serving (native and non-native)?			
1. Demographic indicators			
a. Race/ethnicity	MIECHV Form 1	Section B: Enrollees and Children: [unduplicated count of enrollees by] Ethnicity: Hispanic or Latino Not Hispanic or Latino Unrecorded	Unduplicated count of enrollees
		Section B: Enrollees and Children: [unduplicated count of enrollees by]Race: American Indian or Alaska Native Asian Black or African American Native Hawaiian or Other Pacific Islander White More than one race Unrecorded	Unduplicated count of enrollees
	Head Start PIR	A.25 [Number of children/pregnant women by] Ethnicity: Hispanic or Latino origin Non-Hispanic or Non-Latino origin	Number of children/pregnant women

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		A.26 [Number of children/pregnant women by Race: American Indian or Alaska Native Asian Black or African American Native Hawaiian or Other Pacific Islander White/Biracial, multiracial/ Other (explain) Unspecified (explain)	Number of children/pregnant women
	ACF-801, child file	Hispanic or Latino Ethnicity Race of Child	Yes/No 19. American Indian or Alaskan Native 20. Asian 21. Black or African American 22. Native Hawaiian or Other Pacific Islander 23. White
b. Primary language and tribal language	MIECHV Form 1	Section D: [Unduplicated count of children by] Primary language exposure of index children: English Spanish Tribal Languages	Number of index children
	Head Start PIR	A.27 Primary language of family at home: English Spanish Native North American, Alaska Native Languages	Number of children/pregnant women
c. Household composition	Head Start PIR	C.35 Total number of families a. Of these, the number of two-parent families b. Of these, the number of single parent families	Number of families at enrollment
	MIECHV Form 1	Section B.5: Enrollees: Marital Status Never married Married Separated Divorced Widowed	Never married Married Separated Divorced Widowed Unknown, did not report
	ACF-801, family file	Family Size Used to Determine Eligibility Single Parent	Family size Yes/ No/ Not applicable (child is reported as head of household)

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
d. Location of household	ACF-801, setting file	State	Fill in the blank
e. Fertility rates as context for demand	Proxy: ACS	Has this person given birth to any children in the past 12 months?	Yes / No
2. Health indicators			
a. Parent and family health outcomes, including physical health, depression, drug and alcohol use	MIECHV Form 1	Section E.20: [Number of individuals who] Have a history of substance abuse or need substance abuse treatment	Number of newly enrolled individuals
		Section E.21: [Number of individuals who] Are users of tobacco products in the home	Number of newly enrolled individuals
b. Health insurance coverage	MIECHV Form 1	Section A.3: [Unduplicated count of] Enrollees by Insurance Status: No insurance coverage Title XIX (Medicaid) Title XXI (State Children's Insurance Program) Tri-Care Private or Other Unknown, Did not report	Unduplicated count of enrollees
c. Regular health care provider	Head Start PIR	C.8 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary health care, according to the relevant state's EPSDT schedule for well child care	Number of children at Enrollment/Number of children at end of enrollment year
		a. Of these, the number diagnosed by a health care professional with any chronic condition needing medical treatment since last year's PIR was reported 1. Of these, the number who have received or are receiving medical treatment b. Specify the primary reason that children who needed medical treatment, for any chronic condition diagnosed by a health care professional since last year's PIR was reported, did not receive it	Number of children at end of enrollment year 1. No health insurance 2. No pediatric care available in local area 3. Medicaid not accepted by health provider 4. Parents did not keep/make appointment

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
			5. Children left the program before their appointment date 6. Appointment is scheduled for future date 7. No transportation 8. Other (please specify):
d. Regular dentist	Head Start PIR	C.17 Number of children with continuous, accessible dental care provided by a dentist C.19 Number of all children, including those enrolled in Medicaid or CHIP, who have completed a professional dental examination since last year's PIR was reported a. Of these, the number of children diagnosed as needing dental treatment since last year's PIR was reported 1. Of these, the number of children who have received or are receiving dental treatment	Number of children at enrollment Number of children at end of enrollment year Number of children at end of enrollment year
		C.19.b Specify the primary reason that children who needed dental treatment did not receive it	1. Health insurance doesn't cover dental treatment 2. No dental care available in local area 3. Medicaid not accepted by dentist 4. Dentists in the area do not treat 3 – 5 year old children 5. Parents did not keep/make appointment 6. Children left the program before their appointment date
		C.20 Number of all children who are up-to-date on a schedule of age-appropriate preventive and primary oral health care according to the relevant state's EPSDT schedule	Number of children at end of enrollment year 7. Appointment is scheduled for future date 8. No transportation 9. Other (please specify):
3. Socioeconomic indicators			
a. Parent employment rate	MIECHV Form 1	Section C.13: [Unduplicated count of] Enrollees by Employment Status: Employed Full Time Employed Part-Time Not Employed Unknown, did not report	Unduplicated count of enrollees
	Head Start PIR	C.36. Of the number of two-parent families, the number of families in which:	Number of families at enrollment

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		a. both parents/guardians are employed b. one parent/guardian is employed c. both parents/guardians are not working (i.e. unemployed, retired, or disabled)	
		C.37. Of the number of single-parent families, the number of families in which: a. the parent/guardian is employed b. the parent/ guardian is not working (i.e. unemployed, retired, or disabled)	Number of families at enrollment
	ACF-801, family file	Employment including Self-Employment	Yes/No
b. Poverty rate for families with children under 5	MIECHV Form 1	Section C.12: Household income in relation to federal poverty guidelines: [Number of Households] 50% and under 51-100% 101-133% 134-250% 251-300% 300%	Number of households
		Section E.17: [Number of individuals who] Have low incomes	Number of newly enrolled individuals
	ACF-700	Number of children served whose family income was: At or below the poverty threshold for families of the same size Above the poverty threshold but at or below 150 percent of the poverty threshold for families of the same size Above 150 percent of the poverty threshold but at or below 200 percent of the poverty threshold for families of the same size Above 200 percent of the poverty threshold for families of the same size	Number of children
	Head Start PIR	A.16. Number of children/ pregnant women [by primary type of eligibility]	Number of children/pregnant women

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		Income below 100% of federal poverty line Receipt of public assistance such as TANF, SSI Status as homeless Over income Exceeding the allowed over income enrollment with family incomes between 100% and 130% of the federal poverty line	
		C.39 Total number of families receiving any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	Number of families at enrollment
		C.40 Total number of families receiving Supplemental Security Income (SSI)	
		C.41 Total number of families receiving services under the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	
		C.42 Total number of families receiving services under the Supplemental Nutrition Assistance Program (SNAP), formerly referred to as Food Stamps	
		C.49. Total number of families experiencing homelessness that were served during the enrollment year	Number of families
		C.50. Total number of children experiencing homelessness that were served during the enrollment year	Number of children
		C.51 Total number of families experiencing homelessness that acquired housing during the enrollment year	Number of families
	ACF-801, family file	Total Monthly Income Cash or Other Assistance Under Title IV of the Social Security Act (TANF) State Program for Which State Spending Is Counted Towards TANF MOE 13. Housing Voucher or Cash Assistance Supplemental Nutrition Assistance Program (formerly Food Stamps)	Total monthly income

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		Other Federal Cash Income Programs (such as SSI)	
8. What is the supply of early childhood services in AI/AN communities?			
1. Indicators of supply of services			
a. Number of early childhood providers and ages served	None available	None available	None available
b. Number of slots/home visit caseload as context for supply	MIECHV Form 1	Section F.25: Family Retention across all models: [Number of families] Currently receiving services Completed program Stopped services before completion Other	Number of families
	ACF-700	Section F.26: Total Number of Home Visits Total number of families that received child care services this year	Number of households Total
c. Number of children ages 0–5, not yet in kindergarten, on program’s waitlist	None available	None available	None available
d. Pattern of ACF funding among AI/AN communities ⁹	None available	None available	None available
e. Number of regulated providers	None available	None available	None available
f. Space (adequate for target enrollment, limitations to expansion)	None available	None available	None available
2. Indicators of program functioning			
a. Staff turnover	Head Start PIR	B.1.b Of [the total number of staff members, the number who left since last year’s PIR was reported. Of these, the number who were replaced	Number of Head Start or Early Head Start staff Number of contracted staff

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		B.16 The number of classroom teachers who left the program during the year	Number of classroom teachers
		B.19. The number of home-based visitors who left the program during the year	Number of home-based visitors
b. Staff training opportunities	None available	None available	None available
c. Staff compensation and benefits	Head Start PIR	B.3. Management Staff Annual Salaries: a. Executive Director b. Head Start or Early Head Start Director c. Child Development & Education Manager d. Health Services Manager e. Family & Community Partnerships Manager f. Disability Services Manager g. Fiscal Officer	Salary in dollars
		B.3. Management Staff % of salary funded by Head Start or Early Head Start: a. Executive Director b. Head Start or Early Head Start Director c. Child Development & Education Manager d. Health Services Manager e. Family & Community Partnerships Manager f. Disability Services Manager g. Fiscal Officer	Percentage of salary

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		B.10 Classroom teacher salary by level of education: a. Advanced degree in early childhood education or related degree b. Baccalaureate degree in early childhood education or related degree c. Associate degree in early childhood education or related degree d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements e. Classroom teachers that do not have the qualifications listed in B.10.a through B.10.d	Average annual salary
		B.11. Average salary (for child development staff) a. Classroom Teachers b. Assistant Teachers c. Home-Based Visitors d. Family Child Care Providers	Average annual salary Average hourly rate
d. Program-level leadership and management	Head Start PIR	B.3. Management Staff Annual Salaries: a. Executive Director b. Head Start or Early Head Start Director c. Child Development & Education Manager d. Health Services Manager e. Family & Community Partnerships Manager f. Disability Services Manager g. Fiscal Officer	Salary, in dollars
		B.3. Management Staff % of salary funded by Head Start or Early Head Start: a. Executive Director b. Head Start or Early Head Start Director c. Child Development & Education Manager d. Health Services Manager e. Family & Community Partnerships Manager f. Disability Services Manager g. Fiscal Officer	Percent of salary

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		B.4 On average, the number of hours per week services managers spend coordinating services: a. Child Development & Education Manager b. Health Services Manager c. Family & Community Partnerships Manager d. Disability Services Manager	Average number of hours per week
e. Data infrastructure: numbers to understand program costs	Head Start PIR	A.31 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?	Yes/No
9. What are the features of programs serving AI/AN children and families (for example, program type/model, operation/resources)?			
1. Service organization			
a. Program type/model	ACF-700	Care provided by a CCDF provider- no license category available- in a	Child's home by a relative Child's home by a non-relative Family home by a relative Family home by a non-relative Group home by a relative Group home by a non-relative Center
		Care provided by CCDF Provider-licensed or regulated in a	Child's home Family home Group home Center
	Head Start PIR	A.3 Center-based option - 5 days per week: a. Full-day enrollment b. Part-day enrollment A.4 Center-based option - 4 days per week: a. Full-day enrollment b. Part-day enrollment A.5 Home-based option A.6 Combination option A.7 Family child care option A.8 Locally designed option	Number of children
		Program type	Head Start Early Head Start Migrant and Seasonal Head Start

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		Agency Type	Community Action Agency (CAA) School System/Charter School Private/Public Non-Profit (Non-CAA) (e.g., church or non-profit hospital) Private/Public For-Profit (e.g. for-profit hospitals) Government Agency (Non-CAA) Tribal Government or Consortium (American Indian/Alaska Native)
		Agency Affiliation	A secular or non-religious agency A religiously affiliated agency or organization providing essentially secular services
	ACF-801, setting file	Type of Child Care	01 -- Licensed/regulated in-home child care 02 -- Licensed/regulated family child care 03 -- Licensed/regulated group home child care 04 -- Licensed/regulated center-based care 05 -- In-home care provided by a non-relative in a setting legally operating without regulation 06 -- In-home care provided by a relative in a setting legally operating without regulation 07 -- Family home child care provided by a non-relative in a setting legally operating without regulation 08 -- Family home child care provided by a relative in a setting legally operating without regulation 09 -- Group home child care provided by a non-relative in a setting legally operating without regulation 10 -- Group home child care provided by a relative in a setting legally operating without regulation 11-- Child care center legally operating without regulation
b. Program operations and center resources	Head Start PIR	A.31 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?	Yes/No
		C.57 Does the program have formal collaboration and resource sharing agreements with public school pre-kindergarten programs?	Number of formal agreements

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		a. If yes, the number of formal agreements in which the program is currently participating	
c. Program eligibility requirements	Head Start PIR	A.16 [Number of enrollees] by primary type of eligibility: Income below 100% of federal poverty line Receipt of public assistance such as TANF, SSI Status as homeless Over income	Number of children/pregnant women
	ACF-801, family file	Family Size Used to Determine Eligibility Reason for Receiving Subsidized Child Care	Family size 1 -- Employment 2 -- Training/Education 3 -- Both Employment and Training/Education 4 -- Protective Services 6 -- Federal Declared Emergency and Employment 7 -- Federal Declared Emergency and Training/Education 8 -- Federal Declared Emergency and both Employment and Training/Education 9 -- Federal Declared Emergency and Protective Services
2. Service delivery: Services and cultural connections			
a. Services provided	Head Start PIR	C.32. [Name of] Curriculum used by program for: a. Center based services b. Family child care services c. Home-based services d. Pregnant women services	a. Creative Curriculum (Early Childhood) High Reach Creative Curriculum (Infant & Toddler) High Scope (Infant & Toddler) Creative Curriculum (PreSchool) High Scope (Preschool) Creative Curriculum for Infants, Toddlers, and Twos Innovations DLM (Developmental Learning Materials) Scholastic b. Born to Learn (Parents as Teachers) High Scope (Infant & Toddler) Creative Curriculum for Family Child Care High Scope (Preschool) Creative Curriculum (Other) Partners For a Healthy Baby (Florida State University) Growing Great Kids

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
			<ul style="list-style-type: none"> c. Born to Learn (Parents as Teachers) Growing Great Kids Creative Curriculum (Early Childhood) High Reach Creative Curriculum (Infant & Toddler) High Scope (Infant & Toddler) Creative Curriculum (PreSchool) High Scope (PreSchool) Creative Curriculum for Infants, Toddlers, and Twos Partners For A Healthy Baby (Florida State University) d. Becoming A Mom (March of Dimes) Great Beginnings Born to Learn (Parents as Teachers) Growing Great Kids Comenzado Bien (March of Dimes) Partners For A Healthy Baby (Florida State University)
		C.30 The instrument(s) used by the program for developmental screening:	Instruments included in drop down list:Acuscreen Chicago Early Screening AGS Screening Profile CIP (Comprehensive Identification Process) ASQ- 3 (Ages & Stages Questionnaire) Denver Developmental Screening – II ASQ-SE (Ages & Stages Questionnaire Social-Emotional) Dial 3 Battelle Developmental Inventory Dial 4 Battelle Developmental Inventory, 2nd Edition (BDI-2) Dial R Brigance Early Childhood Screen III Early Screening Profile Brigance Early Preschool Screen – II EDEN (Evaluacion Desarrollo Del Nino) Brigance Infant and Toddler Screen ESI-R (Early Screening Inventory Revised – Preschool) Brigance Preschool Screen First Step Brigance Preschool Screen - II LAP-D (Learning Accomplishment Profile – Diagnostic Screener)

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		C.46 The number of families who received the following services since last year's PIR was reported: a. Emergency/crisis intervention such as meeting immediate needs for food, clothing, or shelter b. Housing assistance such as subsidies, utilities, repairs, etc. c. Mental health services d. English as a Second Language (ESL) training e. Adult education such as GED programs and college selection f. Job training g. Substance abuse prevention h. Substance abuse treatment i. Child abuse and neglect services j. Domestic violence services k. Child support assistance l. Health education m. Assistance to families of incarcerated individuals n. Parenting education o. Relationship/marriage education	Number of families at end of enrollment
b. Program language use	Head Start PIR	B.14 The number who are proficient in a language(s) other than English a. Spanish f. Native North American / Alaska Native language	Number of non-supervisory child development staff
c. Use of tribal language or cultural curriculum	None available	None available	None available
3. Service delivery: Quality			
a. Building condition (physical place)	None available	None available	None available
b. Space (adequate for target enrollment,	None available	None available	None available

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
limitations to expansion)			
c. Quality ratings of early childhood services	Head Start PIR	C.33 Does the program routinely use staff-child interaction observation tools to assess quality?	Yes/No
		C.34 If yes,[list the name of] interaction observation tool(s) used by the program: a. Center-based settings b. Home-based settings c. Family child care settings	Name/Title
		C.34 If yes,[list if] interaction observation tool(s) used by the program [is locally designed]: a. Center-based settings b. Home-based settings c. Family child care settings	Locally designed Yes/No
		C.32. [Name of] Curriculum used by program for: a. Center based services b. Family child care services c. Home-based services d. Pregnant women services	a. Creative Curriculum (Early Childhood) High Reach Creative Curriculum (Infant & Toddler) High Scope (Infant & Toddler) Creative Curriculum (PreSchool) High Scope (Preschool) Creative Curriculum for Infants, Toddlers, and Twos Innovations DLM (Developmental Learning Materials) Scholastic b. Born to Learn (Parents as Teachers) High Scope (Infant & Toddler) Creative Curriculum for Family Child Care High Scope (Preschool) Creative Curriculum (Other) Partners For a Healthy Baby (Florida State University) Growing Great Kids c. Born to Learn (Parents as Teachers) Growing Great Kids Creative Curriculum (Early Childhood) High Reach Creative Curriculum (Infant & Toddler) High Scope (Infant & Toddler) Creative Curriculum (PreSchool) High Scope (PreSchool)

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
			Creative Curriculum for Infants, Toddlers, and Twos Partners For A Healthy Baby (Florida State University) d. Becoming A Mom (March of Dimes) Great Beginnings Born to Learn (Parents as Teachers) Growing Great Kids Comenzado Bien (March of Dimes) Partners For A Healthy Baby (Florida State University)
	ACF-801, setting file	QRIS rating Provider Meets Other State-defined Quality Measure:	QRIS rating Yes/No/NA
4. Service delivery: Staff			
a. Staff education, credentials, and experience	Head Start PIR	B.1a: Of [the total number of staff], the number who are current or former Head Start or Early Head Start parents	Number of Head Start or Early Head Start staff Number of contracted staff
		B.5.a. Of the number of preschool child development staff by position, the number with the following degrees or credentials: a. an advanced degree in: 1. Early childhood education 2. Any field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children b. A baccalaureate degree in: 1. Early childhood education 2. Any field and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children 3. Any field and has been admitted into and is supported by the Teach for America program and passed a rigorous early childhood content exam c. An associate degree in: 1. Early childhood education	Number of Head Start or Early Head Start staff Number of contracted staff

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		2. A field related to early childhood education and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children 3. A baccalaureate degree program in early childhood education or in any field and coursework equivalent to a major relating to early childhood education d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements	
5. Indicators of program functioning			
a. Staff turnover	Head Start PIR	B.1.b Of [the total number of staff members, the number who left since last year's PIR was reported. Of these, the number who were replaced	Number of Head Start or Early Head Start staff Number of contracted staff
		B.16 The number of classroom teachers who left the program during the year	Number of classroom teachers
		B.19. The number of home-based visitors who left the program during the year	Number of home-based visitors
b. Staff training opportunities	None available	None available	None available
c. Staff compensation and benefits	ACF-700	Average monthly amount paid for child care service: average monthly CCDF program subsidy per child	Total
	Head Start PIR	B.3. Management Staff Annual Salaries: a. Executive Director b. Head Start or Early Head Start Director c. Child Development & Education Manager d. Health Services Manager e. Family & Community Partnerships Manager f. Disability Services Manager g. Fiscal Officer	Salary in dollars
		B.3. Management Staff % of salary funded by Head Start or Early Head Start: a. Executive Director	Percent of salary

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
		b. Head Start or Early Head Start Director c. Child Development & Education Manager d. Health Services Manager e. Family & Community Partnerships Manager f. Disability Services Manager g. Fiscal Officer	
		B.10 Classroom teacher salary by level of education: a. Advanced degree in early childhood education or related degree b. Baccalaureate degree in early childhood education or related degree c. Associate degree in early childhood education or related degree d. A Child Development Associate (CDA) credential or state-awarded preschool, infant/toddler, family child care or home-based certification, credential, or licensure that meets or exceeds CDA requirements e. Classroom teachers that do not have the qualifications listed	Average annual salary
		B.11. Average salary (for child development staff) a. Classroom Teachers b. Assistant Teachers c. Home-Based Visitors d. Family Child Care Providers	Average annual salary Average hourly rate
d. Program-level leadership and management	Head Start PIR	B.4 On average, the number of hours per week services managers spend coordinating services: a. Child Development & Education Manager b. Health Services Manager c. Family & Community Partnerships Manager d. Disability Services Manager	Average number of hours per week
e. Data infrastructure: numbers to understand program costs	Head Start PIR	A.31 Does your program use a management information system to track enrollees, program services, characteristics of families, and information on program staff?	Yes/No

Table A.1 (continued)

Key indicators	Data source	Item wording	Item response options
f. Performance evaluation	Head Start PIR	C.33 Does the program routinely use staff-child interaction observation tools to assess quality?	Yes/No
		C.34 If yes,[list the name of] interaction observation tool(s) used by the program: a. Center-based settings b. Home-based settings c. Family child care settings	Name/Title
		C.31. Approach or tool(s) used by program to support ongoing child assessment: [Is the tool] locally designed?	Yes/No/NA

Note: Census = 2010 decennial Census; ACS = American Community Survey; MIECHV Form 1 = Maternal, Infant, and Early Childhood Home Visiting Form 1; CCDF ACF-801 = Child Care Development Fund Grantee ACF-801 form (completed by state grantees); CCDF ACF-700 = Child Care Development Fund Grantee ACF-700 form (completed by tribal grantees); Head Start PIR = Head Start Program Information Report

^a MIECHV Form 1 Form 1, ACF-700, ACF-801, and Head Start PIR data also contain information on the age of the children and families that they serve. However, because this research question seeks to understand the full population of AI/AN children and families nationwide, we present the national survey data items and not the administrative items. These items are found in other research questions to understand AI/AN children and families served by early childhood programs.

^b MIECHV Form 1 Form 1 and Head Start PIR data also contain information on child health insurance. However, because this research question seeks to understand child/family needs nationwide, we present the ACS item that best corresponds with this indicator. These items are found in other research questions to understand AI/AN children and families served by early childhood programs.

^c MIECHV Form 1 Form 1 and Head Start PIR contain information on the health of the parents they serve. However, because this research question seeks a national picture of parent health, we present items from national survey data only. These items are found in other research questions to understand AI/AN children and families served by early childhood programs.

^d MIECHV Form 1 Form 1, ACF-700, ACF-801, and Head Start PIR contain information on employment from the parents they serve. However, because this research question seeks a national picture of parent employment, we present items from national survey data only. These items are found in other research questions to understand AI/AN children and families served by early childhood programs.

^e MIECHV Form 1 Form 1, ACF-700, ACF-801, and Head Start PIR contain information on education level from the parents they serve. However, because this research question seeks a national picture of parent education, we present items from national survey data only. These items are found in other research questions to understand AI/AN children and families served by early childhood programs.

^f MIECHV Form 1 Form 1, ACF-700, ACF-801, and Head Start PIR contain information that can support this indicator. However, because this research question seeks a national picture, we present items from national survey data only. These items are found in other research questions to understand AI/AN children and families served by early childhood programs.

^g This can be derived based on administrative lists.

Table A.2. Availability of data items and published information for key research questions related to AI/AN children and families

Key indicators	Data sources with relevant data items	Published information	Sources
Key research questions related to AI/AN children and families			
1. How large is the population of AI/AN children ages 0–5?			
1. Number of children ages 0–5 as context for demand	Census ACS	8.1% of the AI/AN population was under age 5. With the total AI/AN population of 5,208,962.	U.S. Census Bureau (n.d.) ACS 11-13 S0201 Selected Population Profile in the United States (AI/AN Alone or in Combination)
2. What percentage reside on tribal lands, in urban tribal communities, or outside tribal lands?			
1. Percentage of children ages 0–5 within a particular geographic location	Census ACS	<i>Proxy:</i> 67% of people who self-identify as American Indian or Alaska Native alone, and 78% of those who self-identify as American Indian or Alaska Native alone or in combination with some other race, live outside of reservations or Alaska Native villages.	U.S. Census Bureau (2012). The American Indian and Alaska Native Population: 2010, 2010 Census Briefs. C2010-BR10. Prepared by T. Norris, P.L. Vines, and E.M. Hoeffel.
3. What are key child and family characteristics in the AI/AN population that may indicate need for early childhood services?			
1. Child and family health indicators			
a. Number of prenatal visits completed	None available	None available	n.a.
b. Adequacy of prenatal care	None available	None available	n.a.
c. Immunization status	<i>Proxy: Head Start PIR</i>	None available	n.a.
d. Child health insurance	ACS	<i>Proxy:</i> Of the 5,068,812 civilians in the noninstitutionalized AI/AN population, 47.7% have private health insurance, 38.1% have public coverage, and 22.4% have no health insurance coverage.	U.S. Census Bureau (n.d.) ACS 11-13 S0201 Selected Population Profile in the United States (AI/AN Alone or in Combination)
e. Regular health care provider	<i>Proxy: Head Start PIR</i>	None available	n.a.
f. Regular dentist	<i>Proxy: Head Start PIR</i>	None available	n.a.

Table A.2 (continued)

Key indicators	Data sources with relevant data items		Published information	Sources
g. Access to mental health services (mental health practitioners and clinics)	<i>Proxy: Head Start PIR</i>	None available		n.a.
h. Parent health outcomes, including physical health, depression, drug and alcohol use	ACS	None available		n.a.
i. Parent report on continuity and frequency of consultation with health professionals	None available	None available		n.a.
2. Socioeconomic indicators				
a. Parent employment	ACS	<i>Proxy:</i> Of the 3,822,828 AI/AN people ages 16 years and over, 59.8% are in the labor force, 50% are employed, and 9.3% are unemployed.		U.S. Census Bureau (n.d.) ACS 11-13 S0201 Selected Population Profile in the United States (AI/AN Alone or in Combination)
b. Parent education level	ACS	<i>Proxy:</i> Of the 3,023,836 AI/AN people ages 25 years and over, 17.8% earned less than a high school diploma, 28.4% graduated from high school, 36.2% reported some college or an associate's degree, 11.4% earned a bachelor's degree, and 6.2% earned a graduate or professional degree.		U.S. Census Bureau (n.d.) ACS 11-13 S0201 Selected Population Profile in the United States (AI/AN Alone or in Combination)
c. Poverty rate for families with children under age 5	ACS	32.4% of AI/AN families with related children under age 5 live in poverty. 12.9% of married-couple families with related children under age 5 live in poverty. 55.3% of female householders without a husband and with related children under 5 live in poverty. Overall, 36.8% of children under 5 live in poverty.		U.S. Census Bureau (n.d.) ACS 11-13 S0201 Selected Population Profile in the United States (AI/AN Alone or in Combination)
3. Indicators of need for social supports				
a. Domestic violence	<i>Proxy: Head Start PIR</i>	None available		n.a.

Table A.2 (continued)

Key indicators	Data sources with relevant data items		Published information	Sources
b. Out-of-home care, foster care placement	<i>Proxy: MIECHV Form 1</i> <i>Proxy: ACF-700</i> <i>Proxy: Head Start PIR</i>	None available		n.a.
c. Parent incarceration history	<i>Proxy: Head Start PIR</i>	None available		n.a.
4. Child development indicators				
a. Children with special needs	ACS MIECHV Form 1 Head Start PIR	None available		n.a.
b. Kindergarten screening and assessment scores	None available	None available		n.a.
c. Social-emotional screenings	None available	None available		n.a.
5. Indicators of culture and language connections				
a. Sense of belonging	None available	None available		n.a.
b. Access to native speakers, cultural coordinators, or other adults who can model traditions	None available	None available		n.a.
c. Availability and use of programs with teachers who speak native languages, immersion schools, and traditional medicines	<i>Proxy: Head Start PIR</i>	None available		n.a.

Key research questions related to AI/AN child and family participation in and potential access to early childhood services

4. What are some of the characteristics of AI/AN children and families that may promote or limit their access to early childhood services and programs?

1. Indicators of service availability and access

Table A.2 (continued)

Key indicators	Data sources with relevant data items		Published information	Sources
a. Knowledge about services to support child’s development	None available	None available		n.a.
b. Number of early childhood providers available to AI/AN children and families	Head Start PIR	None available		n.a.
c. Proximity of providers to children/families	None available	None available		n.a.
d. Funding, supply, and quality of transportation services	Head Start PIR	None available		n.a.
e. Funding, supply, and quality of culturally congruent services	None available	None available		n.a.
2. Indicators of parent need for early childhood services				
a. Parent employment	ACS MIECHV Form 1 ACF-700 ACF-801 Head Start PIR	<i>Proxy:</i> Of the 3,822,828 AI/AN people ages 16 years and over, 59.8% are in the labor force, 50% are employed, and 9.3% are unemployed.		U.S. Census Bureau (n.d.) ACS 11-13 S0201 Selected Population Profile in the United States (AI/AN Alone or in Combination)
b. Poverty rate for families with children under age 5	ACS MIECHV Form 1 ACF-700 ACF-801 Head Start PIR	<i>Proxy:</i> 32.4% of AI/AN families with related children under age 5 live in poverty. 12.9% of married-couple families with related children under age 5 live in poverty. 55.3% of female householders without a husband and with related children under 5 live in poverty. Overall, 36.8% of children under 5 live in poverty.		U.S. Census Bureau (n.d.) ACS 11-13 S0201 Selected Population Profile in the United States (AI/AN Alone or in Combination)
5. How many AI/AN children and families receive early childhood services?				
1. Indicators of demand for services				
a. Fertility rates	None available ^a	None available		n.a.
b. Number of births	ACS	Of the 1,330,178 AI/AN women ages 15 to 50 years, 76,965 had a baby in the past 12 months.		U.S. Census Bureau (n.d.) ACS 11-13 S0201 Selected Population Profile in the United States (AI/AN Alone or in Combination).

Table A.2 (continued)

Key indicators	Data sources with relevant data items	Published information	Sources
c. Number of children ages 0–5	ACS ACF-700 ACF-801 Head Start PIR	<i>Proxy:</i> 1,653,064 AI/AN children 3 years and over enrolled in school. Of these, 5.9% of children were enrolled in nursery school/ preschool.	U.S. Census Bureau (n.d.) ACS 11-13 S0201 Selected Population Profile in the United States (AI/AN Alone or in Combination)
d. Number of children ages 0–5 years on program’s waitlist	None Available	None available	n.a.
2. Indicators of service availability and supply			
a. Number of early childhood program slots/home visit caseload	MIECHV Form 1	None available	n.a.
b. Early childhood program length	Head Start PIR	None available	n.a.
c. Number of home visits and content covered	MIECHV Form 1	None available	n.a.
d. Space (adequate for target enrollment, limitations to expansion)	None available	None available	n.a.
6. What are the characteristics of AI/AN children and families that receive and do not receive services?			
1. Demographic indicators			
a. Race/ethnicity	<i>Proxy for non-served:</i> ACS MIECHV Form 1 ACF-801 Head Start PIR	<i>Proxy:</i> 5.2 million people identified as AI/AN alone or in combination with another race. They comprised 1.7 percent of the total population. Of this total, 2.9 million reported their race/ethnicity as AI/AN only, and 2.3 million reported AI/AN in combination with one or more other races.	U.S. Census Bureau (2011) Facts for Features: American Indian and Alaska Native Heritage Month 2011
b. Primary language and tribal language	<i>Proxy for non-served:</i> ACS MIECHV Form 1 Head Start PIR	<i>Proxy:</i> Of the 4,784,958 AI/AN people ages 5 and over, 80% speak English only at home, and 20% speak a language other than English. 5.8% speak English less than “very well.”	U.S. Census Bureau (n.d.) ACS 11-13 S0201 Selected Population Profile in the United States (AI/AN Alone or in Combination)

Table A.2 (continued)

Key indicators	Data sources with relevant data items	Published information	Sources
c. Household composition	<i>Proxy for non-served:</i> ACS ACF-801 Head Start PIR MIECHV Form 1	<i>Proxy:</i> Of the 1,698,815 AI/AN households, 65.3% are considered “family households” (a household in which there is at least 1 person present who is related to the householder by birth, marriage or adoption).16.9% of family households include married-couple families with their own children under age 18, and 11.5% are led by a female with no husband and her own children under age 18. The average (family and non-family) household size is 2.88 people, and the average family size is 3.56 people. Of the 2,662,261 AI/AN people 30 years and over, 6.1% live with their grandchildren, and 51% are responsible for their grandchildren.	U.S. Census Bureau (n.d.) ACS 11-13 S0201 Selected Population Profile in the United States (AI/AN Alone or in Combination)
d. Location of household	ACF-801	<i>Proxy:</i> 22% of the AI/AN population, alone or in combination, lived in American Indian areas or Alaska Native Village Statistical Areas. These American Indian areas include federal American Indian reservations and off-reservation trust lands, Oklahoma tribal statistical areas, tribal-designated statistical areas, state American Indian reservations, and state-designated American Indian statistical areas.	U.S. Census Bureau (2011) U.S. Census Bureau Facts for Features: American Indian and Alaska Native Heritage Month 2011
e. Fertility rates as context for demand	None available	None available	n.a.
2. Health indicators			
a. Parent health outcomes, including physical health, depression, drug and alcohol use	<i>Proxy for non-served:</i> ACS MIECHV Form 1	None available	n.a.
b. Health insurance coverage	<i>Proxy for non-served:</i> ACS MIECHV Form 1 Head Start PIR	None available	n.a.
c. Regular health care provider	Head Start PIR	None available	n.a.

Table A.2 (continued)

Key indicators	Data sources with relevant data items		Published information	Sources
d. Regular dentist	Head Start PIR	None available		n.a.
3. Socioeconomic indicators				
a. Parent employment rate	<i>Proxy for non-served:</i> ACS MIECHV Form 1 ACF-801 Head Start PIR	None available		n.a.
b. Poverty rate for families with children under 5	<i>Proxy for non-served:</i> ACS MIECHV Form 1 ACF-700 ACF-801 Head Start PIR	None available		n.a.

Table A.2 (continued)

Key indicators	Data sources with relevant data items	Published information	Sources
Key research questions on early childhood programs/providers serving AI/AN children			
7. Who are these programs serving (native and non-native)?			
1. Demographic indicators			
a. Race/ethnicity	MIECHV Form 1 ACF-801 Head Start PIR	In 2014, 1% of the children served by CCDF funds nationwide were AI/AN. In 2015, 4% of Head Start participants were AI/AN.	ACF (2014). CCDF FY 2014 Preliminary Data Table 11 - Average Monthly Percentages of Children by Racial Group
			OHS (2015a). Head Start Program Facts Fiscal Year 2015.
b. Primary language and tribal language	MIECHV Form 1 Head Start PIR	In 2014-15, 0.07% (or 776) Head Start participants reported Native North American or Alaska Native Languages as the primary language of the family at home.	OHS (2015b). Office of Head Start - Services Snapshot. National All Programs 2014-15.
c. Household composition	MIECHV Form 1 ACF-801 Head Start PIR	None available	n.a.
d. Location of household	ACF-801	CCDF has published information on the household location by state of AI/AN children served by CCDF funds. For example, 20% of the children served by CCDF funds in South Dakota were AI/AN.	ACF (2014). CCDF FY 2014 Preliminary Data Table 11 - Average Monthly Percentages of Children by Racial Group
e. Fertility rates as context for demand	None available	None available	n.a.
2. Health indicators			
a. Parent and family health outcomes, including physical health, depression, drug and alcohol use	MIECHV Form 1	None available	n.a.
b. Health insurance coverage	MIECHV Form 1	None available	n.a.
c. Regular health care provider	Head Start PIR	None available	n.a.
d. Regular dentist	Head Start PIR	None available	n.a.

Table A.2 (continued)

Key indicators	Data sources with relevant data items	Published information	Sources
3. Socioeconomic indicators			
a. Parent employment rate	MIECHV Form 1 ACF-801 Head Start PIR	None available	n.a.
b. Poverty rate for families with children under 5	MIECHV Form 1 ACF-700 ACF-801 Head Start PIR	None available	n.a.
8. What is the supply of early childhood services in AI/AN communities?			
1. Indicators of supply of services			
a. Number of early childhood providers and ages served	None available	None available	n.a.
b. Number of slots/home visit caseload as context for supply	MIECHV Form 1 ACF-700	None available	n.a.
c. Number of children ages 0–5 on program’s waitlist	None available	None available	n.a.
d. Pattern of ACF funding among AI/AN communities	None available	None available	n.a.
e. Number of regulated providers	None available	None available	n.a.
f. Space (adequate for target enrollment, limitations to expansion)	None available	None available	n.a.
2. Indicators of program functioning			
a. Staff turnover	Head Start PIR	None available	n.a.
b. Staff training opportunities	None available	None available	n.a.
c. Staff compensation and benefits	ACF-700 Head Start PIR	None available	n.a.
d. Program-level leadership and management	Head Start PIR	None available	n.a.

Table A.2 (continued)

Key indicators	Data sources with relevant data items		Published information	Sources
e. Data infrastructure: numbers to understand program costs	Head Start PIR	None available		n.a.
9. What are the features of programs serving AI/AN children and families (for example, program type/model, operation/resources)?				
1. Service organization				
a. Program type/model	ACF-700 ACF-801 Head Start PIR	None available		n.a.
b. Program operations and center resources	Head Start PIR	None available		n.a.
c. Program eligibility requirements	ACF-801 Head Start PIR	None available		n.a.
2. Service delivery: services and cultural connections				
a. Services provided	Head Start PIR	None available		n.a.
b. Program language use	Head Start PIR	None available		n.a.
c. Use of tribal language or cultural curriculum	None available	None available		n.a.
3. Service delivery: quality				
a. Building condition (physical place)	None available	None available		n.a.
b. Space (adequate for target enrollment, limitations to expansion)	None available	None available		n.a.
c. Quality ratings of early childhood services	Head Start PIR ACF-801	None available		n.a.
4. Service delivery: staff				
a. Staff education, credentials, and experience	Head Start PIR	None available		n.a.
5. Indicators of program functioning				
a. Staff turnover	Head Start PIR	None available		n.a.

Table A.2 (continued)

Key indicators	Data sources with relevant data items	Published information	Sources
b. Staff training opportunities	None available	None available	n.a.
c. Staff compensation and benefits	ACF-700 Head Start PIR	None available	n.a.
d. Program-level leadership and management	Head Start PIR	None available	n.a.
e. Data infrastructure: numbers to understand program costs	Head Start PIR	None available	n.a.
f. Performance evaluation	Head Start PIR	None available	n.a.

Note: Data sources with relevant data items are based on information from the sources listed in Appendix B, Table B.1. Any published information comes from the sources in the table.

“Proxy” refers to items from a particular data source that align with an indicator but not the overarching research question, or where published information aligns somewhat, but not entirely, with the indicator of interest.

^a The ACS does not contain a variable specifically on fertility rates, but it does contain variables on the number of births per year. We can explore this further during our analysis.

n.a. = not applicable; Census = 2010 decennial Census; ACS = American Community Survey; MIECHV Form 1 = Maternal, Infant, and Early Childhood Home Visiting Form 1; CCDF ACF-801 = Child Care Development Fund Grantee ACF-801 form (completed by state grantees); CCDF ACF-700 = Child Care Development Fund Grantee ACF-700 form (completed by tribal grantees); Head Start PIR = Head Start Program Information Report

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

APPENDIX B

DATA SOURCE AND PUBLISHED INFORMATION REVIEW RESOURCES

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

Table B.1. Data source review resources

2010 U.S. Census
Questionnaire: https://www.census.gov/history/pdf/2010questionnaire.pdf Data documentation: http://www.census.gov/prod/cen2010/doc/sf1.pdf
American Community Survey
Questionnaire: http://www2.census.gov/programs-surveys/acs/methodology/questionnaires/2015/quest15.pdf Documentation: https://www.census.gov/programs-surveys/acs/technical-documentation.html
Child Care Development Fund Grantee ACF-801 form
Administrative Form: http://www.acf.hhs.gov/programs/occ/resource/acf-801-reporting-for-states-and-territories Documentation: http://www.researchconnections.org/childcare/studies/35293?q=CCDF+Administrative+Data%2C+Federal+Fiscal+Year+2011&paging.startRow=1
Head Start Program Information Report
Administrative Form: http://eclkc.ohs.acf.hhs.gov/hslc/data/pir/2014-2015-pdf/2014-2015-pir-form-20150615.pdf Documentation: none
Maternal, Infant, and Early Childhood Home Visiting Form 1
Administrative Form: internal, sent to Mathematica by ACF Documentation: none
Child Care Development Fund Grantee ACF-700 form
Administrative Form: http://www.acf.hhs.gov/programs/occ/resource/data-reporting-for-indian-tribes-acf-700-form Documentation: none

Published information review process**Step 1: Searching for relevant published information**

We conducted two main searches in December 2015 to identify relevant published information. First, we searched a range of electronic bibliographic databases using relevant key words (Table B.1.) to identify studies that could provide insight into the early childhood needs of American Indians and Alaska Natives. Key words included terms related to the American Indian and Alaska Native population of children ages 0–5 and their families. We limited our search to studies that focused on at least one of the four publicly available data sources. These were the ACS, 2010 U.S. Census, CCDF Grantee ACF-801 form, and Head Start PIR.

Table B.2. Electronic Bibliographic Database Search

Key words	American Indian* OR Native American* OR Alaska* Native* AND child* OR preschooler* OR pre-schooler* OR infant* OR toddler* OR early childhood OR child care OR childcare OR early education OR day care OR daycare OR Head Start OR Early Head Start OR Parent* OR family OR families OR mother* OR father* AND 2011–2013 American Community Survey OR 2011–2013 ACS OR American Community Survey OR Census 2010 OR 2010 Census OR 2010 US Census OR 2010 U.S. Census OR Child Care and Development Fund OR Head Start Program Information Report
Databases	PsycINFO Ovid MEDLINE SCOPUS ERIC Education Research Complete Google Scholar

Next, we performed a series of customized Google searches of selected websites to identify grey literature, including reports and tables produced by government, university, research, and nonprofit organizations and available on websites that would not appear in electronic bibliographic databases. Again, we limited our search to the four publicly available data sources. Table B2 lists parameters used for the customized Google searches. We searched the full text available within the websites we searched.

Table B.3. Grey literature search

Key words	(American Indian OR Native American OR Alaska Native OR American Indians OR Native Americans OR Alaska Natives) AND (child OR preschooler OR pre-schooler OR infant OR toddler OR early childhood OR child care OR childcare) AND 2011–2013 American Community Survey OR 2011–2013 ACS OR American Community Survey OR Census 2010 OR 2010 Census OR 2010 US Census OR 2010 U.S. Census OR Child Care and Development Fund OR Head Start Program Information Report OR Program Information Report ^a
Selected websites	U.S. Department of Commerce United States Census Bureau U.S. Census Bureau American FactFinder U.S. Department of Health and Human Services Administration for Children and Families (ACF) ACF Office of Head Start ACF Office of Child Care ACF Early Childhood Development Home Visiting ACF Office of Planning, Research and Evaluation U.S. Government Accountability Office U.S. Department of the Interior Bureau of Indian Affairs U.S. Department of Education U.S. Department of Housing and Urban Development U.S. Department of Labor Bureau of Labor Statistics Tribal Early Childhood Research Center Urban Institute Child Care and Early Education Research Connections

^a Some selected websites (notably ACF) referred to the “Program Information Report.” We ran our search both ways on any Head Start website.

Step 2: Refining the results

The database and grey literature searches yielded 372 resources (80 and 292, respectively). The research team developed criteria to screen these results for relevance. This screening eliminated resources for one or more of the following reasons:

1. The publication date was before 2010³⁰
2. The source of information about AI/AN children and adults was not from one of the four data sources

³⁰ Search engines limited our capacity to search for published information using data sources from a particular year or years (for example, ACS 2011-13 three-year estimates). As a result, we limited our search to information published on or after 2010 which matches the earliest year of the “latest date available” across data sources. When we reviewed the results more closely, we were able to select published information that pertained to data sources from a particular year.

3. The data analysis did not pertain to the AI/AN population (for example, the AI/AN population was combined with other races and could not be disaggregated)
4. The content was not relevant to the research team's key indicators on the early childhood needs of the AI/AN population (for example, the report focused on immigrant children)
5. The scope was not national (for example, the focus was on a specific state)
6. The publication was duplicative or had been updated in a subsequent year

This screening narrowed our results to 41 resources. We assessed these 41 resources to determine whether they fit into at least one of two categories: (1) they addressed one or more of the key indicators attached to our research questions, and (2) they contained information on data gaps and limitations.

Most of our final results originated from the grey literature search. We first identified 41 potentially relevant resources (20 from the grey literature search; 14 from the electronic research databases; and 7 resources that Mathematica identified in the course of its work, through OPRE consultations, and during internal team conversations). However, when we looked more closely for information specific to the key indicators or that could serve as proxies for the key indicators, we narrowed our selection to six resources (all from the grey literature). These were the resources that pertained to one or more of the project's research questions and corresponding key indicators. Besides these, we chose one other resource that provided insight into data gaps and limitations but did not have information related to the key indicators.

Step 3: Summarizing key information about each study

Two members of the study team documented the information in each resource that pertained to the project's research questions and corresponding key indicators, and they cross-checked one another's decisions. The reviewers recorded information from each resource using a common template, stored in a spreadsheet for easier sorting, tallying, and filtering of information. Reviewers met regularly to discuss the studies and any questions they encountered. The published information review provided information about 17 key indicators.

Table B.4. Published information review resources

2010 U.S. Census	
	U.S. Census Bureau. "The American Indian and Alaska Native Population: 2010, 2010 Census Briefs." 2012. Available at http://www.census.gov/prod/cen2010/briefs/c2010br-10.pdf . Accessed February 24, 2016.
	U.S. Census Bureau. "Facts for Features: American Indian and Alaska Native Heritage Month: November 2011." 2011. Available at https://www.census.gov/newsroom/releases/archives/facts_for_features_special_editions/cb11-ff22.html . Accessed February 24, 2016.
American Community Survey	
	U.S. Census Bureau. "S0201 Selected Population Profile in the United States, 2011–2013 American Community Survey 3-Year Estimates." n.d. Available at http://factfinder.census.gov/ . Accessed February 24, 2016.
Child Care Development Fund Grantee ACF-801 form	
	Administration for Children and Families (ACF), Office of Child Care. "FY 2014 Preliminary Data Table 11—Average Monthly Percentages of Children by Racial Group." 2014. Available at http://www.acf.hhs.gov/programs/occ/resource/ccdf-statistics . Accessed February 24, 2016.
Head Start Program Information Report	
	Office of Head Start (OHS) "Head Start Program Facts Fiscal Year 2015." 2015a. Available at http://eclkc.ohs.acf.hhs.gov/hslc/data/factsheets/2015-hs-program-factsheet.html . Accessed February 24, 2016.
	OHS. "Office of Head Start—Services Snapshot. National All Programs 2014-15." 2015b. Available at http://eclkc.ohs.acf.hhs.gov/hslc/data/psr/2015/services-snapshot-all-programs-2014-2015.pdf . Accessed February 24, 2016.
Note:	We did not include Maternal, Infant, and Early Childhood Home Visiting Form 1 or the Child Care Development Fund Grantee ACF-700 form in the search for published information because these data sets are not publicly available.

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

APPENDIX C

AMERICAN COMMUNITY SURVEY SECONDARY ANALYSIS FINDINGS

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

Table C.1. Findings on the number of AI/AN children and families and household structure, from the 2010-2014 American Community Survey

	Total Number ^a	Mean	Percentage of U.S. population
Number of AI/AN children ages 0–5, not yet in kindergarten^b	451,000	---	2.1
Number of households with an AI/AN child	327,000	---	0.3
	Total Number ^a	Mean	Percentage of AI/AN children
Number of persons in households with AI/AN children^c	1,553,000	4.7	---
Number of AI/AN children with a mother in household	362,000	---	80.2
Number of AI/AN children with no mother in household	90,000		19.8
Number of AI/AN children with a father in household	259,000	---	57.4
Number of AI/AN children with no father in household	192,000		42.6
Number of AI/AN children living with			
Two married parents	203,000	---	44.9
One unmarried parent	215,000	---	47.7
Only mother	159,000	---	73.9
Only father	56,000	---	26.1
No parents	33,000	---	7.4

Source: 2010-2014 Five-Year American Community Survey estimates.

Note: Statistics are weighted to represent all American Indian and Alaska Native children in the United States.

^a In this table, we include children who are AI/AN only and who are AI/AN in combination with other races/ethnicities. Parents or other persons living in the household may or may not be AI/AN. We are interested in these individuals, regardless of race.

^b We determine if a child is "not yet in kindergarten" based on the following item series within the ACS. The ACS asks: "At any time in the last 3 months, has this person attended school or college?", and, if yes, "What grade or level was this person attending?" Options include nursery school, preschool; kindergarten; grades 1–12; college undergraduate years; or graduate or professional school. For those who responded that they had not attended school in the last three months, they are considered to not yet be in kindergarten. Thus, given ACF's interest in children not yet in kindergarten, the ACS is limited further to children ages 0–5 who have not yet participated in kindergarten, nor any of the grades beyond.

^c If there is more than one AI/AN child in a household, they may have the same mother or the same father in their household. In those instances, a mother or father would be counted twice. Unmarried partners (whether or not that partner is related by blood to the child) are not captured as parents to the child. If a child lives with both his/her mother and father, but those parents are not married to each other, then the child is counted as only having one parent (either the mother or father based on the matching surname of the child and parent).

--- denote that we did not explore this statistic.

Table C.2. Findings on AI/AN child and family health key indicators, from the 2010-2014 American Community Survey

	Percentage of children ^a
Child health insurance coverage^b	
Insurance through a current or former employer or union (of this person or another family member)	31.1
Insurance purchased directly from an insurance company (of this person or another family member)	4.3
Medicaid, medical Assistance, or any kind of government-assistance plan for those with low incomes or a disability	56.8
Tricare or other military health care	3.0
VA (including those who have ever used or enrolled for VA health care)	0.2
Indian Health Service	28.9
No health insurance ^c	11.1
Parent health insurance coverage^b	
Insurance through a current or former employer or union (of this person or another family member)	42.8
Insurance purchased directly from an insurance company (of this person or another family member)	5.8
Medicare, for people 65 and older, or people with certain disabilities	2.1
Medicaid, medical Assistance, or any kind of government-assistance plan for those with low incomes or a disability	32.5
Tricare or other military health care	3.2
VA (including those who have ever used or enrolled for VA health care)	2.0
Indian Health Service	30.3
No health insurance ^c	28.2
Parent health difficulties	
Difficulty concentrating, remembering or making decisions	6.0
Serious difficulty walking or climbing stairs	3.9
Difficulty dressing or bathing	1.3
Difficulty doing errands alone	2.9

Source: 2010-2014 Five-Year American Community Survey estimates.

Note: Statistics are weighted to represent all American Indian and Alaska Native children in the United States.

^a In this table, we include children who are AI/AN only and who are AI/AN in combination with other races/ethnicities. Parents may or may not be AI/AN. We are interested in these individuals, regardless of race.

^b Health insurance coverage types are not mutually exclusive. That is, one could have more than one type of health insurance coverage.

^c No health insurance refers to those who do not have any of several health insurance types defined by the Census (but no health insurance still includes those using Indian Health Services [IHS]). This calculation, however, is not as

straightforward for parents, where no health insurance must consider two individuals. For parents, the “no health insurance” row indicates both parents have none of the insurance types defined by Census (to include if both parents only have used Indian Health Service).

n.a. = not available.

Table C.3. Findings on AI/AN socioeconomic indicators, from the 2010-2014 American Community Survey

	Percentage of households with AI/AN children ^a
Highest level of education completed any adult householder^b	
Less than high school diploma	7.0
High school diploma or GED	21.1
Some college/vocational/technical	47.0
Bachelor's degree or higher	25.0
Employment status of the most employed of those adult householders^c	
Working full-time	79.2
Working part-time	5.7
Looking for work	7.2
Not in labor force	7.8
Household income as a percentage of poverty^d	
50 percent or less	13.5
50 to 100 percent	16.3
101 to 130 percent	9.4
131 to 185 percent	15.0
186 to 200 percent	3.2
201 percent or above	42.7

Source: 2010-2014 Five-Year American Community Survey estimates.

Note: Statistics are weighted to represent all households with an American Indian and Alaska Native child.

^a In this table, we include children who are AI/AN only and who are AI/AN in combination with other races/ethnicities. Adult householders may or may not be AI/AN. We are interested in these individuals, regardless of race.

^b In this table, an adult is defined as a householder 16 years or higher.

^c Working full-time is defined as working 30 or more hours. The looking for work category includes those who report being unemployed and in the labor force (regardless of whether they report looking for work) and those who report not being in the labor force and looking for work.

^d The federal poverty threshold is based on 2014 thresholds set by the United States Census Bureau.

Table C.4. Findings on potential AI/AN demand for early childhood services, from the 2010-2014 American Community Survey

Indicators of demand for services	Percentage ^a
AI/AN children less than one year old	17.4
AI/AN women ages 15-50 who reported giving birth in the past twelve months	5.9
AI/AN children living with mothers who reported births in the past twelve months	21.0
AI/AN children that attended nursery or preschool in last three months	21.3

Source: 2010-2014 Five-Year American Community Survey estimates.

Note: Statistics are weighted to represent all American Indian and Alaska Native children in the United States.

Early childhood services includes early care, early education, and home visiting.

^a In this table, we include children and women who are AI/AN only and who are AI/AN in combination with other races/ethnicities. Mothers may or may not be AI/AN. We are interested in these individuals, regardless of race.

Table C.5. AI/AN home language environment, from the 2010-2014 American Community Survey

	Percentage of households with AI/AN children ^a
Language other than English spoken in the household	
Yes	30.2
No	69.8
Languages other than English spoken in the household^b	
Spanish	16.3
Aleut, Eskimo	1.1
Algonquian	0.3
Athapascan	1.0
Navajo/Navaho	4.2
Zuni	0.2
Siouan languages	0.7
Keres	0.3
Iroquoian	0.3
American Indian, n.s.	0.1
Native	2.4
Other or not reported	4.6

Source: 2010-2014 Five-Year American Community Survey estimates.

Note: Statistics are weighted to represent all households with an American Indian and Alaska Native child in the United States.

^a In this table, we include children who are AI/AN only and who are AI/AN in combination with other races/ethnicities. Parents or other persons living in the household may or may not be AI/AN. We are interested in these individuals, regardless of race.

^b If one or more people in a household speak different languages other than English (e.g., Spanish and Navajo), both of those languages are captured in the table. Thus, percentages sum to greater than 30.2 percent, the percentage of households with AI/AN children that speak a language other than English. Each estimate in this section of the table should be interpreted as the percentage of households with AI/AN children who speak a given language. The languages listed reflect exact write-in answers from respondents.

Table C.6. Findings on AI/AN child and family health indicators^a, by federal poverty threshold, from the 2010-2014 American Community Survey

	Percentage of AI/AN children	
	Below or equal to the federal poverty threshold ^b	Above the federal poverty threshold ^b
Parent health insurance coverage^c		
Insurance through a current or former employer or union (of this person or another family member)	12.2	57.2
Insurance purchased directly from an insurance company (of this person or another family member)	2.9	7.1
Medicare, for people 65 and older, or people with certain disabilities	3.4	1.4
Medicaid, medical Assistance, or any kind of government-assistance plan for those with low incomes or a disability	60.0	19.7
Tricare or other military health care	1.5	4.0
VA (including those who have ever used or enrolled for VA health care)	0.7	2.6
Indian Health Service	34.6	28.2
No health insurance ^d	31.4	26.7
Parent health difficulties		
Difficulty concentrating, remembering or making decision	9.6	4.3
Serious difficulty walking or climbing stairs	6.1	2.9
Difficulty dressing or bathing	1.8	1.0
Difficulty doing errands alone	4.2	2.3

Source: 2010-2014 Five-Year American Community Survey estimates.

Note: Statistics are weighted to represent all American Indian and Alaska Native children in the United States.

^a In this table, we include children who are AI/AN only and who are AI/AN in combination with other races/ethnicities. Parents may or may not be AI/AN. We are interested in these individuals, regardless of race.

^b The federal poverty threshold is based on 2014 thresholds set by the United States Census Bureau.

^c Health insurance coverage types are not mutually exclusive. That is, one could have more than one type of health insurance coverage.

^d No health insurance refers to those who do not have any of several health insurance types defined by the Census (but no health insurance still includes those using Indian Health Services [IHS]). This calculation, however, is not as straightforward for parents, where no health insurance must consider two individuals. For parents, the "no health insurance" row indicates either both parents have none of the insurance types defined by Census (to include if both parents only have used Indian Health Service).

n.a. = not available.

Table C.7. Findings on AI/AN socioeconomic indicators, by federal poverty threshold, from the 2010-2014 American Community Survey

	Percentage of households with AI/AN children ^a	
	Below or equal to the federal poverty threshold ^b	Above the federal poverty threshold ^b
Highest level of education completed by any adult householder^c		
Less than high school diploma	15.5	3.3
High school diploma or GED	31.9	16.5
Some college/vocational/technical	45.6	47.6
Bachelor's degree or higher	7.0	32.6
Employment status of the most employed of those adult householders		
Working full-time	45.9	93.3
Working part-time	13.8	2.4
Looking for work	18.8	2.3
Not in labor force	21.6	2.0

Source: 2010-2014 Five-Year American Community Survey estimates.

Note: Statistics are weighted to represent all American Indian and Alaska Native children and families in the United States.

^a In this table, we include children who are AI/AN only and who are AI/AN in combination with other races/ethnicities. Adult householders may or may not be AI/AN. We are interested in these individuals, regardless of race.

^b The federal poverty threshold is based on 2014 thresholds set by the United States Census Bureau.

^c In this table, an adult is defined as a householder 16 years or higher.

^d Working full-time is defined as working 30 or more hours. The looking for work category includes those who report being unemployed and in the labor force (regardless of whether they report looking for work) and those who report not being in the labor force and looking for work.

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

APPENDIX D

**HEAD START PROGRAM INFORMATION REPORT
SECONDARY ANALYSIS TABLES**

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

Table D.1. Number of AI/AN enrollees served by Head Start/Early Head Start programs across Head Start Regions I-XI, 2013-2014

	Number of AI/AN enrollees served	Number of enrollees served	Percentage of AI/AN enrollees served	Number of programs with at least one AI/AN enrollee	Range in number of AI/AN enrollees per program
Region I	150	33,003	0.3	59	1 – 10
Region II	1,150	118,520	2.6	84	1 – 287
Region III	612	85,541	1.4	76	1 – 203
Region IV	1,582	191,118	3.6	119	1 – 645
Region V	2,233	174,211	5.1	212	1 – 369
Region VI	3,696	138,364	8.4	147	1 – 428
Region VII	502	46,329	1.1	95	1 – 51
Region VIII	2,341	31,857	5.3	113	1 – 181
Region IX	8,519	145,712	19.3	167	1 – 2,719
Region X	2,077	33,915	4.7	90	1 – 465
Region XI	21,259	24,405	48.2	202	5 – 1,691
Total	44,121	1,022,975	100.0	1,364	1 – 2,719

Source: 2013-2014 Head Start Program Information Report.

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

The term "enrollees" refers to children and pregnant women enrolled in Head Start or Early Head Start.

Table D.2. Head Start and Early Head Start AI/AN enrollment by proportion of AI/AN enrollees across Regions I-X, 2013-2014

Proportion of AI/AN enrollees comprising cumulative enrollment	Number of programs	Percentage of programs	Cumulative number of programs	Cumulative percentage of programs	Number of AI/AN enrollees	Range in number of AI/AN enrollees per program
0%	1,336	53.5	1,336	53.5	0	n.a.
0% < and <1%	563	22.5	1,899	76.0	1,298	1 – 24
1 - 4%	398	15.9	2,297	92.0	2,971	1 – 129
5 - 9%	74	3.0	2,371	94.9	1,980	1 – 284
10 - 14%	35	1.4	2,406	96.3	1,247	4 – 156
15 - 19%	22	0.9	2,428	97.2	1,550	5 – 347
20 - 24%	11	0.4	2,439	97.6	947	18 – 212
25 - 49%	38	1.5	2,477	99.2	3,664	8 – 543
50 - 74%	16	0.6	2,493	99.8	7,768	37 – 2,719
75 - 89%	1	0.0	2,494	99.8	645	n.a.
90%+	4	0.2	2,498	100.0	792	95 – 369

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through X Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

The term "enrollees" refers to children and pregnant women enrolled in Head Start or Early Head Start.

Table D.2a. Head Start and Early Head Start AI/AN enrollment by number of AI/AN enrollees across Regions I-X: 2013-2014

Number of AI/AN enrollees comprising cumulative enrollment	Number of programs	Percentage of programs	Cumulative number of programs	Cumulative percentage of programs	Number of enrollees
0	1,336	53.5	1,336	53.5	0
1 to 4	721	28.9	2,057	82.4	1,368
5 to 14	237	9.5	2,294	91.8	1,846
15 to 49	126	5.0	2,420	96.9	3,382
50 to 199	59	2.4	2,479	99.2	5,367
200 or more	19	0.8	2,498	100.0	10,899

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through X Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

The term "enrollees" refers to children and pregnant women enrolled in Head Start or Early Head Start.

Table D.3. Head Start and Early Head Start AI/AN enrollment by proportion of AI/AN enrollees across Region XI, 2013-2014

Proportion of AI/AN enrollees within the cumulative enrollment	Number of programs	Percentage of programs	Cumulative number of programs	Cumulative percentage of programs	Number of AI/AN enrollees	Range in number of AI/AN enrollees per program
0 - 9%	0	0.0	0	0.0	0	n.a.
10-14%	1	0.5	1	0.5	5	n.a.
25 - 49%	7	3.5	8	4.0	305	24 – 80
50 - 74%	45	22.3	53	26.2	3,399	12 – 537
75 - 89%	34	16.8	87	43.1	3,012	10 – 250
90%+	115	56.9	202	100.0	14,538	12 – 1,691

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

The term "enrollees" refers to children and pregnant women enrolled in Head Start or Early Head Start.

Table D.3a. Head Start and Early Head Start AI/AN enrollment by number of AI/AN enrollees across Region XI: 2013-2014

Number of AI/AN enrollees within the cumulative enrollment	Number of programs	Percentage of programs	Cumulative number of programs	Cumulative percentage of programs	Number of AI/AN enrollees
0	0	0.0	0	0.0	0
1 to 4	0	0.0	0	0.0	0
5 to 14	6	3.0	6	3.0	65
15 to 49	70	34.7	76	37.6	2,285
50 to 199	100	49.5	176	87.1	10,399
200 or more	26	12.9	202	100.0	8,510

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

The term "enrollees" refers to children and pregnant women enrolled in Head Start or Early Head Start.

Table D.4. Programs meeting 10% AI/AN enrollment threshold, by number of AI/AN enrollees per program, by region, 2013-2014

	Percentage of programs (Number of programs)			
	Region I-X programs		Region XI programs	
	1 to 49 AI/AN enrollees	50 or more AI/AN enrollees	1 to 49 AI/AN enrollees	50 or more AI/AN enrollees
AI/AN enrollees comprise less than 10% of cumulative enrollment	97.4 (2,358)	16.7 (13)	0.0 (0)	0.0 (0)
AI/AN enrollees comprise at least 10% of cumulative enrollment	2.6 (62)	83.3 (65)	100.0 (76)	100.0 (126)

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

The term "enrollees" refers to children and pregnant women enrolled in Head Start or Early Head Start.

Table D.4a. Number and percentage of AI/AN enrollees in programs meeting 10% AI/AN enrollment threshold, by region, 2013-2014

	Region I-X programs		Region XI programs	
	Number of AI/AN enrollees	Percentage of all AI/AN enrollees in Head Start/ Early Head Start	Number of AI/AN enrollees	Percentage of all AI/AN enrollees in Head Start/ Early Head Start
AI/AN enrollees comprise less than 10% of cumulative enrollment	6,249	14.2	AI/AN enrollees comprise more than 10 percent of cumulative enrollment in all Region XI programs.	
AI/AN enrollees comprise at least 10% of cumulative enrollment	16,613	37.7	21,259	48.2

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

The term "enrollees" refers to children and pregnant women enrolled in Head Start or Early Head Start.

Table D.5. Number of programs serving AI/AN children and families across Head Start/Early Head Start Regions I-XI, overall and by programs type, 2013-2014

Region	Percentage of programs		
	Regions I-XI	Regions I-X	Region XI
	All tribal and minimum AI/AN enrollment programs	Nontribal programs meeting minimum AI/AN enrollment threshold ^a	Tribal programs (Region XI)
Region I	0	0	n.a.
Region II	13	13	n.a.
Region III	6	6	n.a.
Region IV	10	10	n.a.
Region V	14	14	n.a.
Region VI	31	31	n.a.
Region VII	4	4	n.a.
Region VIII	31	31	n.a.
Region IX	17	17	n.a.
Region X	14	14	n.a.
Region XI	202	n.a.	202
Total programs	342	140	202
Number of AI/AN enrollees served	39,144	17,885	21,259
Percentage of AI/AN enrollees served	88.7	40.5	48.2
Range in number of AI/AN enrollees within a program	4 – 2,719	4 – 2,719	5 – 1,691
Range in number of classrooms within a program ^b	0 – 492	0 – 492	0 – 83

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

“All tribal and minimum AI/AN enrollment programs” is comprised of the “Nontribal programs meeting minimum AI/AN enrollment threshold” and “Tribal programs”.

The term “enrollees” refers to children and pregnant women enrolled in Head Start or Early Head Start.

^a This refers to programs that report at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN. This threshold was developed for the current analysis and is not part of any program statute.

^b Programs who do not offer center-based services do not have any classrooms.

Table D.6. Characteristics of Head Start/Early Head Start programs serving AI/AN children and families, 2013-2014

	Percentage of programs		
	Regions I-XI	Regions I-X	Region XI
	All tribal and minimum AI/AN enrollment programs	Nontribal programs meeting minimum AI/AN enrollment threshold ^a	Tribal programs
Program type			
Head Start	70.5	67.9	72.3
Early Head Start	29.5	32.1	27.7
Agency type			
Community action agency (CAA)	13.5	31.4	1.0
School system/charter school	9.4	22.1	0.5
Private/public non-profit (Non-CAA) (e.g., church or non-profit hospital)	19.3	41.4	4.0
Private/public for-profit (e.g. for-profit hospitals)	0.0	0.0	0.0
Government agency (Non-CAA)	1.8	4.3	0.0
Tribal government or consortium (American Indian/Alaska Native)	56.1	0.7	94.6
Program model^b			
Center-based option	94.4	91.4	96.5
Home-based option	28.1	38.6	20.8
Combination option ^c	6.7	15.0	1.0
Family child care option	2.0	5.0	0.0
Locally designed option	1.2	0.7	1.5
Length of center-based option program week^d			
Full-day enrollment	63.2	70.7	57.9
Part-day enrollment	47.4	46.4	48.0
Length of program year^e			
Full-year	38.0	55.0	26.2
Part-year	62.0	45.0	73.8

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

Given PIR data are reported at the program level, characteristics describe all children and families served by the program: AI/AN and non-AI/AN children and families.

Table D.6 (*continued*)

“All tribal and minimum AI/AN enrollment programs” is comprised of the “Nontribal programs meeting minimum AI/AN enrollment threshold” and “Tribal programs”.

^a This refers to programs that report at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN. This threshold was developed for the current analysis and is not part of any program statute.

^b The program model estimates refer to the percent of programs that have at least one child enrolled in a particular option. Percentages do not add to 100 because a program may enroll different children in more than one option.

^c A combination option is defined by the PIR as services provided to children both in a center setting and through intensive work with the child's parents and family at home.

^d Percentages do not add to 100 because a program may enroll children in full- and part-day centers.

^e A full-year program lasts 333 days a year or more; a part-year program lasts under 333 days. This definition is consistent with the one used for the Head Start Family and Child Experiences Survey (FACES) and reflects that programs might be closed for a few weeks during the year for breaks. In the PIR, a full-year program is defined to be one with operating dates that cover a full calendar year. For example, in the 2013-2014 PIR that might be 08/01/2013-07/31/2014.

Table D.7. Program enrollment by child age in Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014

	Regions I-XI	Regions I-X	Region XI
	All tribal and minimum AI/AN enrollment programs	Nontribal programs meeting minimum AI/AN enrollment threshold ^a	Tribal programs
Percentage of enrollees in a program by child age^b			
Under 1 year	3.0	2.6	4.5
1 year old	3.4	2.7	5.5
2 years old	5.1	4.3	7.6
3 years old	35.8	35.8	35.8
4 years old	50.4	52.7	42.9
5 years and older	1.1	0.9	1.9
Pregnant women	1.2	1.0	1.8

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

Given PIR data are reported at the program level, characteristics describe all children and families served by the program: AI/AN and non-AI/AN children and families.

“All tribal and minimum AI/AN enrollment programs” is comprised of the “Nontribal programs meeting minimum AI/AN enrollment threshold” and “Tribal programs”.

^a This refers to programs that report at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN. This threshold was developed for the current analysis and is not part of any program statute.

^b Calculated using total cumulative enrollment as the denominator. A program’s cumulative enrollment includes children and pregnant women. Enrolled children are defined in the PIR as those who have been enrolled in the program and have attended at least one class or, for programs with home-based options, received at least one home visit. Enrolled pregnant women are defined in the PIR as those who have been enrolled in the program and received Early Head Start services.

Table D.8. Program enrollee characteristics among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014

	Regions I-XI	Regions I-X	Region XI
	All tribal and minimum AI/AN enrollment programs	Nontribal programs meeting minimum AI/AN enrollment threshold ^a	Tribal programs
Percentage of enrollees in a program by ethnicity			
Hispanic or Latino origin	29.4	36.7	5.6
Non-Hispanic or Non-Latino origin	70.6	63.3	94.4
Percentage of enrollees in a program by race			
American Indian or Alaska Native ^b	38.7	23.3	87.5
Asian	2.5	3.2	0.2
Black or African American	19.1	25.0	0.7
Native Hawaiian or other Pacific Islander	0.6	0.7	0.2
White	26.9	33.0	7.6
Biracial or multiracial ^c	9.6	11.7	2.8
Other	2.6	3.1	1.0
Percentage of enrollees in a program by primary language of family at home			
English	77.2	71.3	96.3
Spanish	18.0	23.3	1.0
Native North American / Alaska Native language	0.6	0.2	2.0
Other	4.2	5.3	0.7
Percentage of enrollees in a program by family structure			
Two-parent families	48.4	46.5	54.9
Single-parent families	51.6	53.5	45.1

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

Given PIR data are reported at the program level, characteristics describe all children and families served by the program: AI/AN and non-AI/AN children and families.

"All tribal and minimum AI/AN enrollment programs" is comprised of the "Nontribal programs meeting minimum AI/AN enrollment threshold" and "Tribal programs".

The term "enrollees" refers to children and pregnant women enrolled in Head Start or Early Head Start.

^a This refers to programs that report at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN. This threshold was developed for the current analysis and is not part of any program statute.

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

^c The PIR defines bi-racial or multi-racial as a person of two or more races. Thus, this row could reflect children who are AI/AN in combination with other races.

Table D.9. Program enrollee health insurance and care at beginning of enrollment, among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014

	Regions I-XI	Regions I-X	Region XI
	All tribal and minimum AI/AN enrollment programs	Nontribal programs meeting minimum AI/AN enrollment threshold ^a	Tribal programs
Percentage of children in a program with any health insurance	88.5	89.5	85.2
Medicaid and/or CHIP	74.5	79.0	59.9
State-only funded insurance	3.2	1.3	9.2
Private health insurance	7.4	6.7	10.0
Other health insurance	3.3	2.5	6.1
Percentage of children in a program with no health insurance	11.5	10.5	14.8
Percentage of children in a program who are up-to-date on a schedule of age-appropriate preventive and primary health care	87.5	88.6	83.7
Percentage of children in a program with continuous, accessible dental care provided by a dentist	79.5	78.9	81.5
Percentage of pregnant women in a program with any health insurance	88.4	88.2	88.8
Medicaid and/or CHIP	73.4	79.8	61.7
State-only funded insurance	5.0	1.9	10.8
Private health insurance	8.6	5.1	15.1
Other health insurance	1.4	1.5	1.1
Percentage of pregnant women in a program with no health insurance	11.6	11.8	11.2

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

Given PIR data are reported at the program level, characteristics describe all children and families served by the program: AI/AN and non-AI/AN children and families.

“All tribal and minimum AI/AN enrollment programs” is comprised of the “Nontribal programs meeting minimum AI/AN enrollment threshold” and “Tribal programs”.

^a This refers to programs that report at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN. This threshold was developed for the current analysis and is not part of any program statute.

Table D.10. Family socioeconomic indicators among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014

	Regions I-XI	Regions I-X	Region XI
	All tribal and minimum AI/AN enrollment programs	Nontribal programs meeting minimum AI/AN enrollment threshold ^a	Tribal programs
Percentage of two-parent families	48.4	46.5	54.9
Percentage of parent employment type amongst two-parent families in a program			
Both parents/guardians are employed	51.6	53.5	45.1
One parent/guardian is employed	24.5	21.6	32.9
Both parents/guardians are not working (i.e. unemployed, retired, or disabled)	55.5	59.8	43.2
Percentage of single-parent families	20.0	18.6	23.9
Percentage of parent employment type amongst single-parent families in a program			
The parent/guardian is employed	51.5	52.5	47.8
The parent/guardian is not working (i.e. unemployed, retired, or disabled)	48.4	47.5	52.1
Percentage of families receiving public benefits in a program, by type of benefit			
Any cash benefits or other services under the Federal Temporary Assistance for Needy Families (TANF) Program	15.4	14.5	18.4
Supplemental Security Income (SSI)	6.0	6.2	5.1
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	49.8	51.0	45.8
Services under the Supplemental Nutrition Assistance Program (SNAP)	45.6	47.9	37.7
Percentage of enrollees, by primary type of eligibility^b			
Income below 100% of federal poverty line	67.7	71.1	57.3
Receipt of public assistance such as TANF, SSI	16.2	16.5	15.2
Status as homeless	5.2	4.8	6.4
Over income	10.8	7.6	21.0
Percentage of families and children in a program experiencing homelessness			
Families experiencing homelessness	6.3	5.6	8.7
Children experiencing homelessness	6.3	5.8	7.7
Families experiencing homelessness that acquired housing	1.7	1.6	2.1

Source: 2013-2014 Head Start Program Information Report (PIR).

Table D.10 (*continued*)

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

Given PIR data are reported at the program level, characteristics describe all children and families served by the program: AI/AN and non-AI/AN children and families.

“All tribal and minimum AI/AN enrollment programs” is comprised of the “Nontribal programs meeting minimum AI/AN enrollment threshold” and “Tribal programs”.

The term “enrollees” refers to children and pregnant women enrolled in Head Start or Early Head Start.

^a This refers to programs that report at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN. This threshold was developed for the current analysis and is not part of any program statute.

^b Families may be eligible under multiple categories; the PIR only asks for the category considered to be the primary reason for eligibility. Section 645(d) of the Head Start Act specifies that tribal programs may enroll participants who do not meet the low-income criteria, as long as these participants comprise less than 50 percent of total enrollment.

Table D.11. Program services received by children and families enrolled in Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014

	Regions I-XI	Regions I-X	Region XI
	All tribal and minimum AI/AN enrollment programs	Nontribal programs meeting minimum AI/AN enrollment threshold ^a	Tribal programs
Percentage of families in a program that receive services from a program			
Emergency/crisis intervention	14.3	15.1	11.7
Housing assistance	7.0	7.1	6.7
Mental health services	9.3	10.1	6.9
English as a Second Language (ESL) training	4.5	5.6	0.8
Adult education such as GED programs	11.3	12.9	6.2
Job training	7.1	7.6	5.6
Substance abuse prevention	3.4	2.7	5.6
Substance abuse treatment	1.0	0.6	2.4
Child abuse and neglect services	3.2	2.7	5.0
Domestic violence services	1.8	1.5	3.0
Child support assistance	2.5	2.6	2.4
Health education	38.4	40.6	31.3
Assistance to families of incarcerated individuals	1.2	1.0	1.6
Parenting education	43.9	47.6	31.4
Relationship/marriage education	2.8	2.6	3.4

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

Given PIR data are reported at the program level, characteristics describe all children and families served by the program: AI/AN and non-AI/AN children and families.

“All tribal and minimum AI/AN enrollment programs” is comprised of the “Nontribal programs meeting minimum AI/AN enrollment threshold” and “Tribal programs”.

^a This refers to nontribal programs that report at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN. This threshold was developed for the current analysis and is not part of any program statute.

^b Services include those received directly through the Early Head Start and Head Start program or through program referrals.

Table D.12. Program staff characteristics among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014

	Regions I-XI	Regions I-X	Region XI
	All tribal and minimum AI/AN enrollment programs	Nontribal programs meeting minimum AI/AN enrollment threshold ^a	Tribal programs
Number of staff in a program^b (range)			
Mean	56.8	95.1	30.3
Median	31.0	55.0	23.0
Range	(2 – 648)	(5 – 648)	(2 – 324)
Percentage of non-supervisory child development staff in a program proficient in a language other than English^{c, d}			
Spanish	16.5	21.7	3.7
Native North American / Alaska Native language	4.0	1.3	10.5
Percentage of staff in a program who are current or former Head Start or Early Head Start parents^b	35.1	28.4	49.8

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

Given PIR data are reported at the program level, characteristics describe all children and families served by the program: AI/AN and non-AI/AN children and families.

“All tribal and minimum AI/AN enrollment programs” is comprised of the “Nontribal programs meeting minimum AI/AN enrollment threshold” and “Tribal programs”.

^a This refers to nontribal programs that report at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN. This threshold was developed for the current analysis and is not part of any program statute.

^b Staff includes all administrative, management, child development, content area, and support staff such as custodians, regardless of the funding source for their salaries or number of hours worked.

^c Non-supervisory child development staff includes classroom teachers, assistant teachers, home-based visitors, and family child care providers.

^d Head Start Program Performance Standard 45 CFR 1304.52(g)(2) notes that “when a majority of children speak the same language, at least one classroom staff member or home visitor interacting regularly with the children must speak their language.”

Table D.13a. Teacher education level among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014

	Regions I-XI	Regions I-X	Region XI
	All tribal and minimum AI/AN enrollment programs	Nontribal programs meeting minimum AI/AN enrollment threshold ^a	Tribal programs
Preschool classrooms			
Percentage of teachers in a program with a degree			
Advanced degree	11.6	14.2	4.6
Baccalaureate degree	49.8	56.1	32.8
Associate degree	29.2	25.1	40.5
Percentage of teachers with a Child Development Associate (CDA) or related credential	6.2	3.7	13.2
Percentage of teachers with no postsecondary degree or credential	3.0	0.8	8.9
Percentage of teachers with a degree in a given field of study			
Early childhood education	61.8	64.9	53.2
Related field with experience	28.9	30.5	24.7
Infant and toddler classrooms			
Percentage of teachers in a program with a degree			
Advanced degree	2.7	3.7	1.7
Baccalaureate degree	16.9	22.7	11.0
Associate degree	30.3	26.3	34.3
Percentage of teachers with a Child Development Associate (CDA) or related credential	37.8	39.6	36.0
Percentage of teachers with no postsecondary degree or credential	12.2	7.7	16.9
Percentage of teachers with a degree in a given field of study			
Early childhood education	35.9	38.3	33.4
Related field with experience	14.0	14.4	13.6

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

Given PIR data are reported at the program level, characteristics describe all children and families served by the program: AI/AN and non-AI/AN children and families.

The PIR asks the programs to report the highest degree or credential held.

"All tribal and minimum AI/AN enrollment programs" is comprised of the "Nontribal programs meeting minimum AI/AN enrollment threshold" and "Tribal programs".

Table D.13a (*continued*)

^a This refers to nontribal programs that report at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN. This threshold was developed for the current analysis and is not part of any program statute.

Table D.13b. Assistant teacher education level among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014

	Regions I-XI	Regions I-X	Region XI
	All tribal and minimum AI/AN enrollment programs	Nontribal programs meeting minimum AI/AN enrollment threshold ^a	Tribal programs
Preschool classrooms			
Percentage of assistant teachers in a program with a degree			
Advanced degree	0.9	1.0	0.6
Baccalaureate degree	10.1	12.4	2.5
Associate degree	18.6	20.6	12.1
Percentage of assistant teachers with a Child Development Associate (CDA) or related credential	35.9	37.3	31.4
Percentage of assistant teachers with no postsecondary degree or credential	33.0	26.6	53.3
Percentage of assistant teachers with a degree in a given field of study			
Early childhood education	17.8	20.5	9.2
Related field with experience	11.7	13.5	6.0
Infant and toddler classrooms			
Percentage of assistant teachers in a program with a degree			
Advanced degree	0.0	0.0	0.0
Baccalaureate degree	0.0	0.0	0.0
Associate degree	8.0	21.1	4.7
Percentage of assistant teachers with a Child Development Associate (CDA) or related credential	34.2	28.9	35.6
Percentage of assistant teachers with no postsecondary degree or credential	57.8	50.0	59.7
Percentage of assistant teachers with a degree in a given field of study			
Early childhood education	5.3	10.5	4.0
Related field with experience	2.7	10.5	0.7

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

Given PIR data are reported at the program level, characteristics describe all children and families served by the program: AI/AN and non-AI/AN children and families.

The PIR asks the programs to report the highest degree or credential held.

“All tribal and minimum AI/AN enrollment programs” is comprised of the “Nontribal programs meeting minimum AI/AN enrollment threshold” and “Tribal programs”.

^a This refers to nontribal programs that report at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN. This threshold was developed for the current analysis and is not part of any program statute.

Table D.14. Program staff turnover among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014

	Regions I-XI	Regions I-X	Region XI
	All tribal and minimum AI/AN enrollment programs	Nontribal programs meeting minimum AI/AN enrollment threshold ^a	Tribal programs
Staff turnover^b			
Percentage of staff in a program who left since previous year	13.9	14.0	13.7
Of these, percentage of staff in a program who were replaced from among those who left	75.6	80.4	65.1
Percentage of classroom teachers in a program, including assistants, who left the program during the year	10.7	9.2	15.1
Percentage of home-based visitors in a program who left the program during the year	26.8	22.5	36.1

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

Given PIR data are reported at the program level, characteristics describe all children and families served by the program: AI/AN and non-AI/AN children and families.

“All tribal and minimum AI/AN enrollment programs” is comprised of the “Nontribal programs meeting minimum AI/AN enrollment threshold” and “Tribal programs”.

^a This refers to nontribal programs that report at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN. This threshold was developed for the current analysis and is not part of any program statute.

^b Staff includes all administrative, management, child development, content area, and support staff such as custodians, regardless of the funding source for their salaries or number of hours worked.

Table D.15. Average time program manager spends coordinating services among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014

	Regions I-XI	Regions I-X	Region XI
	All tribal and minimum AI/AN enrollment programs	Nontribal programs meeting minimum AI/AN enrollment threshold ^a	Tribal programs
Number of hours per week spent coordinating program services^b			
Child development and education manager	23.1	23.1	23.0
Health services manager	22.3	21.8	22.7
Family and community partnerships manager	24.5	23.6	25.2
Disability services manager	17.9	17.8	18.0

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

Given PIR data are reported at the program level, characteristics describe all children and families served by the program: AI/AN and non-AI/AN children and families.

“All tribal and minimum AI/AN enrollment programs” is comprised of the “Nontribal programs meeting minimum AI/AN enrollment threshold” and “Tribal programs”.

^a This refers to nontribal programs that report at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN. This threshold was developed for the current analysis and is not part of any program statute.

^b This refers to the average number of hours spent working with community partners or service providers to plan and implement coordinated services for Head Start children and families.

Table D.16. Program agreements and connections to services among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014

	Percentage of programs		
	Regions I-XI	Regions I-X	Region XI
	All tribal and minimum AI/AN enrollment programs	Nontribal programs meeting minimum AI/AN enrollment threshold ^a	Tribal programs
Have local education agencies in the program's service area	100.0	100.0	100.0
Have formal agreements to coordinate services for children with disabilities	95.6	95.0	96.0
Have formal agreements with local education agencies to coordinate transition services	86.3	86.4	86.1
Have Part C agencies in the program's service area	99.4	98.6	100.0
Have formal agreements to coordinate disabilities services	91.5	89.3	93.1
Have formal collaboration and resource sharing agreements with public school pre-kindergarten programs	68.7	75.0	64.4
Have resource sharing agreements with public school pre-kindergarten programs	98.8	98.6	100.0
Provide transportation	51.2	46.4	67.0

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

Given PIR data are reported at the program level, characteristics describe all children and families served by the program: AI/AN and non-AI/AN children and families.

"All tribal and minimum AI/AN enrollment programs" is comprised of the "Nontribal programs meeting minimum AI/AN enrollment threshold" and "Tribal programs".

^a This refers to nontribal programs that report at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN. This threshold was developed for the current analysis and is not part of any program statute.

Table D.17. Staff salary among Head Start/Early Head Start programs serving AI/AN children and families, overall and by program type, 2013-2014

	Regions I-XI	Regions I-X	Region XI
	All tribal and minimum enrollment programs	Nontribal programs meeting minimum AI/AN enrollment threshold ^a	Tribal programs
Annual salary, by staff type^b			
Classroom teachers	\$34,852	\$37,874	\$28,044
Home-based visitors	\$29,425	\$31,002	\$26,304
Head Start or Early Head Start director	\$64,142	\$71,933	\$58,536
Child development and education manager	\$45,601	\$50,290	\$41,818
Executive director	\$101,698	\$109,103	\$85,961

Source: 2013-2014 Head Start Program Information Report (PIR).

Note: Region I through XI Early Head Start and Head Start programs are included, except for those programs who receive interim grants.

Staff salary among Head Start/Early Head Start programs serving AI/AN children and families is collected by the 2013-2014 PIR form; however, it is not available within the 2013-2014 PIR file. Estimates provided by the Office of Head Start.

“All tribal and minimum AI/AN enrollment programs” is comprised of the “Nontribal programs meeting minimum AI/AN enrollment threshold” and “Tribal programs”.

^a This refers to nontribal programs that report at least 10 percent of their enrollees are AI/AN or at least 50 of their enrollees are AI/AN. This threshold was developed for the current analysis and is not part of any program statute.

^b The average annual salary for family child care providers is not included in this table because there are no tribal programs that offer family child care, and findings for Region I-X have been suppressed due to small sample size.

