Appendix Q.  
  
FACES 2019 and AIAN FACES 2019 Content Matrices

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Table Q.1. FACES measures of teacher well-being and characteristics

| Measure | Instrument | Used in FACES fall 2019 or spring 2020? | Fall 2021 | Spring 2022 | Also asked in AIAN FACES fall 2021 or spring 2022? |
| --- | --- | --- | --- | --- | --- |
| Teacher Well-Being (Section C) |  |  |  |  |  |
| Center for Epidemiologic Studies-Depression (CES-D) Short Form (Ross et al. 1983) | Teacher Survey | Yes | √ | √ | Yes |
| Generalized Anxiety Disorder Assessment (GAD-7) (Spitzer et al. 2006) | Teacher Survey | No | √ | √ | Yes |
| Job-related stress due to COVID-19 | Teacher Survey | No | √ | √ | Yes |
| Primary caregiver for children at home | Teacher Survey | No | √ | -- | Yes |
| Current level of stress or anxiety as a caregiver | Teacher Survey | No | √ | -- | Yes |
| Parenting behaviors and stress | Teacher Survey | No | √ | -- | Yes |
| Instruction mode for child(ren) at home in 2021-2022 | Teacher Survey | No | √ | -- | Yes |
| Unmet childcare needs | Teacher Survey | No | √ | -- | Yes |
| Teacher Characteristics (Section D) |  |  |  |  |  |
| Years teaching | Teacher Survey | Yes | √ | N | Yes |
| Years teaching/working in Head Start (this and any program) | Teacher Survey | Yes | √ | N | Yes |
| Highest grade completed/degrees | Teacher Survey | Yes | √ | N | Yes |
| Field of highest degree | Teacher Survey | Yes | √ | N | Yes |
| 6+ college courses in Early Childhood Education (ECE) or Child Development (CD)? | Teacher Survey | Yes | √ | N | Yes |
| Have CDA? | Teacher Survey | Yes | √ | N | Yes |
| Have state preschool certificate or license? | Teacher Survey | Yes | √ | N | Yes |
| Have teaching certificate or license for ages/grades other than preschool? | Teacher Survey | Yes | √ | N | Yes |
| Sex assigned at birth and current gender identity | Teacher Survey | Yes | √ | N | Yes |
| Birth year | Teacher Survey | Yes | √ | N | Yes |
| Race/ethnicity | Teacher Survey | Yes | √ | N | Yes |

**Key:**

√ = Present in protocol

-- = Absent in protocol

N = Only asked of new respondent

Table Q.2. FACES measures of child and family demographics and home environments

| Measure | Instrument | Used in FACES fall 2019 or spring 2020? | Fall 2021 | Spring 2022 | Also asked in AIAN FACES fall 2021 or spring 2022?a |
| --- | --- | --- | --- | --- | --- |
| Child Demographic Characteristics (Sections A) |  |  |  |  |  |
| Sex | Parent Survey | Yes | √ | N | Yes |
| Birth date | Parent Survey | Yes | √ | N | Yes |
| Race/ethnicity | Parent Survey | Yes | √ | N | Yes |
| Mother’s Demographic Characteristics (Sections SC and J) |  |  |  |  |  |
| Is the mother alive? | Parent Survey | No | √ | N | Yes |
| How frequently child saw/sees mother | Parent Survey | No | √ | N | Yes |
| Respondent relationship to child | Parent Survey | Yes | √ | N | Yes |
| Birth date | Parent Survey | Yes | √ | N | Yes |
| Country of birth and time in U.S. | Parent Survey | Yes | √ | N | No |
| If mother not in household, why? | Parent Survey | Yes | √ | N | Yes |
| Marital status and relationship with biological father | Parent Survey | Yesb | √ | N | Yes |
| Highest grade or degree completed | Parent Survey | Yes | √ | N | Yes |
| Employment status, whether actively looking for work, hours usually worked in a week | Parent Survey | Yes | √ | √ | Yes |
| Ever worked (in past year/since last survey) | Parent Survey | Yes | √ | √ | Yes |
| Whether employment situation has changed as a result of COVID-19 | Parent Survey | No | √ | -- | Yes |
| Father’s Demographic Characteristics (Sections SC and K) |  |  |  |  |  |
| Is the father alive? | Parent Survey | No | √ | N | Yes |
| How frequently child saw/sees father | Parent Survey | No | √ | N | Yes |
| Respondent relationship to child | Parent Survey | Yes | √ | N | Yes |
| Birth date | Parent Survey | Yes | √ | N | Yes |
| Country of birth and time in U.S. | Parent Survey | Yes | √ | N | No |
| If father not in household, why? | Parent Survey | Yes | √ | N | Yes |
| Highest grade or degree completed | Parent Survey | Yes | √ | N | Yes |
| Employment status, whether actively looking for work, hours usually worked in a week | Parent Survey | Yes | √ | √ | Yes |
| Ever worked (in past year/since last survey)? | Parent Survey | Yes | √ | √ | Yes |
| Whether employment situation has changed as a result of COVID-19 | Parent Survey | No | √ | -- | Yes |
| Characteristics of Parent Who is Not Birth or Adoptive Parent (Sections SC and L) |  |  |  |  |  |
| Country of birth and time in the U.S. | Parent Survey | Yes | √ | N | No |
| Highest grade or degree completed | Parent Survey | Yes | √ | N | Yes |
| Employment status, whether actively looking for work, hours usually worked in a week | Parent Survey | Yes | √ | √ | Yes |
| Ever worked (in past year/since last survey)? | Parent Survey | Yes | √ | √ | Yes |
| Whether employment situation has changed as a result of COVID-19 | Parent Survey | No | √ | -- | Yes |
| Home Learning Environment (Section D) and Routines and Virtual Learning (Section H) |  |  |  |  |  |
| Reading in past week: frequency | Parent Survey | Yes | √ | √ | Yes |
| Number of days per week that family eats evening meal together | Parent Survey | Yes | √ | √ | Yes |
| Child’s typical sleep hours (time to bed and wake up, regularity of bedtime, sleep disruptions -nighttime waking) | Parent Survey | Yes | √ | √ | Yes |
| Planned parent-child time together: frequency | Parent Survey | No | √ | √ | Yes |
| Learning/educational activities for the child using a computer, phone, or tablet; satisfaction with activities | Parent Survey | No | √ | √ | Yes |
| Household Composition (Section B) |  |  |  |  |  |
| Household members: name, age, relationship of adults to child | Parent Survey | Yes | √ | √ | Yes |
| Temporary household members: name, age, relationship of adults to child | Parent Survey | No | √ | √ | Yes |
| Whether parent’s spouse/partner lives with them, who it is, and what their relationship status is | Parent Survey | No | √ | √ | Yes |
| Home Language Environment (Section D) |  |  |  |  |  |
| If English is spoken in household | Parent Survey | Yes | √ | N | Yes |
| Languages other than English spoken in household | Parent Survey | Yes | √ | N | Yes |
| Language parent usually uses to speak to child | Parent Survey | Yes | √ | N | Yes |
| Household Income, Food Security, Financial Strain and Hardships, Housing and Receipt of Public Assistance (Section M) and Family Income (Section MM) |  |  |  |  |  |
| Total family income | Parent Survey | No | √ | -- | Yes |
| Total household income | Parent Survey | Yes | √ | N | Yes |
| Whether the household received a stimulus payment during the COVID-19 pandemic | Parent Survey | No | √ | -- | Yes |
| Change in household income during COVID-19 pandemic | Parent Survey | No | √ | -- | Yes |
| Housing situation – whether they live with another family, or in transitional housing | Parent Survey | No | √ | N | Yes |
| Whether changed housing in the last 12 months/since last interview, plus the number of moves and reason for most recent move | Parent Survey | No | √ | N | No |
| Housing quality and number of rooms in housing | Parent Survey | No | √ | N | Yes |
| Food Security Scale – Short Form (Bickel et al. 2000) | Parent Survey | Yes | √ | N | Yes |
| Economic strain (Conger et al. 1993) | Parent Survey | Yes | √ | N | Yes |
| Material conditions (e.g., difficulties in past 12 months paying utility bills, having to move) (Health Profession Opportunity Grants [HPOG] study) | Parent Survey | Yes | √ | N | Yes |
| Receipt of welfare, supplemental nutrition assistance program or SNAP, etc. | Parent Survey | Yes | √ | √ | Yes |
| Parent Mental Health (Section U) |  |  |  |  |  |
| Depressive symptoms: Center for Epidemiologic Studies-Depression (CES-D) Short Form (Ross et al. 1983) | Parent Survey | Yes | √ | √ | Yes |
| Anxiety level: General Anxiety Disorder-7 (GAD-7) (Spitzer et al. 2006) | Parent Survey | No | √ | √ | Yes |
| Parenting behaviors and stress | Parent Survey | No | √ | √ | Yes |
| Stress and anxiety level compared to pre-COVID-19 pandemic | Parent Survey | No | √ | -- | Yes |
| Parent Head Start Involvement (Section I) |  |  |  |  |  |
| Parent involvement in Head Start (frequency of various activities) | Parent Survey | Yes | -- | √ | No |
| Program Satisfaction and Practices (Section W) |  |  |  |  |  |
| Satisfaction with Head Start | Parent Survey | Yes | -- | √ | No |
| Culturally responsive services: Strength-Based Practices Inventory (Green et al. 2004) | Parent Survey | Yes | -- | √ | Yes |
| Child Care (Section N) |  |  |  |  |  |
| What did the child(ren)’s school decide for in-person instruction | Parent Survey | No | √ | √ | No |
| Assisting children in online learning (who assists, is it during work hours, number of hours spent helping them) | Parent Survey | No | √ | -- | No |
| Unmet child care needs and how they are being met | Parent Survey | No | √ | √ | No |
| Child and family health (Section P) |  |  |  |  |  |
| Where child receives regular well-child care | Parent Survey | Yes | √ | N | Yes |
| Parent’s health status | Parent Survey | No | √ | √ | Yes |
| COVID health impacts on household – whether any household or close friend/family had COVID-19, was hospitalized for COVID-19, or died from COVID-19 | Parent Survey | No | √ | N | Yes |
| Community Services/Resources (Section S) and Social Support (Section T) |  |  |  |  |  |
| Type of social support received (someone to watch child, give ride, place to stay, emergency cash) | Parent Survey | Yes | √ | N | No |
| Whether certain services would have been useful in the last 12 months or right now (i.e. help with housing, referral to medical or dental services, assistance applying for unemployment) | Parent Survey | No | √ | -- | Yes |
| Knowledge about community resources: Mobilizing Resources Scale (Healthy Families Parenting Inventory; LeCroy and Milligan 2017) | Parent Survey | No | -- | √ | No |
| Child Behavior and Parent-Child Relationship (Section G) |  |  |  |  |  |
| Parent-child relationship | Parent Survey | No | √ | -- | No |
| Parent-child closeness compared to before the COVID-19 pandemic | Parent Survey | No | √ | -- | Yes |

aConstructs that were also captured in AIAN FACES fall 2021 or spring 2022 may differ in source items and construction.

bThe father’s marital status is captured for fathers in the household or who are in a relationship with the biological or adoptive mother. FACES does not capture this information for fathers who are not in the household and are in relationship with someone other than the child’s mother.

**Key:**

√ = Present in protocol

-- = Absent in protocol

N = Only asked of new respondent

Table Q.3. FACES measures of child outcomes

| Measure | Instrument | Used in FACES fall 2019 or spring 2020? | Fall 2021 | Spring 2022 | Also asked in AIAN FACES fall 2021 or spring 2022? |
| --- | --- | --- | --- | --- | --- |
| Literacy Knowledge and Skills – Early Writing (TCR, Section B) |  |  |  |  |  |
| Pretends to write, write/draw, write name | Teacher Child Report | Yes | √ | √ | Yes |
| Literacy Knowledge and Skills – Alphabet Knowledge and Phonological Awareness (TCR, Section B) |  |  |  |  |  |
| Recognizes first name in print, recognizes letters | Teacher Child Report | Yes | √ | √ | Yes |
| Phonology sounds, recognizes words other than own name in print, rhymes words | Teacher Child Report | Yes | √ | √ | Yes |
| Mathematics Knowledge and Skills (TCR, Section B) |  |  |  |  |  |
| How high can child count? | Teacher Child Report | Yes | √ | √ | Yes |
| Identifies basic shapes, describes differences between shapes | Teacher Child Report | No | √ | √ | Yes |
| Sorts objects by attributes, orders objects by length or height | Teacher Child Report | No | √ | √ | Yes |
| Subitize objects | Teacher Child Report | No | √ | √ | Yes |
| Basic addition | Teacher Child Report | No | √ | √ | Yes |
| Social-Emotional Development and Approaches to Learning (TCR, Section C (copyrighted), Section D (parts copyrighted), and Section H; Parent Survey, Section G) |  |  |  |  |  |
| 26 items from Behavior Problems Index (Peterson and Zill 1986), Personal Maturity Scale (Entwisle et al.,1987), and Social Skills Rating Scale (Gresham and Elliott, 1990) | Teacher Child Report | Yes | √ | √ | Yes |
| ECLS-K Approaches to Learning Scale (U.S. Department of Education 2002; adapted for parent survey) | Teacher Child Report | Yes | √ | √ | Yes |
|  | Parent Survey | No | √ | √ | Yes |
| Internalizing and externalizing behaviors | Parent Survey | No | √ | -- | Yes |
| Physical Health and Development (TCR, Section B and Section F; Parent Survey, Section P) |  |  |  |  |  |
| Ever diagnosed with a disability? Which? | Teacher Child Report | Yes | √ | √ | Yes |
| Any concerns about child’s health or development? What? | Teacher Child Report | Yes | √ | √ | Yes |
| What has been done to address condition or concerns? | Teacher Child Report | Yes | √ | √ | Yes |
| IEP: Have one? Help develop? | Teacher Child Report | Yes | √ | √ | Yes |
| Whether teacher participated in child’s IEP or IFSP meeting | Teacher Child Report | Yes | √ | √ | Yes |
| Services child has received for special conditions | Teacher Child Report | Yes | √ | √ | Yes |
| Child’s health status | Parent Survey | Yes | √ | √ | Yes |
| Child’s Exposure to Head Start Program (TCR, Section A and Section F) |  |  |  |  |  |
| Days absent | Teacher Child Report | Yes | -- | √ | Yes |
| Days and hours per week the class meets | Teacher Survey | Yes | -- | √ | Yes |
| Mode child currently attends class (in-person, virtual, hybrid) | Teacher Child Report | No | √ | √ | Yes |
| Days and hours per week the teacher sees the child in-person | Teacher Child Report | No | √ | √ | Yes |
| Days and hours per week the teacher sees the child virtually | Teacher Child Report | No | √ | √ | Yes |

TCR = Teacher Child Report

**Key:**

√ = Present in protocol

-- = Absent in protocol

Table Q.4. AIAN FACES measures of teacher well-being and characteristics

| Measure | Instrument | Used in AIAN FACES fall 2019 or spring 2020? | Fall 2021 | Spring 2022 | Also asked in FACES fall 2021 or spring 2022? |
| --- | --- | --- | --- | --- | --- |
| Staff Well-Being (Section C) |  |  |  |  |  |
| Center for Epidemiologic Studies-Depression (CES-D) Short Form (Ross et al. 1983) | Teacher Survey | Yes | √ | √ | Yes |
| Generalized Anxiety Disorder Assessment (GAD-7) (Spitzer et al. 2006) | Teacher Survey | No | √ | √ | Yes |
| Job-related stress due to COVID-19 | Teacher Survey | No | √ | √ | Yes |
| Primary caregiver for children at home | Teacher Survey | No | √ | -- | Yes |
| Current level of stress or anxiety as a caregiver | Teacher Survey | No | √ | -- | Yes |
| Parenting behaviors | Teacher Survey | No | √ | -- | Yes |
| Instruction mode for child(ren) at home in 2021-2022 | Teacher Survey | No | √ | -- | Yes |
| Unmet childcare needs | Teacher Survey | No | √ | -- | Yes |
| Teacher Characteristics (Section D) |  |  |  |  |  |
| Years teaching | Teacher Survey | Yes | √ | √ | Yes |
| Years teaching/working in Head Start (this and any program) | Teacher Survey | Yes | √ | √ | Yes |
| Highest grade completed/degrees | Teacher Survey | Yes | √ | √ | Yes |
| Field of highest degree | Teacher Survey | Yes | √ | √ | Yes |
| 6+ college courses in Early Childhood Education (ECE) or Child Development (CD)? | Teacher Survey | Yes | √ | √ | Yes |
| Have CDA? | Teacher Survey | Yes | √ | √ | Yes |
| Have state preschool certificate or license? | Teacher Survey | Yes | √ | √ | Yes |
| Have teaching certificate or license for ages/grades other than preschool? | Teacher Survey | Yes | √ | √ | Yes |
| Sex assigned at birth and current gender identity | Teacher Survey | Yes | √ | √ | Yes |
| Birth year | Teacher Survey | Yes | √ | √ | Yes |
| Race/ethnicity | Teacher Survey | Yes | √ | √ | Yes |

**Key:**

√ = Present in protocol -- = Absent in protocol

Table Q.5. AIAN FACES measures of child and family demographics and home environments

| Measure | Instrument | Used in AIAN FACES Fall 2019 or Spring 2020? | Fall 2021 | Spring 2022 | Also asked in FACES Fall 2021 or Spring 2022?a |
| --- | --- | --- | --- | --- | --- |
| Child Demographic Characteristics (Section A) |  |  |  |  |  |
| Sex | Parent Survey | Yes | √ | N | Yes |
| Age (birth date) | Parent Survey | Yes | √ | N | Yes |
| Race/ethnicity | Parent Survey | Yes | √ | N | Yes |
| Mother’s Demographic Characteristics (Sections SC and J) |  |  |  |  |  |
| Is the mother alive? | Parent Survey | No | √ | N | Yes |
| How frequently child saw/sees mother | Parent Survey | No | √ | N | Yes |
| Birth date | Parent Survey | Yes | √ | N | Yes |
| Marital status | Parent Survey | Yes | √ | N | Yes |
| Highest grade or degree completed | Parent Survey | Yes | √ | N | Yes |
| Employment status, whether actively looking for work, hours usually worked in a week | Parent Survey | Yes | √ | N | Yes |
| Ever worked (in past year/since last survey) | Parent Survey | Yes | √ | N | Yes |
| Whether employment situation has changed as a result of COVID-19 | Parent Survey | No | √ | -- | Yes |
| Father’s Demographic Characteristics (Sections SC and K) |  |  |  |  |  |
| Is the father alive? | Parent Survey | No | √ | N | Yes |
| How frequently child saw/sees father | Parent Survey | No | √ | N | Yes |
| Birth date | Parent Survey | Yes | √ | N | Yes |
| Highest grade or degree completed | Parent Survey | Yes | √ | N | Yes |
| Employment status, whether actively looking for work, hours usually worked in a week | Parent Survey | Yes | √ | N | Yes |
| Ever worked (in past year/since last survey)? | Parent Survey | Yes | √ | N | Yes |
| Whether employment situation has changed as a result of COVID-19 | Parent Survey | No | √ | -- | Yes |
| Characteristics of Parent Who is Not Birth or Adoptive Parent (Sections SC and L) |  |  |  |  |  |
| Highest grade or degree completed | Parent Survey | Yes | √ | N | Yes |
| Employment status, whether actively looking for work, hours usually worked in a week | Parent Survey | Yes | √ | N | Yes |
| Ever worked (in past year/since last survey)? | Parent Survey | Yes | √ | N | Yes |
| Whether employment situation has changed as a result of COVID-19 | Parent Survey | No | √ | -- | Yes |
| Home Learning Environment (Sections D and E) and Routines (Section H) |  |  |  |  |  |
| Reading in past week: frequency | Parent Survey | Yes | √ | √ | Yes |
| Told stories in past week: frequency | Parent Survey | Yes | √ | √ | No |
| Cultural activities within the community in past 12 months (listened to Elders tell stories, participated in traditional ceremonies) | Parent Survey | Yesc | √ | N | No |
| Activities that involve technology/electronics (watching TV, playing video games) | Parent Survey | Yes | -- | √ | No |
| Number of days per week that family eats evening meal together | Parent Survey | Yes | √ | √ | Yes |
| Child’s typical sleep hours (time to bed and wake up, regularity of bedtime, sleep disruptions -nighttime waking) | Parent Survey | Yes | √ | √ | Yes |
| Household Composition (Section B) |  |  |  |  |  |
| Household members: age, relationship of adults to child | Parent Survey | Yes | √ | √ | Yes |
| Temporary household members: name, age, relationship of adults to child | Parent Survey | No | √ | √ | Yes |
| Whether parent’s spouse/partner lives with them, who it is, and what their relationship status is | Parent Survey | No | √ | √ | Yes |
| Home Language Environment (Section D) |  |  |  |  |  |
| If English is spoken in household | Parent Survey | Yes | √ | N | Yes |
| Languages other than English spoken in household | Parent Survey | Yes | √ | N | Yes |
| Language parent usually uses to speak to child | Parent Survey | Yes | √ | N | Yes |
| Native language activities in past month (spoke Native language with child, used Native language in prayer or songs with child) | Parent Survey | Yes | √ | N | No |
| How important it is for child to learn Native language | Parent Survey | Yes | √ | N | No |
| Household Income, Food Security, Financial Strain and Hardship, and Receipt of Public Assistance (Section M) and Family Income (Section MM) |  |  |  |  |  |
| Total family income | Parent Survey | No | √ | -- | Yes |
| Receipt of welfare, supplemental nutrition assistance program or SNAP, etc. | Parent Survey | Yesd | √ | √ | Yes |
| Total household income | Parent Survey | Yes | √ | N | Yes |
| Change in household income during COVID-19 pandemic | Parent Survey | No | √ | -- | Yes |
| Whether the household received a stimulus payment during the COVID-19 pandemic | Parent Survey | No | √ | -- | Yes |
| Food Security Scale – Short Form (Bickel et al. 2000) | Parent Survey | Yes | √ | N | Yes |
| Economic strain (Conger et al. 1993) | Parent Survey | Yes | √ | N | Yes |
| Housing situation – whether they live with another family, or in transitional housing | Parent Survey | No | √ | √ | Yes |
| Housing quality and number of rooms in home | Parent Survey | Yes | √ | N | Yes |
| Material conditions (e.g., difficulties in past 12 months accessing transportation, paying utility bills, having to move) (Health Profession Opportunity Grants [HPOG] study, Multi-Site Implementation Evaluation of Tribal Home Visiting [MUSE]) | Parent Survey | Yes | √ | N | Yes |
| Number of times moved in the past year | Parent Survey | Yes | √ | N | Yes |
| Home and Neighborhood Characteristics (Section R) |  |  |  |  |  |
| Community/neighborhood problems (crime/violence, run-down housing, not enough good housing, police not available) | Parent Survey | Yes | √ | √ | No |
| Community/neighborhood problems (alcohol/drug abuse) | Parent Survey | Yes | √ | √ | No |
| Child witnessed violent crime, domestic violence? | Parent Survey | Yes | -- | √ | No |
| Child victim of violent crime, domestic violence? | Parent Survey | Yes | -- | √ | No |
| Criminal records or jail time of anyone in the home | Parent Survey | Yes | -- | √ | No |
| Cultural Connections (Section V) |  |  |  |  |  |
| Thoughts on tribe or cultural group (importance, level of pride) | Parent Survey | Yes | -- | √ | No |
| Cultural activities in the last month (made traditional Native cultural food, taught child importance of family in Native culture) | Parent Survey | Yes | -- | √ | No |
| Number of relatives and friends that live in community | Parent Survey | Yes | √ | -- | No |
| Impact of loss of elders to the COVID-19 pandemic | Parent Survey | No | √ | -- | No |
| Coping mechanisms during the COVID-19 pandemic and 2020/2021 | Parent Survey | No | √ | -- | No |
| Sources of strength during the COVID-19 pandemic and 2020/2021 | Parent Survey | No | √ | -- | No |
| Parent Mental Health (Section U) |  |  |  |  |  |
| Center for Epidemiologic Studies-Depression (CES-D) Short Form (Ross et al. 1983) | Parent Survey | Yes | √ | √ | Yes |
| Anxiety level: General Anxiety Disorder-7 (GAD-7) (Spitzer et al. ) | Parent Survey | No | √ | √ | Yes |
| Stress and anxiety level compared to pre-COVID-19 pandemic | Parent Survey | No | √ | -- | Yes |
| Child Care (Section N) |  |  |  |  |  |
| Care used before and after Head Start (center-based, relative care, other home care) | Parent Survey | Yes | -- | √ | No |
| Days child care is used, hours per week by type of care and overall | Parent Survey | Yes | -- | √ | No |
| Child and family health (Section P) |  |  |  |  |  |
| Where child receives well-child care | Parent Survey | Yes | √ | N | Yes |
| Parent’s health status | Parent Survey | No | √ | √ | Yes |
| COVID health impacts on household – whether any household or close friend/family had COVID-19, was hospitalized for COVID-19, or died from COVID-19 | Parent Survey | No | √ | N | Yes |
| Child with special condition or need (whether professional suggest evaluation, type of condition or need, received diagnosis) | Parent Survey | Yes | -- | √ | No |
| Family Health (Section Q) |  |  |  |  |  |
| Smoking/alcohol usage (frequency, amount, inside the home) | Parent Survey | Yes | -- | √ | No |
| Whether anyone in household has received help or treatment for alcohol use, substance abuse, or mental health | Parent Survey | Yes e | -- | √ | No |
| Community Services (Section S) and Social Support (Section T) |  |  |  |  |  |
| Whether Head Start has provided or connected the household with certain services since the program year began (i.e. help with housing, referral to medical or dental services, assistance applying for unemployment) | Parent Survey | No | -- | √ | No |
| Whether certain services would have been useful in the last 12 months or right now (i.e. help with housing, referral to medical or dental services, assistance applying for unemployment) | Parent Survey | No | -- | √ | Yes |
| Type of social support received (someone to watch child, place to stay, emergency cash) | Parent Survey | Yes | √ | N | Yes |
| Parenting behaviors and stress | Parent Survey | No | √ | √ | No |
| Program Experiences (Section W) |  |  |  |  |  |
| Culturally responsive services: Strength-Based Practices Inventory (Green et al. 2004) | Parent Survey | Yes | -- | √ | Yes |
| Child Behavior and Parent-Child Relationship (Section G) |  |  |  |  |  |
| Parent-child closeness compared to before the COVID-19 pandemic | Parent Survey | No | √ | -- | Yes |

aConstructs that are also captured in FACES fall 2021 or spring 2022 may differ in source items and construction.

bThe father’s marital status is captured for fathers in the household or who are in a relationship with the biological or adoptive mother. AIAN FACES does not capture this information for fathers who are not in the household and are in a relationship with someone other than the child’s mother.

**Key:**

√ = Present in protocol

-- = Absent in protocol

N = Only asked of new respondent

Table Q.6. AIAN FACES measures of child outcomes

| Measure | Instrument | Used in AIAN FACES fall 2019 or spring 2020? | Fall 2021 | Spring 2021 | Also asked in FACES fall 2021 or spring 2022? |
| --- | --- | --- | --- | --- | --- |
| Literacy Knowledge and Skills – Early Writing (Teacher Child Report, Section B) |  |  |  |  |  |
| Child’s Accomplishments: Pretends to write, write/draw, write name | Teacher Child Report | Yes | √ | √ | Yes |
| Literacy Knowledge and Skills – Alphabet Knowledge and Phonological Awareness (Teacher Child Report, Section B) |  |  |  |  |  |
| Child’s Accomplishments: Recognizes first name in print, recognizes letters | Teacher Child Report | Yes | √ | √ | Yes |
| Child’s Accomplishments: Phonology sounds, recognizes words other than own name in print, rhymes words | Teacher Child Report | Yes | √ | √ | Yes |
| Mathematics Knowledge and Skills (Teacher Child Report, Section B) |  |  |  |  |  |
| Child’s Accomplishments: How high can child count? | Teacher Child Report | Yes | √ | √ | Yes |
| Child’s Accomplishments: Identifies basic shapes, describes differences between shapes | Teacher Child Report | No | √ | √ | Yes |
| Child’s Accomplishments: Sorts objects by attributes, orders objects by length or height | Teacher Child Report | No | √ | √ | Yes |
| Child’s Accomplishments: Subitize objects | Teacher Child Report | No | √ | √ | Yes |
| Child’s Accomplishments: Basic addition | Teacher Child Report | No | √ | √ | Yes |
| Social-Emotional Development and Approaches to Learning (Teacher Child Report, Section C (copyrighted), Section D (parts copyrighted), and Section H) |  |  |  |  |  |
| 26 items from Behavior Problems Index (Peterson and Zill 1986), Personal Maturity Scale (Entwisle et al.,1987), and Social Skills Rating Scale (Gresham and Elliott, 1990) | Teacher Child Report | Yes | √ | √ | Yes |
| ECLS-K Approaches to Learning Scale (U.S. Department of Education 2002; adapted for parent survey) | Teacher Child Report | Yes | √ | √ | Yes |
| Parent Survey | No | √ | √ | Yes |
| Internalizing and externalizing behavior | Parent Survey | No | √ | -- | Yes |
| Physical Health and Development (Teacher Child Report, Section B and Section F) |  |  |  |  |  |
| Child’s health status | Parent Survey | Yes | √ | √ | Yes |
| Ever diagnosed with a disability? Which? | Teacher Child Report | Yes | √ | √ | Yes |
| Any concerns about child’s health or development? What? | Teacher Child Report | Yes | √ | √ | Yes |
| What has been done to address condition or concerns? | Teacher Child Report | Yes | √ | √ | Yes |
| IEP: Have one? Help develop? | Teacher Child Report | Yes | √ | √ | Yes |
| Whether teacher participated in child’s IEP or IFSP meeting | Teacher Child Report | Yes | √ | √ | Yes |
| Services child has received for special conditions | Teacher Child Report | Yes | √ | √ | Yes |
| Child’s Exposure to Head Start Program (Teacher Child Report, Section F) |  |  |  |  |  |
| Days absent | Teacher Child Report | Yes | -- | √ | Yes |
| Days and hours per week the class meets | Teacher Survey | Yes | -- | √ | Yes |
| Mode child currently attends class (in-person, virtual, hybrid) | Teacher Child Report | No | √ | √ | Yes |
| Days and hours per week the teacher sees the child in-person | Teacher Child Report | No | √ | √ | Yes |
| Days and hours per week the teacher sees the child virtually | Teacher Child Report | No | √ | √ | Yes |

**Key:**

√ = Present in protocol

-- = Absent in protocol

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