

12.9.2020 AIAN FACES - Fall 2019 Findings Webinar

Laura Hoard: [00:00:00] Hello and welcome to today's webinar titled Fall 2019 First Findings from a National Study of AIAN Head Start Programs: What Can We Learn and How Can We Use the Data in Our Work? Before we get started we wanted to go over some of our rules. So, all participants will be on mute in order to allow presenters to speak without background noise. And we thank you for that. To ask questions, please use the question and answer option in your toolbar along the bottom of the screen. And we're going to be saving your questions until the end of the presentation and discuss them during the Q&A session. We are recording this webinar and it will be available on the OPRE website at a future point. My name is Laura Hoard and I work in the Office of Planning, Research and Evaluation, or OPRE in the office or in the Administration for Children and Families ACF in the Department of Health and Human Services. My picture is on the right of the screen. OPRE is the research arm of ACF and funds the study we're about to talk about. On behalf of my colleague Meryl Barofsky, who's picture is next to mine and who I co-lead the project with at OPRE, we would like to welcome you to this webinar. Before we get started we wanted to take a moment to thank the 22 Region XI programs, directors, teachers, families and children who participated in this study. When we started recruitment over two years ago, we never thought we would be where we are now in terms of fighting a global pandemic. We recognize that this pandemic has hit tribal communities especially hard. We want to take a moment now to acknowledge that loss. Thank you for taking that moment with us. With that, I'd like to introduce you to my colleague Todd Lertjuntharangool, who is the Office of Head Start Regional Program Manager for Region XI. I'd like to thank Todd for participating in today's webinar and his ongoing support of this study.

Todd Lertjuntharangool: [00:02:06] Thank you so much, Laura. Good afternoon, everyone, and good morning to anybody who might be joining us from Alaska. As you heard before, my name is Todd Lertjuntharangool. I am the Regional Program Manager for the Office of Head Start's Region XI. And I'm extremely excited to have the opportunity to open for you guys and be a part of this discussion and overview on the work that my colleagues at OPRE, Mathematica and the Tribal Early Childhood Research Center have been up to. The Office of Head Start, in addition to our central office that's located here in Washington, D.C., consists of 12 regional offices. Ten of those geographic and they're located at various parts around the country and various

cities around the country, I'm sorry. And two of our regional offices are what we call special populations or specific populations. And those are Regions XI and Regions XII. In Region XI we have the honor to serve all of our American Indian and Alaska Native grantees and Region XII serves all of our migrant and seasonal grantees. So with Region XI serving tribal programs, the majority of our children, approximately 85%, are tribal or come from tribal families as you can see in the graphic on the right. And in the graphic on the left, one thing that we wanted to highlight was, I think the vastness of our region. And unlike some of our other regional colleagues who are limited to certain portions of the country, our grantees spread out among 26 states. And so that's all the way from South Carolina, Mississippi, all the way to the furthest northwest reaches of the continent in Alaska. So something that we are very proud of. As many of you are aware, data on the state and needs of tribal children, families and communities has historically been a challenge. Without updated data and without ongoing data obtained through the input of tribal citizens and tribal communities, you always run that risk of federal resources not being allocated appropriately in order to meet the highest need. And so that's why we're so thankful for the work that's been done with the FACES program and the data collection. And just to kind of give you guys an example of how we've been using. That over the summer, our regional program office here in Region XI conducted a regional needs assessment to ensure that the allocation of our resources and the support available available to us are data driven and accurate as to what the needs are and where the needs are. Data collected through the FACES data collection and the Tribal Early Childhood Research Center was one of six data sources that our team utilized to establish regional priorities for fiscal year '21. As a result of that data analysis, our Regional Staff, our Training and Technical Assistance Network, our Head Start State Collaboration Office and our National Centers and other partners that we work with, we feel, have a much clearer direction and objectives than they have in the past. So I definitely want to thank those who facilitated facilitated the collection of this data and for the time that they've given me personally to ensure that I'm understanding the data and that it's provided to me in the most appropriate way. I also want to take a moment to thank all of the participants who took time to ensure that tribal input was provided and to help us in the decision making and allocation of resources at a federal level. So with that, I'm going to turn things over to my colleague, Ms. Michelle Sarche, a researcher at the University of Colorado who directs the Tribal Early Childhood Research Center and has been a part of AIAN FACES since the beginning. Michelle.

Michelle Sarche: [00:05:38] Thank you so much, Todd. I'm very happy to join you, Laura, and the other presenters on today's call to share findings from this national study of Region XI Head Start. Also presenting today and shown here on this slide, are Doctors Liza Malone and Sara Bernstein from the Mathematica study team and Ms. Laura McKechnie from the Sault Ste. Marie Tribe Head Start program and member of the AIAN FACES work group. Our goals for this presentation are to provide background for the study, share ways AIAN FACES data can be used, present selected 2019 findings and review what's ahead. We will also answer your questions, which can be entered into the question and answer section, that will come to at the end of the presentation as Laura shared. AIAN FACES was carried out for the first time in 2015 and AIAN FACES 2019 builds on that success. Relying on the expertise of the American Indian and Alaska Native FACES work group, which I will describe in a moment, AIAN FACES 2015 successfully recruited 21 Region XI programs to participate in the study, with their tribe's approval, and gather data that would help answer high priority questions. Based on the success of the 2015 study, ACF undertook AIAN FACES 2019, which we are here today to discuss. Because AIAN FACES 2019 was designed to be similar to the 2015 study, it provides not only the most current nationally representative data for Region XI, but also the possibility for looking at trends over time. More information about the 2015 study can be found on ACF's website, which we will link to at the end of the presentation. But now I'm going to briefly describe the work group that helped guide both AIAN FACES 2015 and 2019. AIAN FACES work group is comprised of members from the four groups you see here; Region XI Head Start directors, University-based researchers, ACF federal staff, and researchers from the Mathematica study team. The work group formed in 2013 to advise on what AIAN FACES 2015 would be about, how it would be done, and how findings would be shared. And building on that foundation, the 2019 work group advised on updates to study measures, data collection and training procedures, and priorities for sharing findings. AIAN FACES 2019 has several goals. Those goals are to describe the strengths and needs of all children in Region XI, to provide an accurate picture of all children and families served by Region XI, and to understand the cultural and linguistic experiences of native children and families. To note, AIAN FACES is designed to be representative of all children served by Region XI, both AIAN and those who are not American Indian or Alaska Native. Even though those who are American Indian or Alaska Native, I'm sorry, who are not American Indian or Alaska Native are a small percentage of the children served, the study is still representative of the entire population of children

served by Region XI. To achieve a nationally representative sample of Region XI as a whole, 22 randomly selected programs were recruited to participate in the 2019 study. For each program we followed each tribe or village's review process to get permission to conduct study activities and to archive the data for qualified secondary users. We collected data from children based on direct child assessments, parents, teachers who report reported on individual study children as well as their classrooms, center directors, and program directors. As you can see on the pyramid here, our goal for these 22 programs was to collect data in 40 centers, 85 classrooms, and from 720 children and their parents. With that, I'm going to turn things over to Liza, who will talk about how AIAN FACES data can be used. Liza.

Lizabeth Malone: [00:10:24] Thanks, Michelle. The data from AIAN FACES has a variety of potential uses and users. We'd like to take a few minutes to talk about how data from the study can be used. One piece, is that how it can be used, we've heard a little bit from Todd here and we will hear more from Todd and Laura to reflect on this from their perspective later in the presentation. But because AIAN FACES data are representative of the entire population of children served in Region XI, they are a critical source of information for programing, policy, and research. The Office of Head Start, as we heard a bit here, was using the data for national programing trends over time to inform targeted technical assistance, resource requests, and policy planning. Head Start grantees can compare their own local data to this national data to understand program performance in context and to inform grant and other funding applications. AIAN communities can also look at the data to identify successes and discuss opportunities for growth. Researchers can grow the research base and share findings with native communities about children's experiences in Head Start and children development in Head Start. As Michelle indicated, qualified individuals can look to use the data in the future. AIAN FACES has three data sources available for use listed on the table on this slide. I'll review what you can find and how you can use each. First, we have study reports that have a set of data tables that provide information from all aspects of the studies; the parent surveys, the direct child assessment data, the surveys of Head Start staff, like Michelle noted previously. These study reports include a slightly more detailed introduction to the study design and the methods that were used. It's where you can find the percentages or averages on a broad range of topics that have specific numbers on the experiences and characteristics for Region XI as a whole and for American Indian and Alaskan Native children in Region XI as well. Second, we have also provided the

measures, except for those that would have published or copyrighted pieces, as part of our documentation on the data. This resource provides the questions that were asked of the study participants to help understand the findings and how the data were collected. It can also be a source for programs and researchers to use the publicly available questions in their own work. Third, researchers and partners can apply to gain access to a restricted use data file. ACF and the AIAN FACES 2015 workgroup develop procedures informed by tribal practices for data access and review to ensure proper use of the data. The file contains de-identified information from each of the surveys from parents, staff, and child assessment scores for the study participants. The data are therefore available to conduct analyses to answer new questions. Researchers in institutions of higher education or research organizations with partners can apply to request access to the data. You can find information on these data sources by Googling OPRE AIAN FACES to find the ACF AIAN FACES website. Based on the data, we prepared different products, so AIAN FACES findings are available in various ways. Next, I will discuss four types of products listed on the table for this slide and what you can find in them and how you can use each. First, webinars like this one are recorded and posted for future viewing. All findings in this webinar can also be found in the study report I described earlier. That's to be released next year. The webinars provide an opportunity for discussion on selected findings with a focus of figures as a way to learn about the study and think about implications for your own work. Second, we develop study briefs that are shorter than a study report and rely more on figures to tell a story of a specific topic with greater context. For example, how social and community supports and family economic conditions relate to child and family wellbeing. Third, AIAN FACES snapshots are where you can find information in a one page format with graphics and short text. It's a way to get that quick picture of a smaller set of findings and key takeaway points. Fourth, slides may be available as a set of figures to accompany these other products, like briefs, to have a shorter, more targeted approach to share the findings more broadly on your. Again, you can find information on these products on the AIAN FACES findings by googling OPRE AIAN FACES to find the ACF AIAN FACES website. Now, I'll turn it over to my colleague Sara Bernstein at Mathematica, who will share some of our AIAN FACES 2019 findings that are coming to us from the Fall of 2019.

Sara Bernstein: [00:15:45] I'm happy to be sharing some early findings from Fall 2019 with you all today. We're going to start by sharing a bit about the Region XI Head Start

children. So as of September 1st of 2019, there were more four-year-olds than three-year-olds in Region XI Head Start. As you can see in the pie chart, 58% of children in Region XI Head Start were four-years-old or older, and 42% were three-years-old or younger. Most children in Region XI are American Indian or Alaska Native, 87%, as you see in this pie chart. You might have noticed that this number is slightly different than the 85% we saw in an earlier slide and that's just because the number we cited earlier was based on the prior year and on a different data source - the Head Start Program Information Report, or PIR. In the PIR program's report on the total number of AIAN children in their program, for this AIAN FACES, the parent is reporting on their child that's in the study. So next, we describe a bit about Region XI children's home and community experiences. We look at the experiences of all Region XI children, so American Indian, Alaska Native children and also the small percentage that are not American Indian or Alaska Native. We look at their experiences in the home and the community. Children's parents were asked in the Fall if their children had participated in various activities with community members in the past 12 months. These activities included listening to elders tell stories, participating in traditional ways such as hunting, dancing, singing or drumming, working on traditional arts and crafts, participating in traditional ceremonies, and playing American Indian or Alaska Native games. As you can see from the bar chart on this slide, the most common activities were participating in traditional ways such as hunting, activities that involve dancing, singing or drumming, and listening to elders tell stories each done by more than half of children. Children's parents were asked the frequency with which they did several activities with their child. And in the past week a majority, or 71%, of Region XI Head Start children were read to by a family member three or more times, as seen by the two darkest sections in this bar chart. We asked children's parents about storytelling as well. And here you can see from those two darkest shaded sections of the bar chart that more than half, or 57%, of Region XI Head Start children were told stories by a family member three or more times a week. So next, we'll take a brief look at Region 11 families, resources and needs. Looking at this pie chart, we see 21% of Region XI children live with their grandparent or great grandparent. Children's parents were asked in the Fall about potential sources for support and whether they never, sometimes, or always had access to these supports. Looking at the bars on this slide, we see that 75% of parents say they can always find someone to help get a meal or give them a place to live. Making these the most common forms of support. A native language is spoken to children and almost half of homes. English is spoken in almost all Region XI children's homes, at 99%, as shown

by the top bar in this chart. And native languages spoken in 43% of homes, followed by Spanish or another language being spoken in 9% of children's homes. English is primarily spoken to children in most homes, at 96%, shown by the uppermost bar. And native language is the primary language spoken to the child for 4% of children. And Spanish or another language is the primary language spoken to the child for 1% of children. Looking at this pie chart, we see that in terms of employment, 21% of Region XI Head Start children have a mother and father in the household who are both working full time. In terms of financial resources, children's parents were asked if they felt they could afford the kind of home, clothing, food, and medical care that they needed. If they disagreed or strongly disagreed that they had enough money for any of these four types of needs, they're considered to be reporting a significant financial strain. Looking at this pie chart, we see 27% of children's parents reported financial strains. On the other hand, a majority, 73%, of Region XI Head Start children's parents report that they felt they had no difficulty being able to afford the kind of home, clothing, food, and medical care that they needed. In addition to family economic well-being, Head Start children's parents' psychological well-being provides important information on family resources and needs. Children's parents, the majority of whom were children's mothers, completed items from an established scale measuring depressive symptoms. As shown on the bar chart here, half of children's parents report they are not depressed. However, 39% report levels of symptoms indicative of mild or moderate depression, and 12% report levels of symptoms indicative of severe depression. So finally, we'll talk a bit about how Region XI children are doing at the beginning of the year in Fall 2019. Looking at this bar chart, we see 99% of Region XI Head Start children's parents report their child is in good, very good, or excellent health. AIAN FACES direct child assessments include measures of the child's height and weight, and from that, we calculate their body mass index. On this chart, we see that more than half of Region XI children have a body mass index in the normal range, and 45% have a body mass index classified as overweight, at 21%, or obese, at 24%. So on this slide, we present children's scores on one of the vocabulary measures in AIAN FACES. Again at the beginning of the program year in the Fall. This bar presents children scores on the English receptive vocabulary measure that we use - the PPVT-5. Receptive vocabulary refers to words that someone understands whether or not they could produce them or say the words themselves. This is a standard score, that is, it's set to have a mean or average of 100, that's the red dotted line, and the standard deviation of 15. It provides information on children's performance relative to children of the same age in the general

population. So that is the overall population, not necessarily, just not that's just a Head Start population. We see that Region XI children's receptive vocabulary scores are lower than children of the same age. The national average is 100 and Region XI children scored an average of 85.2, meaning they score about one standard deviation below national norms. Next, we look at children's early literacy skills as measured by the Woodcock Johnson IV letter word knowledge subtests. This tells us about children's alphabet knowledge, understanding of print concepts and conventions, and site word recognition. As on the previous slide, this is a standard score with a mean of 100 and a standard deviation of 15, providing information on children's performance relative to other children of the same age. Children in Region XI score an 86.3 on average, with the national average of 100. That means they are about one standard deviation below national norms a letter word identification. This slide reports, children's early math scores, also based on the Woodcock Johnson IV. As in the previous two slides, the national average for the sub test is 100 and the standard deviation is 15. Here we see that Region XI children score about 1 and 1/3 standard deviations below the national average on early math, with an average score of 80.8. This slide reports children's early writing scores again based on the Woodcock Johnson IV. And here we report only for children who are three-years-and-four-months-old or older. We don't report scores for younger children here because these scores might not adequately reflect the abilities at that younger age group. As with the previous three slides, the national average for this sub test is 100 and the standard deviation is 15. Here we see that Region XI children, who are at least three-years-and-four-months-old, score close to the national average on early writing with a 96.0 average score. Before I pass the ball back over to Todd, I'll note that, while we don't make formal statistical comparisons or haven't in the past. In general, these scores are fairly similar to scores that we see in FACES, which looks at Head Start Regions I-X. So I'm now going to hand back over to Todd to reflect a little bit on these findings and a bit more on the AIAN FACES data from the Office of Head Start perspective.

Todd Lertjuntharangool: [00:25:59] Thank you, Sara. I think my initial takeaway is just on looking at what was shared. One, I'm very happy to see that over half of children in AIAN programs took part in traditional lessons. I know given the past and given how much people have fought to have more language and culture included in our classrooms, I think we're moving in the right direction. And I think that for me, too, that's one thing that I really look at is not always necessarily a snapshot of where we are, but

is the data telling us that we're moving in the right direction. And for me, that is very encouraging to see that that language culture are being included more and more in our classrooms. I also appreciate you sharing the data on literacy, math and writing. Because I think one thing for me that that I realized over the last few years is that I really want to put more emphasis and intentionality around how we support teaching staff, specifically from the Office of Head Start, because at the end of the day, of course, that is where the rubber hits the road in terms of what's happening in those classrooms and making sure that our children have a high quality early learning environment. And that definitely comes down to the teachers that are in those classrooms and how we support them. And so I know through a lot of the regional needs assessment, we did school readiness and the systems that programs are implementing to improve teacher child interactions and support teaching staff. I think that that also points in the right direction, it lets us know that, I think, we're getting closer and closer to get there. I think, being more targeted in how we support programs and where we support programs. So just looking at that, those were my initial takeaways. But I, I do feel like it lets me know that we're moving in the right direction.

Sara Bernstein: [00:27:46] Thanks, Todd. And I'm going to pass over to Laura McKechnie from the Sault Ste. Marie Tribe Head Start and a member of our work group.

Laura McKechnie: [00:27:58] Good afternoon. I've been involved with studying on various levels from its inception and was part of the main work group, the culture and language work group, the classroom observation group, and also we provided feedback on some of the instruments that were being used as part of the data collection. The study is very exciting, I believe, for our Head Start Indian community as this 2019 study was the first time that AIAN programs were included in any study as comprehensive as the FACES study. Even though the FACES, FACES, FACES studies have been conducted across the nation since 1997. The project was intense at times, but I think the researchers did an excellent job of hearing the voices of AIAN directors across the nation. Through the development implementation of a study, the developers, researchers, and work group members have recognized and held culture sensitivity and awareness as one of their top priorities. Our program uses the information locally to improve services, improve program quality, and also to improve child and family outcomes. The results can be used in various ways to examine, for example, the relationship between program characteristics, classroom quality, and child outcomes.

Also, the data can be shared locally with your tribal leadership, so they can see the trends in a more global perspective. The results of the study also demonstrate the need for more culturally sensitive and appropriate screening tools for children and families. And the need for more qualified AIAN observers for classroom observation. There is a great pleasure to be a part of this study and it was a wonderful learning experience and I'm excited to see the outcome in study. Thank you.

Laura Hoard: [00:30:30] Thank you, Laura and Todd, for providing that great overview of your experience with the project and the findings. We really appreciate it. So this slide goes through where to find more information about this study. Please note that we'll hold a webinar next week on data collected in Spring 2020 on Program and Center Response to COVID. The dates for these webinars are December 14th and the webinar will be repeated on the 17th. To learn more about the study, please see the study page. On the study page you'll find study reports, study brief, snapshots, slides, and previous webinars. Please see the AIAN FACES study page on the ACF website. The address is long and you can see it here. And we have found that a faster route is to Google OPRE AIAN FACES. The webinar you've heard today and the COVID Response webinar and slides will be posted to this website - the ACF website - in 2021. We also really want to invite you to learn more about the data that is currently available from AIAN FACES 2015. Data from the 2019 collection will be available in 2021. You can learn more about the data and how to apply for data access at the Child and Family Data Archive. Now I'm going to move to questions and answer period of the webinar. So please do use the question and answer option in the toolbar across the bottom of your screen. So we have our first question from Jacqui, who is one of our work group members, so thank you, Jacqui. So was there specific data collected from the 2019 grantee participants that was related to their COVID 2019 pandemic responses and effects? Sara, do you wanna?

Sara Bernstein: [00:32:24] Yeah, there was. Thank you for the question, Jacqui. Those we added some questions for both center and program directors on needs they were hearing expressed from families, how they were getting in contact with families and staff, changes in services, a whole slew of topics. And we will be talking about findings from those questions in those couple of webinars next week on the 14th and 17th. So stay tuned.

Laura Hoard: [00:32:52] And again, just to put it out there, that webinar and slides will be posted OPRE website in early 2021. Ok, so another question that we have is, how did you prepare your data collection staff and others who worked with the program's children and families to work in a culturally responsive and respectful way? I'll pass this over to Michelle or to Liza and Sara.

Michelle Sarche: [00:33:20] I'll start us off in just sort of a general way with that question and then maybe Liza and Sara, you can talk about a few of the particulars. But I'll just say that the work group that I described that included regional XI Head Start directors, tribal early childhood researchers, federal staff, and the Mathematica study team. You know, overall, that workgroup at the heart of our work was to do this study in the right way, in the best way possible that we could with tribal in partnership with tribal communities. So making sure that the people who would visit the programs were, you know, had the appropriate cultural understanding and background to interact with children, families, programs, and communities in a way that aligns with, you know, local protocols and ways of being. That was really, really important. And some of us on the work group and Mike Cavanaugh, who's not here, but as part of the Mathematica study team, we worked really hard. And Jacqui Haight, I know when I helped lead one of these trainings, she was there. But a lot of our work group members were involved to develop a cross-cultural understanding manual, I guess, for people who were visiting the tribal communities, who may not have had the background that, you know, those of us who work with tribal communities all the time have. And just to add, we also had opportunities to visit Region XI Head Start programs as we essentially practiced and prepared for the data collection. So I want to thank those of you who are on the call who welcomed us during those training periods in preparation for the actual data collection. We learned so much from all of you. And, you know, we couldn't have have done this without that background and preparation. So I'll hand it over to Sara and Liza to see if you wanted to add anything else about what was done to prepare, you know, the data collection team.

Sara Bernstein: [00:35:41] I think that was a really nice summary, Michelle. I mean, again, you know, we tried to have due reverence. You know, work group involved, you know, work group members at those trainings when we had in-person trainings. And I think one sort of component that was added for Spring, which unfortunately we didn't get to complete our Spring observations due to the pandemic, but something that really

enriched the training, it had been a goal of ours in 2015 to hire observers who were themselves American Indian or Alaska Natives, so that the people, we knew, people going into classrooms would have an appropriate lens, right, to have the lived experience. And so in for Spring 2020, we tried to hire more native classroom observers and had those folks at training as well and it really enriched, I think, that discussion during that cross-cultural understanding and cultural humility session. I'm not going to put Jacqui on the spot, but she was there, which was great too. So if you'd want to say anything, Jacqui, great. If you don't, not going to require it.

Lizabeth Malone: [00:36:55] And I think I'd add, I mean, we also in doing parent surveys, we had telephone interviewers and we also had staff at Mathematica who helped to recruit the program. So we really tried to bring that training to bear in every every piece of the study. For anyone who was going to have communication to build relationships that were, you know, appreciative of local local traditions and building a trust. And because we had somebody that would talk with and then they'd have someone different they might talk to on a parent survey and people who came in the ground, we really try to connect those pieces. When we did have the in-person trainings for both the child assessments, which we did do in the Fall and could not return to fully do in the Spring, and with the classroom observations, we also tried to show actual examples. So we made sure in the 2015 study to do some pilot assessments with American Indian Alaska Native children. And we so we had those videos to show and be able to connect and give more lived examples. And with the classroom observation, again, we had the opportunity and I think Laura McKechnie mentioned being on the classroom observation work group, and Sara Bernstein definitely led that group, they spent many time looking over videos that came from American Indian Alaska Native classrooms. So, again, there could be concrete examples of what the tools that we're using to try to capture information, how that can be realized with that culturally grounded lens.

Laura Hoard: [00:38:39] Wonderful. Thank you all. We have a question from Patricia Brown; was has the data been used to support T&TA for AIAN programs? And I think that this one might be for Todd.

Todd Lertjuntharangool: [00:38:54] Thank you. So, yes, actually, I am really excited to kind of talk a little bit about how we've used it so far. And I think what's interesting to us

is that we're able to use very kind data. This is the first time that I've been with Office Head Start that, I think, data has been so relevant time wise that we're talking about just 2019. So one way that we have used it, and that has been useful to us, is I did talk a little bit about our regional needs assessment. And one thing that we did with the data that we collected from the FACES data collection as well as some other sources, is really try and target what are the specific factors that are contributing to certain challenges that our programs are experiencing? So rather than providing a training that simply goes over what the requirements are, we're making sure that those things are going to include touching on what those specific factors are so that they are more relevant to our grantees. Not as a criticism to anybody, but I myself have sat in some trainings where I don't always know that we were necessarily hitting the target for our grantees and talking about the things that that they were experiencing. And that's something that we want to change and that we want to get better at, and so just trying to be a bit more intentional about the things that we include in our trainings. Obviously that's going to impact things like the national standards and training materials that are produced because we had we had to identify well, if we want to address these specific factors, the materials that exist right now don't do that. So maybe we need to go back to the national centers and say, here's what we need. In some cases, it's a matter of, well, who should be a participant when we do those screenings or when we do when we provide the support? Maybe that's that's something that would help improve how relevant and impactful it is for our grantees. I think another thing this has helped us do is be a bit more organized as a team. So, for example, through that regional needs assessment, we identified priorities. And what we've done and what we're currently doing right now is really saying, OK, if these five things are priorities, tell me right now, what are we doing about this in 2021? What are we doing about this and having a real plan for the coming year, saying, OK, well, for this priority, we want to have a three part webinar series. And who are the people that are going to be included in that, here are the people that are going to help support that, and here are some of the things that are going to be important for us to touch on when we provide that webinar series to make sure that it's as impactful as possible to our grantees and that we're really touching on the things that they're experiencing rather than just giving a general overviews and kind of just, for lack of a better way of saying it, just testing our support out there and hoping that it touches base with the folks. We're trying to be a bit more targeted and specific in the support we provide and what we touch on.

Laura Hoard: [00:41:40] Thanks, Todd. And I would say from the OPRE side, like just thinking, not that we're providing the technical assistance, but we have meetings with Todd all the time to help ensure that when we get the data, he gets the data so, that there's not the lag in between data collection. And so it's there's a real goal to get it to be used once we have it. So we're definitely working on doing that. And thank you, Patty, for- she said she appreciates hearing the intentionality. And I also believe that Patty was one of our original worker members. So thank you for that as well. So I wanted to I had another question. Can you tell me more about the child assessment tools you used? What do you know about their appropriateness for native children?

Lizbeth Malone: [00:42:33] Sure, this is Liza. With AIAN FACES 2015, there was a lot of discussion about which measures to use and one piece was actually a decision to use these measures. At that point, we were using FACES as foundation, but also really to understand these measures are commonly used there. They have a general population national anchor like Sara discussed, but little is known about their performance. So we did administer the measures that are commonly used with having a standardized sample. And so what we did is we actually conducted analyzes to understand the performance for American Indian and Alaska Native preschoolers. They could be, generally would be, included in standardizations samples, but those samples are usually so large to look at a wide age range that to try to get down to three and four-year-olds and then different racial ethnic groups, the numbers would generally be pretty small. So AIAN FACES provided a brand new opportunity to be able to investigate that. And in the AIAN FACES 2015 study, we showed that the measures of language, literacy, and math were all demonstrating acceptable performance to be used with AIAN FACES and to use with American Indian Alaska Native preschoolers in- without any concerns of necessarily any systematic bias. In AIAN FACES 2019, as time passes developers do update the test or update the reference groups. And so in 2019, we want to stay with the most current measurement that we did go to new versions of the Woodcock Johnson that Sara presented with the literacy and math and early writing scores and also the PPVT-5 is the latest version. So we wanted, and that measures receptive vocabulary, we wanted to confirm that with these new versions, again, do those perform as expected and in an appropriate, without bias, way for American Indian and Alaska Native preschoolers? And we again do see that there is no signs of systematic bias that they are appropriate to use. We also have added a new measure in AIAN FACES 2019 to look at children's executive function, which is looking at their self-

regulation. And we are looking at that measure in ways to understand its use in low-income populations broadly, to include looking with FACES data, but also then did look at the American Indian Alaska Native children here and, again, find that it is an appropriate measure from a perspective of trying to understand that aspect of children's development. So it's actually been a very conscious decision to include these large scale measures, but also to do it by looking at how they are performing and adding to the research briefs more broadly for other studies and researchers to use these measures. They have this information which the 2015 information is a working paper on the AIAN FACES ACF website, which you could Google and signed that report. And we are just now putting together the products for 2019 that can share that information as well.

Laura Hoard: [00:45:56] Great. Thank you. I see in the chat I'm trying to. So there's a question. Sorry, I'm having a hard time controlling my mouse. Oh, here we go. Given what we know about the critical importance of social emotional development. Did I miss if it was included as part of the child assessment data gathered? So did we gather information on social emotional development of children? And this is from Hatti Harvey, we thank you for sending your question.

Lizabeth Malone: [00:46:22] Yes, for the direct child assessment we have that measure of executive function and assessors do report on some information in terms of children's behavior during the assessment. But then, as Michelle would have mentioned much earlier, there were things teachers had individual child reports. And in there we did have several scales to look at children's social skills, their cooperative behavior, look at potential problem behaviors, but also look at their approaches to learning in terms of their independence, their curiosity, and the way they approach learning tasks. So we do cover social emotional development in those ways.

Laura Hoard: [00:47:04] We had a question from- about Laura, this one was for you, about if you could say just a little bit more about how how you shared the data with tribal leadership in your community.

Laura McKechnie: [00:47:20] So what I did is I just shared the data with them at the org workshop and they were very interested in the information. Particularly because the direction I was going with it was to share with some of our other funding sources. And

any time that you can seek out funding your tribal board of directors, you know, they like that, that you're being proactive. So that's one of the ways that I use the data.

Laura Hoard: [00:48:05] Thank you for sharing that. We we had another question about, from Jacqui, about one area that was exciting was looking at process. Has there been movement in that area? Written reports completed or published? Policy driven change in other federal departments to create a change in how AIAN sovereign nations are approach and respective? Michelle.

Michelle Sarche: [00:48:31] So, yeah, I can take that and thank you for that question, Jacqui. We didn't really have time to go into, you know, in a deep way, into our process for planning the study. And that's everything from like, what are we going to ask? How are we going to ask it? And then how are we going to go into the field and do this in the right way? And how are we going to share out this information in the right way? And critical to the right way is with the, at some level, the review and approval of the sovereign tribal nations whose communities, these 22 Region XI programs, were situated within. And so we didn't get much time to talk about that today, but there was a lot of time approaching each and every one of those communities' tribal leadership. It could have been an institutional review board, a research review board, the tribal council. Those of us who who worked to recruit the programs and the communities, we traveled out and we met with all of those groups in person to answer questions that that they have. There's a lot of sensitivities around gathering data and using data that tells the story of any American Indian or Alaska Native community. And so, again, we really put our heads together, all of those stakeholder groups, to do this in the best way that that we could in true partnership with tribal communities. And, Jacqui, we we wrote a paper summarizing parts of that process that we had a positive review, this is an academic journal and we'll be working on revisions to that, and so we'll be really excited to get that out and we'll be sure to share that because we feel like there was so many lessons learned about other people who may be looking to do similar national studies with diverse tribal communities and who need to work through these similar processes. And I can say that, for example, one of the tribal IRBs that we worked with for approval in their community was really excited about our approach. And that was a community that was involved. I know that at the National Institutes of Health, they've been thinking through these processes as well around how to partner with tribal communities, around gathering data and in potentially sharing data. And so I know he was excited to share

that with the people that he was working on an NIH-funded study. And so we did a lot of work in the 2015 study to really share about our process. We went to a National Congress of American Indians tribal leader researcher conference, among many others. And then there was that presentation we did, Liza too, with Primer. So we've really done a lot to try to share that story as well. Just the process of working with, in this 2019 case, 22 diverse Region XI, not just the programs, but the tribal leadership in each of those communities to make sure that, you know, this was a match for each and every one of those communities. And it was a real honor to do that work. And just a shout out and a thank you to the directors who worked so hard side by side and getting on the agendas of these very busy tribal councils and tribal research review boards and to those members of those tribal councils and research review boards for being willing to sit down and talk with us in just a very real way about what the study was about and why they should be a part of it. So a huge thank you to everybody in each of those communities that was involved in that review and approval process.

Laura Hoard: [00:52:57] Now I'm going to share with you, so the study contacts. So here we are, Meryl Barofsky and Laura Hoard, we work is the kind of co-leads on AIAN FACES from the federal side. Sara Bernstein and Liza Malone from the Mathematica side. And here are here are our email addresses. And I'm going to now turn it back to Todd for closing comments.

Todd Lertjuntharangool: [00:53:27] Thank you so much. Well, first off, I do want to definitely thank all the participants in the study who gave their time so that the tribal input can be provided. And as we stated and stressed so much, that current tribal input can be provided. I think without a doubt it definitely helped us in our planning for the coming year. Obviously, too, we you know, we didn't anticipate COVID and the pandemic, but it was just extremely helpful to point us in the right direction. And also, as I stated before, and to to gauge the direction that the region and our grantees are moving in. One thing that, actually two that was really interesting to me, and this was in speaking with Laura earlier, was how she talked about how it was useful in terms of communicating this on to tribal leadership, because I think at our level too, at the federal level, the one thing they highlighted for us was that all of our work really absolutely does begin in terms of working with tribal leadership. And so some of you who maybe sat in on consultations this year may have noticed that in the little bit of time I had to give an overview, I talked about our priorities and a process for coming up with those priorities,

and also encouraged tribal leaders to, in addition to some of the national consultations, to make sure that they were communicating with the Office of Head Start what their specific goals were for their families and their children, so that we can make sure that we gear our support, always moving in that same direction. And also as a part of providing the consultation, I really wanted to kind of set the stage for some of the discussions that will happen later in the year on a more individual level when we begin working with tribal leaders individually. And so it was just to kind of set the stage to let them know why these are priorities for us. And also, in our attempt to support grantees, because these things important to grantees and they're important to us, and we want to make sure that we're doing our part to communicate that on to tribal leaders around the country, so they understand also the direction that we're trying- we're trying to move. I also definitely want to thank all the folks from OPRE, from Mathematica, Michelle and her team, and then definitely the folks who were involved on the workgroup side. I know Jacqui's on, I saw W.J. on. I know that everybody is busy. I know that this takes a lot of time. But it is so important to help us make decisions and know that our decisions are actually data driven. And so I just want to thank you all so much. I also, out of consideration for the time that we're in, just want to let everybody know that our prayers and thoughts are with all of your communities right now and encourage you all to be safe. And, of course, wish you guys a happy holiday, too, in a couple of weeks to come. So thank you again for everybody who joined today.