

**National American Indian/Alaska Native
Head Start Collaboration Office**



NEEDS ASSESSMENT

2019 Survey Results



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Executive Summary

The purpose of the National American Indian/Alaska Native Head Start Collaboration Office (NAIANHSCO) is to create statewide partnerships and foster working coalitions among all groups that support the AI/AN Head Start grantee population. As directed by the “Improving Head Start for School Readiness Act of 2007” (Public Law 110-134), this office has facilitated the improvement and expansion of services to low-income children in Head Start, as well as built linkages between local, state, regional, and national early childhood initiatives and policies. This allows us to facilitate more coordinated approaches to planning and service delivery for AI/AN Head Start communities.

This Needs Assessment endeavors to voice those needs which are most important to the AI/AN Head Start population. ***For the 2019 assessment, we focused on the thematic areas which were consistently areas of concern for our tribal grantees during the past 3 years.*** We did not survey the grantees on all the topics covered in the surveys that were sent out between May 2016 and August 2018. Therefore, this year’s report will not contain an overall synopsis on the educational environment within tribal programs. Instead it will give specific information on certain thematic areas which are outlined within the Methodology section of this report.

The NAIANHSCO would like to thank all tribes that participated in this year’s needs assessment, the Office of Head Start for their continued support of our work, and each member of the Advisory Council for her/his efforts and dedication in guiding the Collaboration Office’s work.

This document was produced in cooperation with the Office of Head Start (OHS), under cooperative agreement grant #HHS-2015-ACF-OHS-HC-R11-0997, by the National American Indian and Alaska Native Head Start Collaboration Office. The annual update of this document was sent to the Office of Head Start on February 3, 2020. No official endorsement by the United States Department of Health and Human Services (HHS) or the Administration for Children and Families (ACF) is intended or should be inferred.

Methodology

The needs assessment was developed with input from the Director of the National American Indian / Alaska Native Head Start Collaboration Office (NAIANHSCO) and NAIANHSCO Advisory Council members. A preliminary draft of survey questions was then sent to Office of Head Start Region XI Program Manager and Program Specialists so they could make suggestions for possible changes, additions, or deletions.

A web-based online survey (SurveyMonkey) was used as the primary means of data collection. The needs assessment survey was sent to 153 grantees and data collection was conducted between May 30, 2019 and August 12, 2019. The survey contained a total of 34 possible questions. However, the survey was designed using dependencies, wherein the questions the respondent was asked resulted from their responses on previous questions. Items in this survey were worded as direct questions and included open comment sections so respondents could provide further detail if needed.

Needs Assessment topics included:

- Enrollment
- Family & Community Engagement
- Transition / Local Education Agencies (LEA)
- Health & Disabilities
- Staffing & Professional Development
- Language & Culture

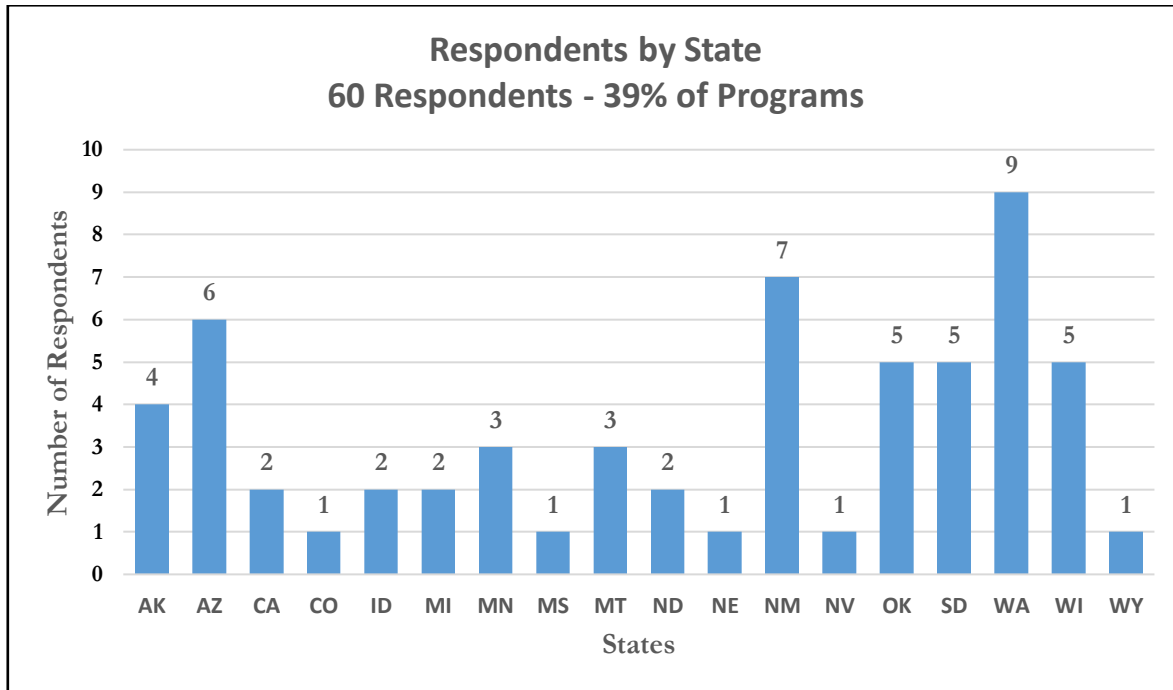
A total of 60 grantees (and their delegates) participated in this survey. This represents 39% of all AIAN Head Start / Early Head Start grantees. The data presented in this summary is an aggregated report of all responding grantees and is reported as a region; AI/AN Head Start - Region XI. The survey administrator checked returned surveys for missing and duplicate information and conducted the following analysis of the results. Data analysis was completed using Excel and Survey Monkey.

Note: Results are based on self-reported survey data and can only be applied to the survey participants. They cannot be generalized to represent the entire AI/AN Head Start population.

Demographics

Most Head Start grantees who replied to the 2019 survey implement full day programs and hold classes 4 days a week. Also, 37 (62%) of the respondents have Early Head Start programs.

Below is a breakout of respondents by state.



Summary of Data

As mentioned in the executive summary, the NAIANHSCO focused on six thematic areas for the 2019 needs assessment. These areas were consistent areas of concern for our tribal grantees during the past 3 years: enrollment; transition; family engagement; health & disabilities; language & culture; and staffing & professional development. By focusing on these areas, we were able to ask more in-depth questions about grantee needs and current resources.

When asked about enrollment challenges, most responses focused on the inability to find qualified staff, competition from state Pre-K classrooms, and income eligibility guidelines. Income eligibility requirements rose as one of the top three reasons for under enrollment in 2019 replacing family & community engagement. A new enrollment data point in the 2019 centered around the effects of substance abuse. Several grantees commented on how substance abuse has changed outreach to parents and parent involvement and increased enrollment issues

Direct family/community outreach is still the main activity being used to increase enrollment. Other strategies programs were using to improve enrollment were continual recruitment throughout the year, program restructuring to meet community needs, and building partnerships with other schools.

Family engagement remained approximately the same in 2019; however, there was a slight decrease in families who were highly engaged. This has been decreasing steadily over the past three years. In 2019, thirty-five percent (35%) of respondents stated that their families were highly engaged versus 38% in 2018 and 44% in 2017. Nevertheless, there was a slight increase in those families who were somewhat engaged: 47% in 2019 versus 43% in 2018 and 39% in 2017. When looking at these three rating categories the data has consistently rated parent engagement at approximately 80% over the last four years. There have just been fluctuations in the level of engagement.

When respondents were asked about how they were trying to improve family engagement most highlighted meeting family needs and interests as their main strategy to improve this area. The majority of respondents requested additional support and training on developing innovative strategies to increase family and community involvement. This has been the main assistance request for the past three years.

The development of MOUs with local education agencies has steadily increased each year. In 2019, 76% of respondents had implemented MOUs with their non-tribal receiving schools. In 2018, 67% of respondents and in 2017, 61% of grantees had developed MOUs with their non-tribal receiving schools. The NAIANHSCO will continue to work closely with Region XI program specialists and HSSCO Directors to promote the establishment of MOUs with these agencies and ensure the transition and disability needs of the AI/AN programs are being met within these agreements.

In addition to the development of MOUs/MOAs, the data also showed that tribal programs still need assistance with local education agency partnerships (LEAs). In 2019, there was an increase in the number of respondents that stated they needed assistance with at least one LEA. Fifty-seven percent (57%) needed assistance in 2019 versus 47% in 2018 and 69% in 2017. The number of programs requesting assistance in 2019 is still less than the numbers in 2017.

The most challenging LEA issue for grantees continues to be receiving disability and mental health services and has been the biggest challenge for all three years. Additionally, in 2019, respondents also requested assistance with improving the overall relationship between their LEAs and their programs and their understanding of the Head Start model. The NAIANHSCO will continue to work with the National Indian Education Association (NIEA) to improve these relationships and increase understanding of Early Childhood practices.

In 2019, the leading health issues for Region XI grantees continued to be addiction, child trauma, and disability assistance. Respondents once again listed their top three mental health concerns as: Attention-Deficit Disorder/Hyperactivity (67%), Autism (59%), and challenging behaviors associated with adverse childhood experiences (41%). This tracks closely to the numbers which were highlighted in the 2018 and 2017 needs assessment reports.

Speech and language impairments made up the highest disability category within the respondent's programs. Ninety seven percent (97%) stated this was the largest category of children receiving disability services while the next highest category was Autism at 55%. Attention Deficit Disorder was listed as our respondent's top mental health concern; however, was ranked third (41%) when they were asked about the disability makeup of their program.

Substance abuse appeared as a theme not only within the health section of the 2019 needs assessment, but also within several other topic areas of this report. It was also listed as a main factor for enrollment issues and family/community engagement challenges.

In 2019, funding for staff salaries remained one of the main deterrents to recruitment and retention of qualified staff. Funding for staff salaries has been listed as the main reason for staffing challenges in all four years of NAIANHSCO data collection. The next highest staffing concern for respondents was staff wellness and morale.

When asked about teacher credentialing, tribal support for teacher certifications increased year to year with 63% of respondents stating they received support in this area from their tribal government versus 52% in 2018. This was mostly in the form of financial assistance/scholarships and educational leave.

Tribal college and university support of Region XI grantees remained approximately the same year to year at 65%. In 2019, sixty-three percent (63%) of respondents stated local and tribal colleges had the courses their staff needed versus 67% in 2018 and 60% in 2017. One change within the 2019 data is that 91% of respondents stated that colleges and universities were accessible to their staff versus only 80 to 81% in previous years.

Course availability and tribal certification support are, on average, good for Region XI programs, but teacher credentialing outcomes still fall below other Head Start region results. The NAIANHSCO will continue to work closely with AIHEC, Early EdU, and local colleges/universities to ensure the educational needs of our grantees are being met and course offerings are improved for Head Start staff.

Tribal language and culture programming decreased in 2019. Only 79% of respondents replied that they incorporated language and culture within their classrooms versus 83% in 2018, 86% in 2017, and 78% in 2016. It is unclear why there has been a decrease in this programming; however, when asked how the Office of Head Start could support language programs, additional funding for staff and resources was the most requested item within the 2019 needs assessment.

Most programs, more than two-thirds of the population, continue to only offer a few words spoken, or structured language lessons, as a part of their language curriculum. There was a small increase in the number of programs who had full immersion classrooms: 16% in 2019 versus 14% in 2018, 9% in 2017 and 11% in 2016. This focus area continues to be one of the top three areas of requested support and our office will continue to work with our partners to assist Region XI grantees on these projects.

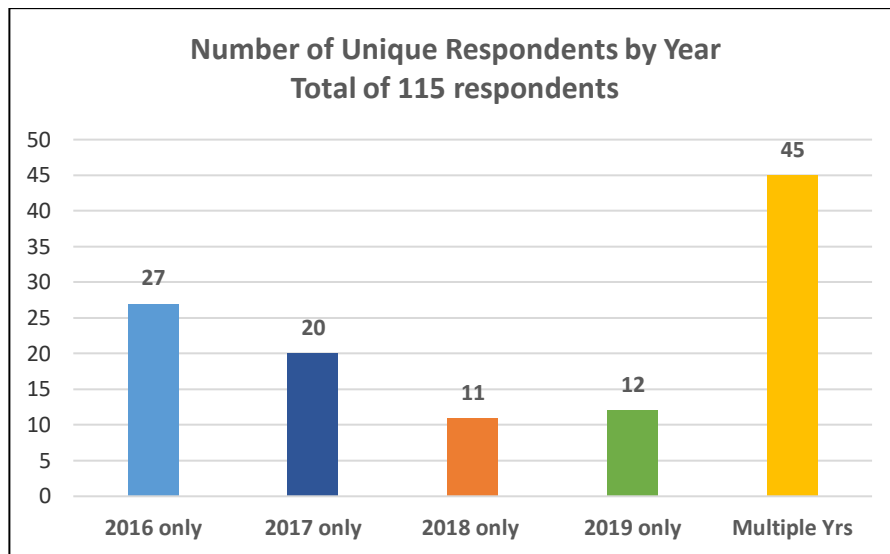
Availability of staff and funding limitations emerged as a theme within several different topic areas of the 2019 needs assessment. As was reflected in all four years of data (2016, 2017, 2018, & 2019), adequate staffing and funding limitations were deterrents to improvement within the following areas: enrollment, family engagement programs, mental health/disability support, and the implementation of language and culture programs.

The top three areas of requested support for the NAIANHSCO in 2019 were assistance with mental health & adverse behaviors, language and culture implementation, and family & community engagement. These three areas of concern are approximately the same in all four years of data; however, mental health is now the number one need for Region XI programs.

Data Comparison – 2019 vs. 2018, 2017 and 2016

As highlighted within the data summary section of this report, there were several categories that changed year to year when the 2019 needs assessment data was compared to previous year responses. Some key points to note when comparing the yearly results are:

- There were 115 AI/AN grantees who responded to the NAIANHSCO yearly needs assessment during this four-year period; which represents 75% of all Region XI grantees.
- Forty-five programs responded multiple years.
- The state make-up of the respondents remained approximately the same year to year.



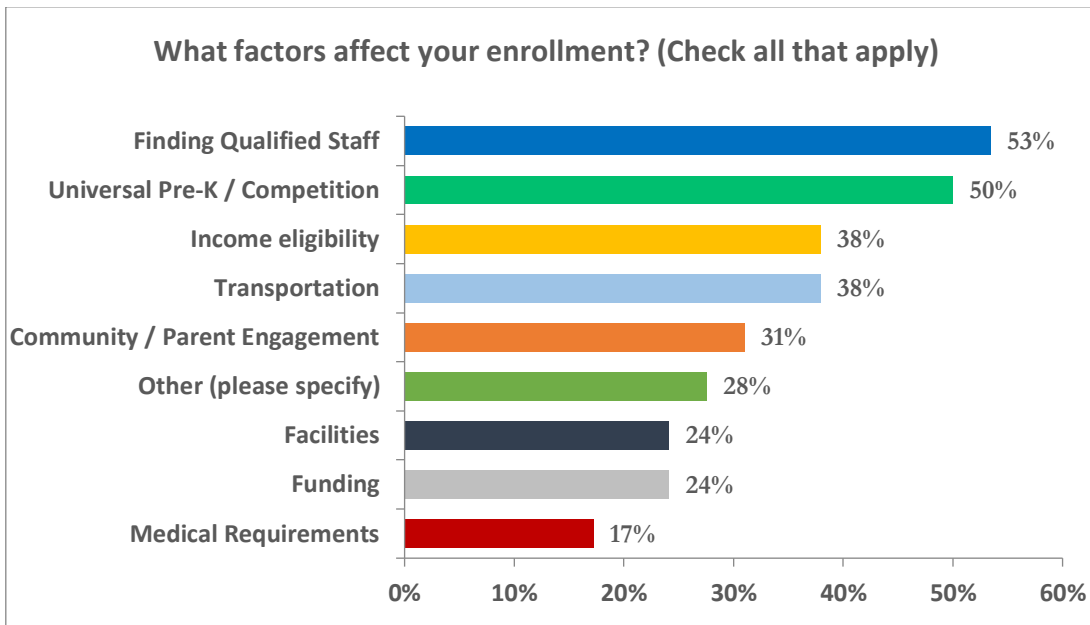
The main points from a four-year comparison of the data are listed below.

- **Inability to increase enrollment:** In all four years, 2019, 2018, 2017 and 2016, the ability to find qualified staff / funding for salaries and competition from state Pre-K programs remained the main reasons for a program's inability to increase enrollment.
- **Family Engagement:** Family engagement has remained the same in 2019 compared to previous years, but the level of engagement has decreased. Father engagement remains a challenge. The need for assistance with creative family engagement strategies remained the same.
- **Health:** Mental health and addiction remained the number one health concern for AI/AN grantees. This area includes diagnosis of disabilities and root causes of behavioral challenges. In 2019, challenges associated with substance abuse was a main issue for many areas highlighted within this report including enrollment and family engagement.
- **Language & Culture:** In 2019 there was a decrease YTY in the number of programs who integrated language and culture within their classrooms after a steady increase in previous years. However, the number of immersion classrooms increased.
- **Funding:** Respondents stated in all four years of data that inadequate funding hinders their staffing retention & recruitment as well as their ability to meet program needs in disabilities, mental health, family/community engagement, and language & culture programming.

Survey Results

Head Start Enrollment

There were 58 respondents who commented on what factors were currently affecting their enrollment. Most respondents, 31 (53%), stated that finding qualified staff was the biggest hindrance to increased enrollment. The second largest factors that affected program enrollment were Universal Pre-K – 29 (50%) – and income eligibility & transportation – 22 (38%). Insufficient funding for salaries was the main reason given for retention & recruitment issues as well as certification requirements. Other third tier factors for enrollment challenges were: lack of facilities, greater availability of disability services in public Pre-K, medical requirements, and the changing population within the community.

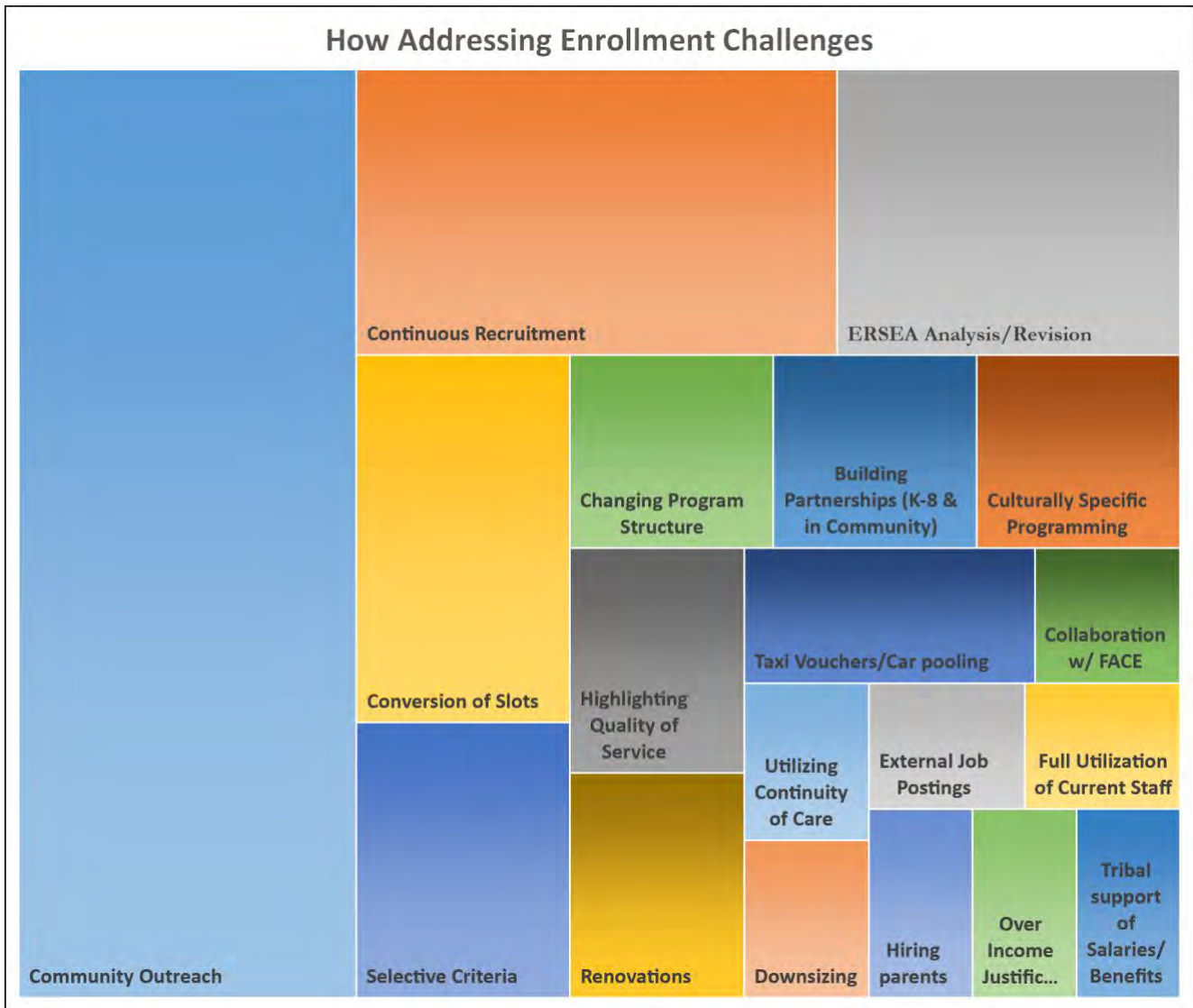


Within the “Other” category, most responses focused on specific family situations. However, the examples for family situations changed from the previous year’s data. Previously, a lack of understanding of the importance of early childhood education was listed as the main cause for under enrollment. This year several grantees commented on how substance abuse, specifically methamphetamine & opioid addiction, has changed outreach to parents and parent involvement with programs. They listed this as the main family environmental factor responsible for enrollment issues.

On the other side of the spectrum, two of the respondents indicated that they had wait lists and were unable to accommodate these children due to lack of facilities and staff. However, this made up only 3% of the respondents.

When asked about which of these factors had the greatest impact on enrollment the answers reflected the same breakout as what is illustrated in the above chart. Most programs stated finding qualified staff and low salaries had the greatest impact on their enrollment. The next greatest areas of impact were competition from other schools and income eligibility. Income eligibility affected programs more than lack of transportation when respondents prioritized factors.

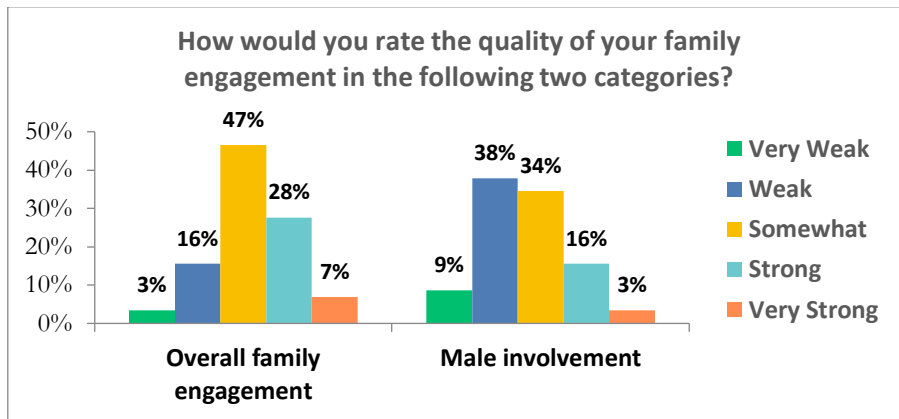
Participants were then asked to describe how they were addressing their enrollment challenges. Most participants were engaging in family and community outreach and education. These activities varied from going door to door, educating parents about the benefits of consistent early childhood education, being more visible at community events, and marketing through various communication channels. The other activities respondents focused on were: continuous recruitment of children throughout the year, review & improvement of ERSEA activities, selective criteria to address children with the highest need, conversion of current slots/changing program structure to better fit parent needs, building partnerships with nearby schools and community organizations, culturally specific programming, promoting development opportunities for existing staff as well as a variety of other actions to address staffing challenges within the program.



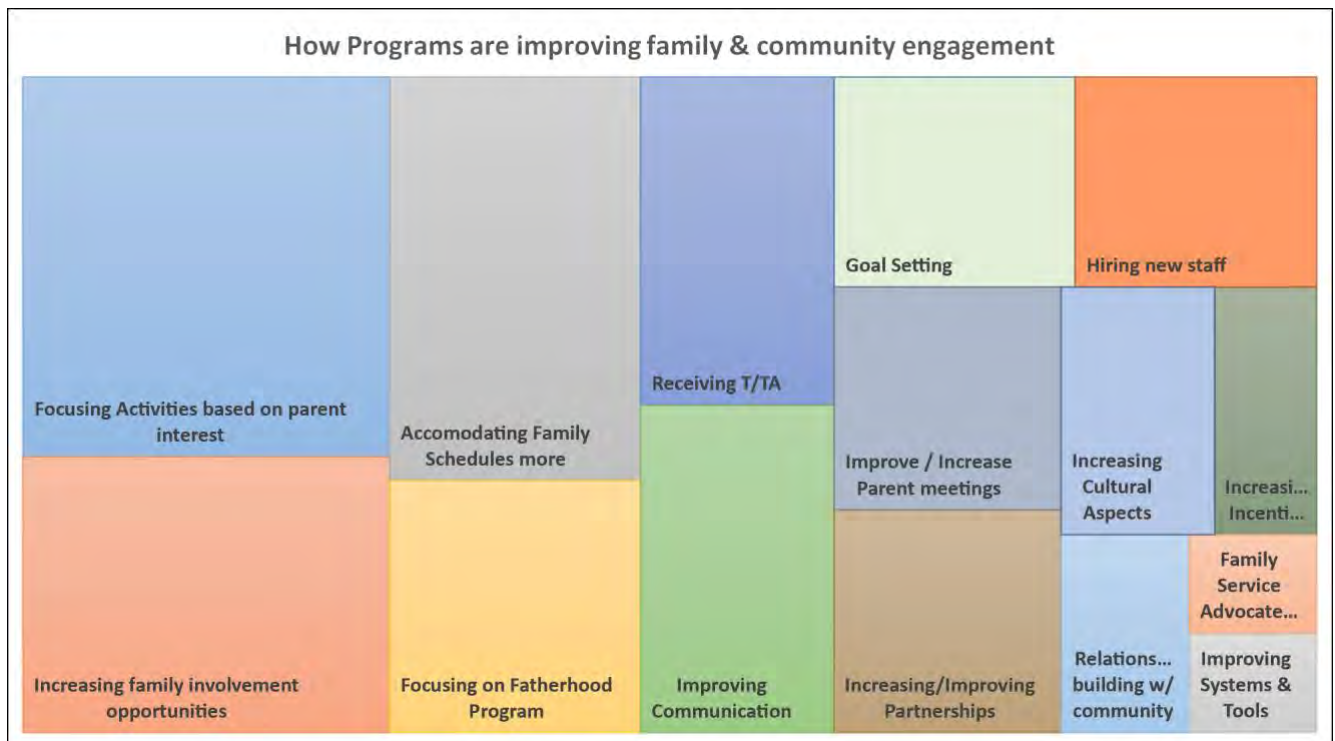
Family and Community Engagement

Fifty-eight respondents commented on the status of their parent engagement programs. Most programs rated their parent engagement programs as somewhat effective, strong, or very strong – 47 (81%). This percentage is equal to the data provided to us in previous years. In the data for all four years approximately 80% of respondents rated their engagement strategies as somewhat effective, effective, or very effective. In 2019, there were 11 programs (19%) who stated that their parent engagement activities were very weak or weak.

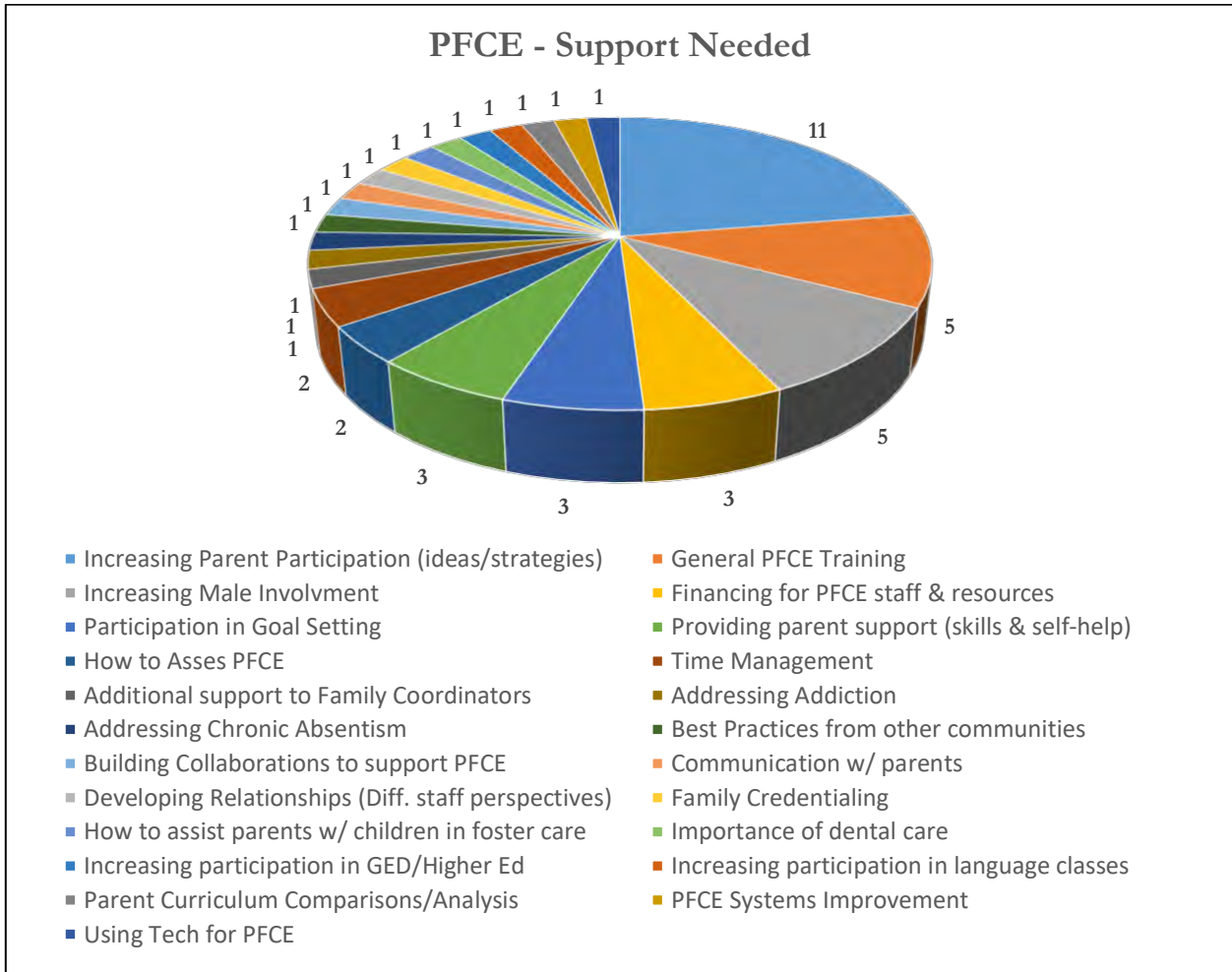
Male engagement continues to be low. There were 31 programs (53%) who responded that they had somewhat effective, strong, or very strong male engagement programs. This figure is below overall family engagement ratings. Twenty-seven respondents (47%) stated that their male engagement programs were weak or very weak.



When asked about how family and community engagement was being improved within programs most respondents highlighted the following actions: basing activities on parent interests, increasing the number of participation opportunities, and flexible event times to meet family needs and schedules.

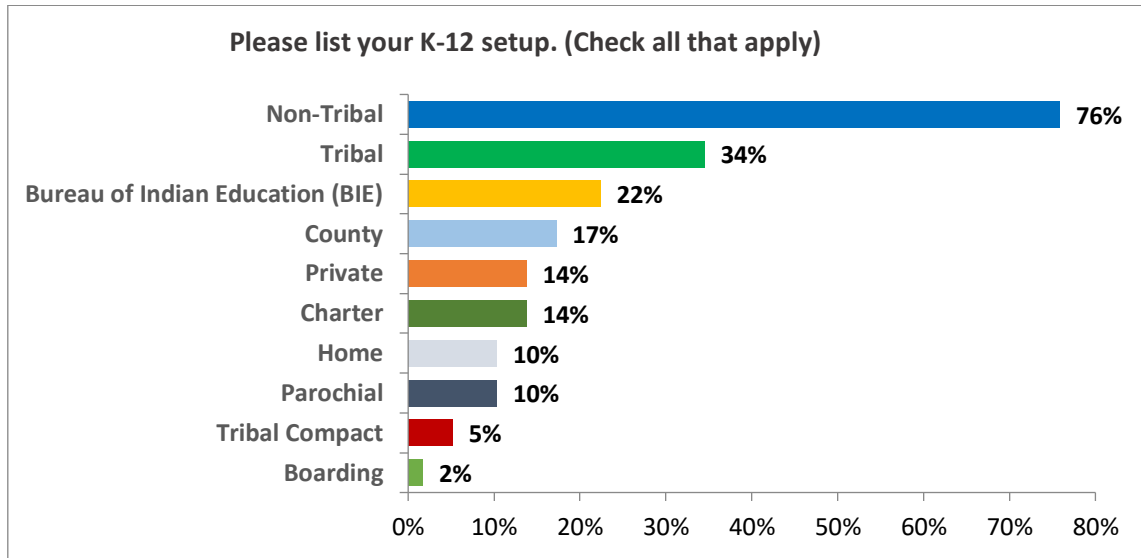


We received 55 comments from grantees on where they need additional support in parent engagement. The main request for support was with strategies & best practices for increasing family & male involvement – 29%. The next highest support area requests were: funding for PFCE staff & resources; overall PFCE training for family services staff on goal setting, time management, providing parental/family support, developing relationships, building partnerships, & communication skills; increased information on how to assess parent curriculums & PFCE efforts; and how to address addiction & chronic absenteeism.

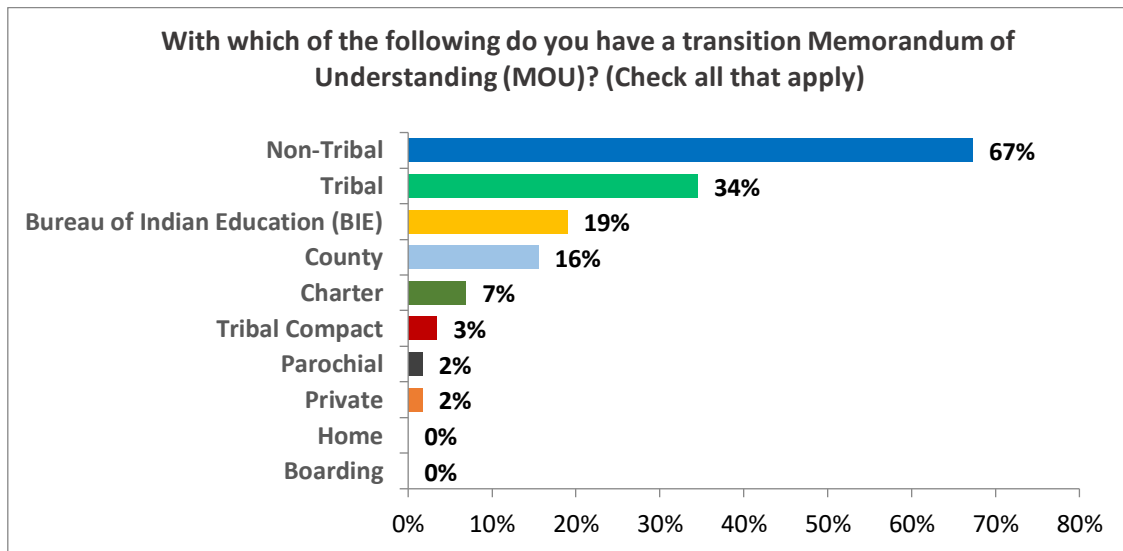


Transition into K-12 environment

Of 58 respondents, the majority - 44 (76%) - stated that their children transition into non-tribal K-12 schools; however, there were 20 respondents who did transition their children into tribal schools. For those children who transitioned into non-tribal environments, 31% had children who went into charter and county public schools, 10% to parochial schools, and 26% went to a combination of private, home, and boarding school environments. For those children who transitioned into a tribal school, most of these schools went from Kindergarten to 12th grade (60%) or Kindergarten to 8th grade (35%) with one Kindergarten to 6th grade.



When asked about the Memorandum of Understandings (MOUs) that were in place with the transition schools many of the programs indicated that they had developed MOUs with their partner schools. Out of 44 tribes who transitioned into Non-Tribal schools only 5 respondents indicated that they had not put an MOU in place with these schools. For Tribal schools, all respondents stated they had an MOU in place for transition. There was a drastic decrease in establishing transition MOUs when the transition school was a Parochial, Private, Tribal Compact or Charter school and were non-existent when the children were going to a boarding school or home-schooled. This is the first year home-schooling appeared as a response.



Transition – Language and Culture Support

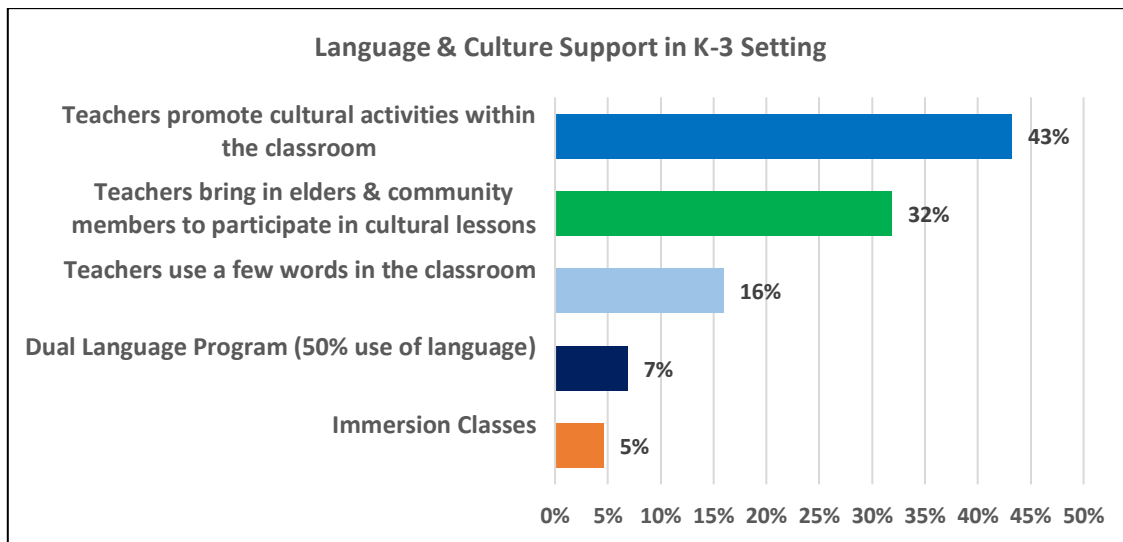
When asked about how local school systems support the continuation of Tribal language and culture 31 out of 44 respondents stated there was some type of language and culture support offered in the K-3 environment. Most respondents - 43% - replied teachers provide cultural activities within the classroom. The second highest response - 32% - highlighted how teachers brought elders and community members into the classroom to participate in cultural activities. However, within the comment section, grantees indicated that even though they did receive this type of support it was very limited unless they transitioned into a Tribal school.

“If they go to public school, the answer is no.”

“The Tribal school continues with cultural language activities ... the county school does not.”

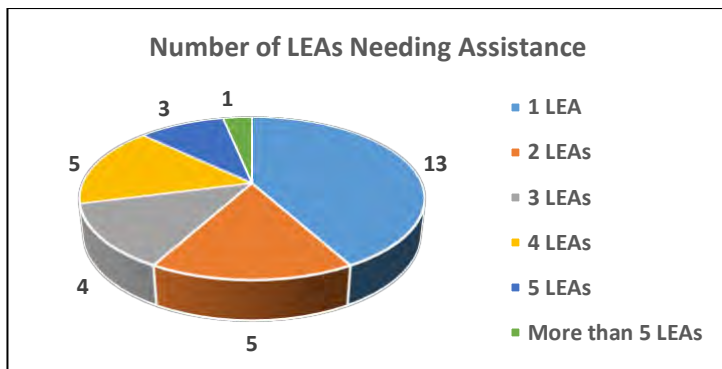
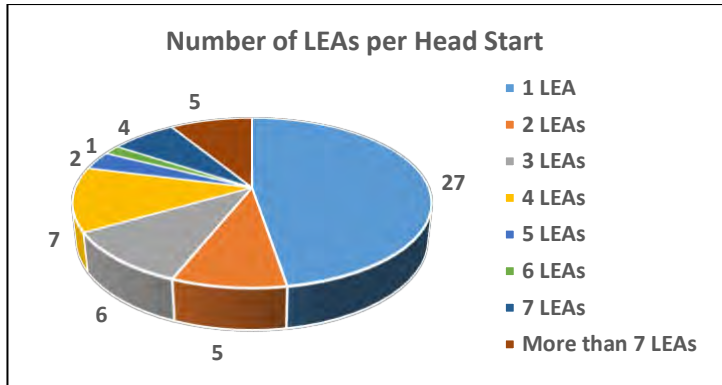
“Once a year in a few schools”

When asked specifically about support with native language learning, a few grantees (28%) responded that there was this type of support in the K-3 environment. However, they stated this type of support was done primarily through the teachers only using a few words within the classroom (16%). Twelve percent (12%) stated that children received native language in a dual language or immersion setting.

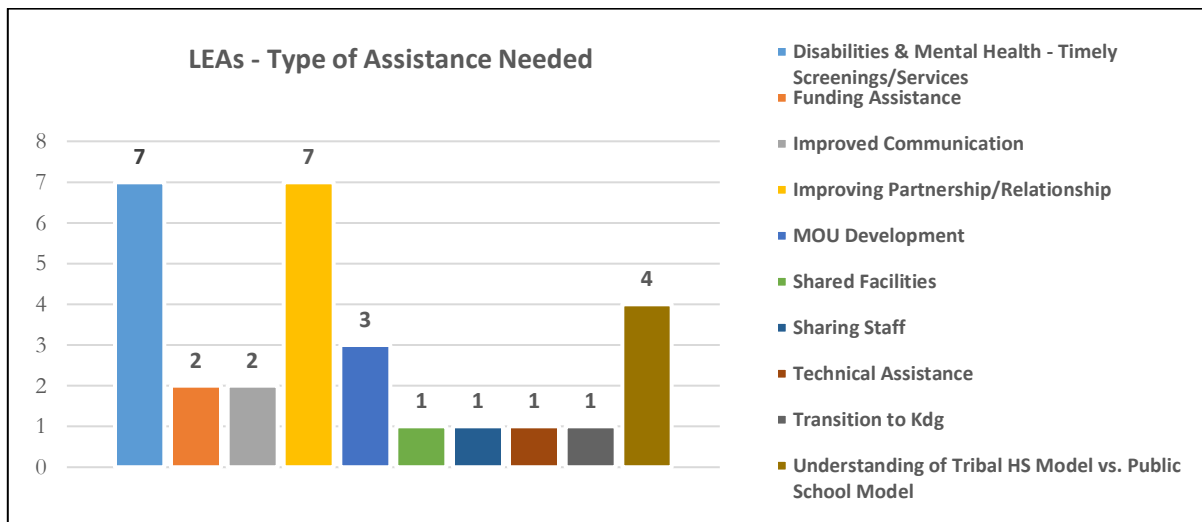


Local Education Agencies (LEAs)

There were 54 respondents that stated they worked with Local Education Agencies (LEA). Most of the respondents - 27 (47%) – only had 1 LEA for their program, five had 2 LEAs, and six had 3 LEAs that worked with their schools. There were 19 programs who had 4 or more assigned LEAs. Out of all 54 respondents, 31 (57%) stated that they needed assistance with one or more of them. This is an increase from the previous year where only 48% of the 59 respondents stated that they needed assistance with LEA challenges.

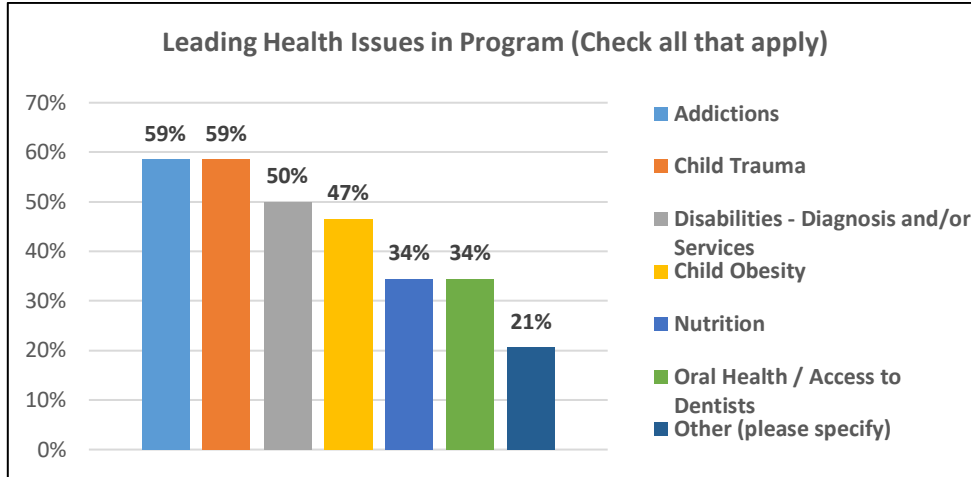


Most respondents who needed assistance with their local education agencies stated they needed support with disability services & improving the overall relationship with the LEA. The two other largest areas of requested assistance were with MOU development & increasing understanding of the Head Start model.



Health

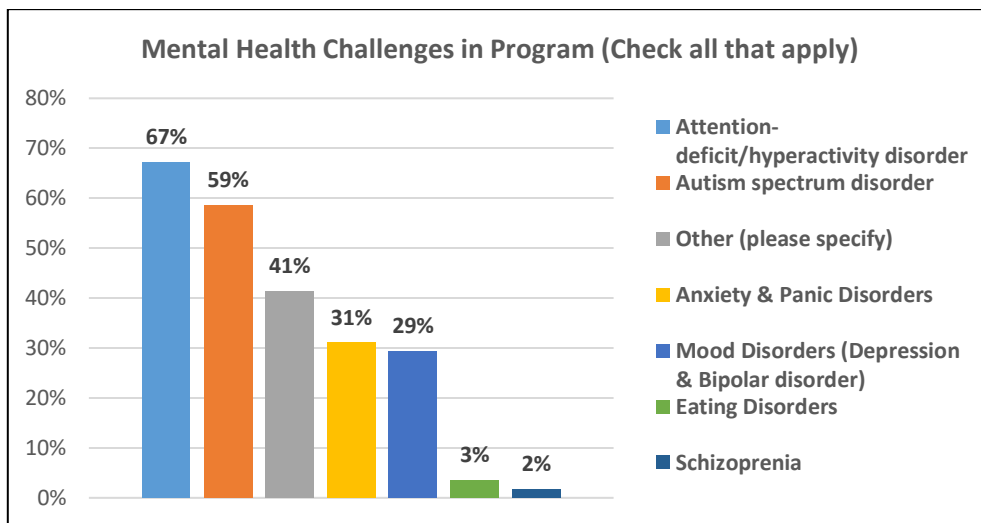
Of 58 respondents, the majority – 34 (59%) – stated the effects of addiction and child trauma associated with this, and other poverty related issues, were the leading issues in their programs. The other areas of need were: disabilities (50%), child obesity and nutrition (47%) and oral health (34%). Most of those individuals who responded “other” stated mental health issues were their area of greatest need.



“Getting diagnosis and help for children under age 5 is difficult, it’s like you’re on your own. The number of behavioral concerns has increased along with the addiction issues in our communities.”

Mental Health

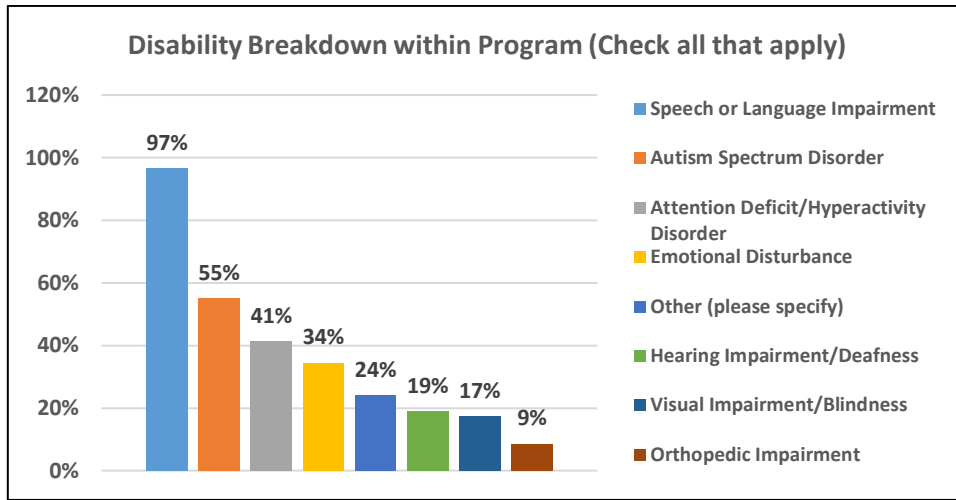
When specifically asked about the mental health challenges within their program 39 individuals (67%) stated that ADHD was the main mental health issue followed closely by Autism at 59% (34 individuals). There were also quite a few respondents who stated anxiety/panic disorders and mood disorders (depression/bi-polar issues) were a problem for their children.



The third highest category was “Other” and most of the comments in this area were related to the effects of child trauma and challenging behaviors. Some other comments that were listed were: the fear associated with the diagnosis of a mental health issue and the lack of mental health staff and providers to address the above needs.

Disability Breakout

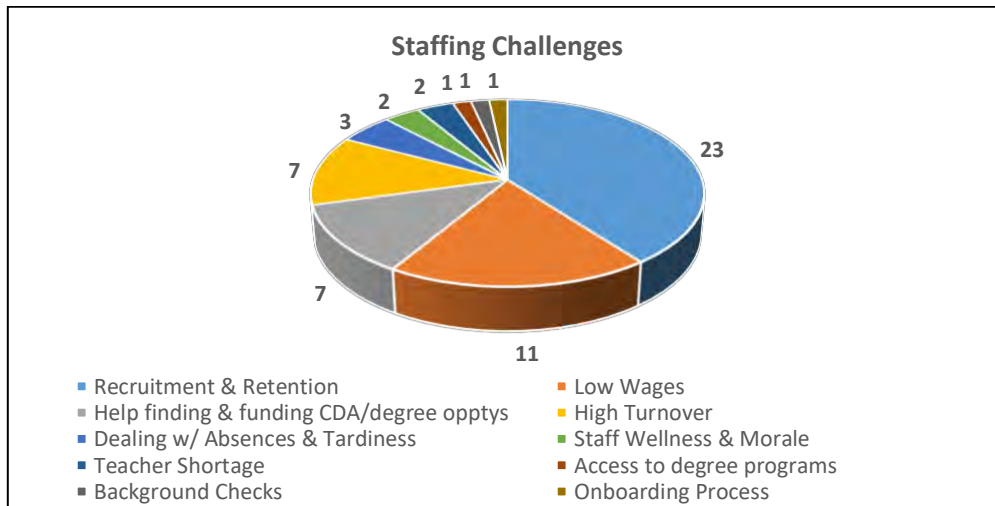
In the area of disability, we asked respondents to report on what type of disability categories make up the percentage of students they report as receiving or needing disability services. Most grantees – 56 (97%) – stated that their disability percentage consisted primarily of children who were delayed in speech and language. When asked about mental health challenges ADHD was the highest concern among grantees; however, when asked about specific disability categories within their program grantees listed it as the third most reported disability – 24 (41%) – behind speech/language delays and Autism.



There were 14 individuals (24%) in the “Other” category who stated general developmental delays were a part of their disability percentage reporting. Within the comments the respondents also stated more parent and staff training was needed in this area.

Staffing

When asked directly about staffing challenges, forty-eight out of sixty respondents (80%) commented on problems with staff recruitment and retention due to low salaries and inability to find qualified staff. These have been the top reasons for staffing challenges for the past 2 years. The next highest concern was staff wellness & morale and personnel issues – 5 (8%).

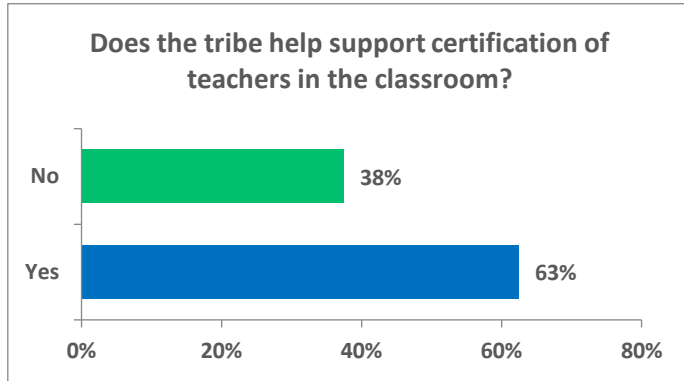


“Many see this as a stepping stone to move to elementary school or staff want to work but don’t ever finish their schooling to keep their job. There needs to be an incentive for completing each level of education, a raise.”

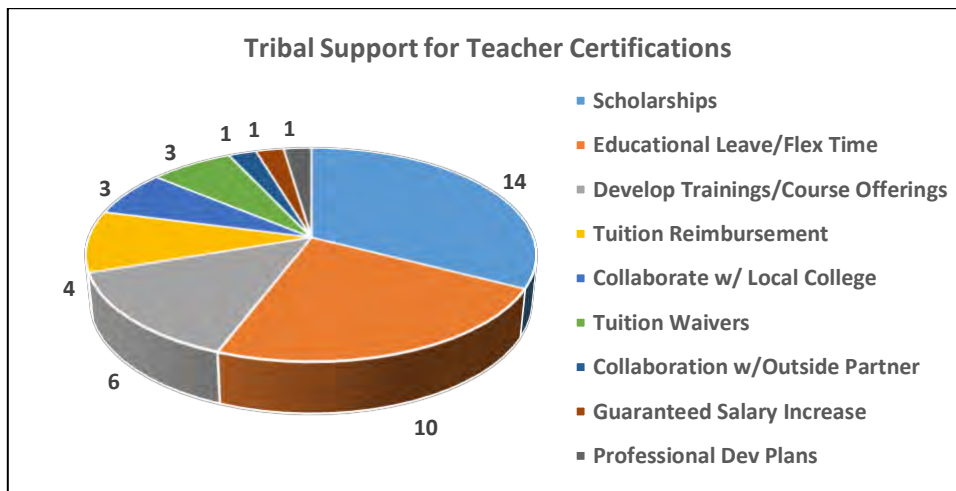
Certification

Tribal Support

Thirty-five respondents (63%) stated they received some type of support from the tribe with the certification of their Head Start teachers. There were 21 respondents (37%) who said they were not receiving any type of support from the tribe.

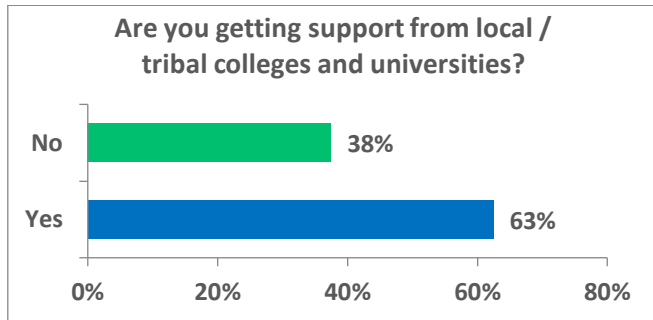


Those who received tribal support stated the main means of support was through financial assistance for tuition and educational expenses. The tribes also offered educational leave for teachers pursuing their degrees/certificates and assisted with course availability through Tribal Education Programs via Tribal Colleges and MOAs with nearby universities. Lastly, the tribes supported the programs by ensuring a salary increase for those who obtained their certifications or degrees as well as making it a part of official professional development plans.

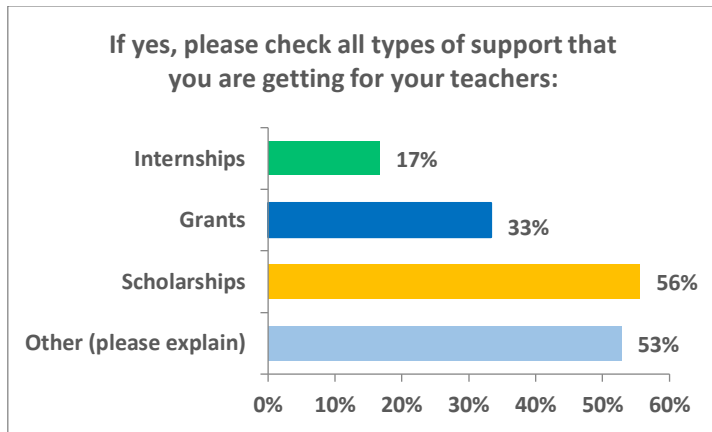


Tribal and Local College Support

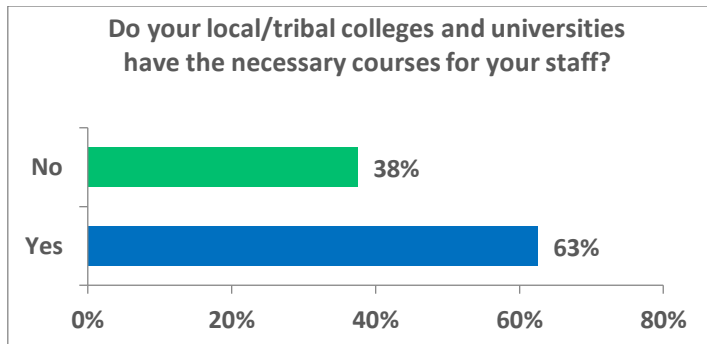
Out of 56 respondents, 35 (62%) said their programs received support from local and tribal colleges with teacher certifications and degrees. Twenty-one respondents (38%) said they were not getting any support from local or tribal colleges and universities. The types of support they received from these colleges were: class availability on the weekends, aid with teacher recruitment, and offering specific classes for Head Start/Early Head Start staff.



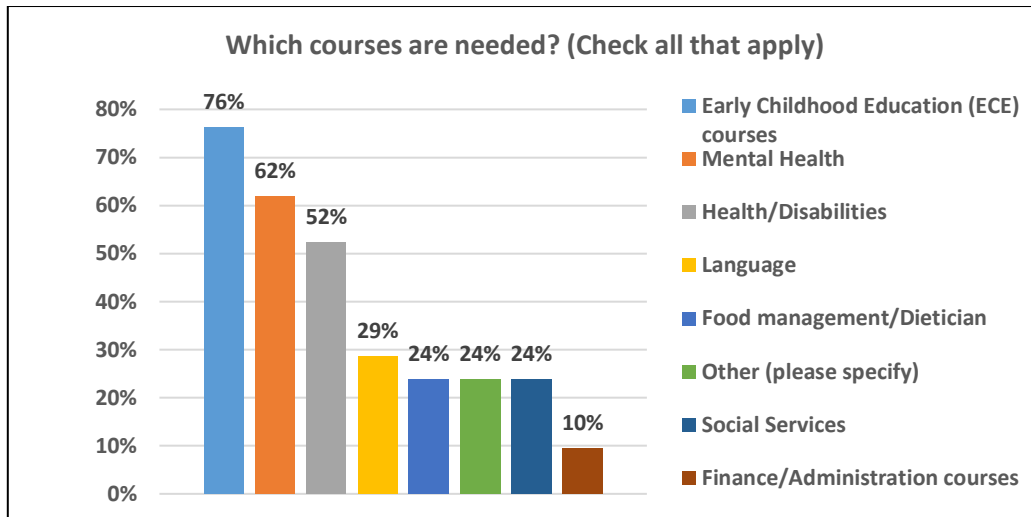
Those who were receiving tribal and local college support stated one of the main means of support was the availability of scholarships for their teachers. Those participants who chose “Other” stated the tribal colleges assisted them in the following ways: tuition waivers & funding, flexible class schedules and assignments for teachers, observation & practicum placements, and creating courses specifically for Head Start staff.



Of 56 respondents, 35 (63%) said their local and tribal colleges have all the necessary courses for their staff, and 21 (37%) said their local colleges and universities do not have all the necessary courses.

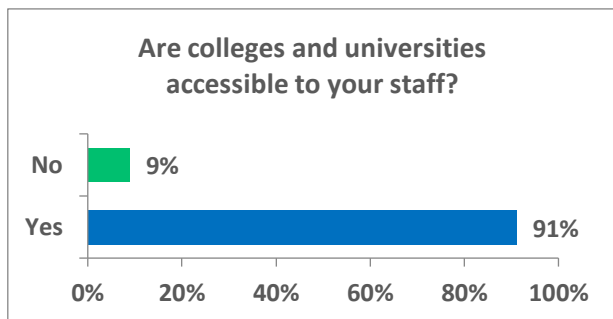


Out of 21 respondents, 16 (76%) said early childhood courses are needed, 13 (62%) stated mental health coursework was needed, 11 (52%) requested general health & disabilities coursework, 6 (29%) want language courses, 5 (24%) need social service & food management courses, and only 2 (10%) stated finance & administration courses were needed. Those who stated “other” wanted CDA certification courses and science/art coursework to assist with STEAM initiatives.



Fifty-one out of fifty-six respondents (91%) stated that colleges and universities are accessible to their staff, whereas only 5 (9%) said that the colleges and universities were not accessible. This is a marked improvement from the previous two years of data. College accessibility has never been above 81% previously. Several respondents commented on how some tribal colleges have lost accreditation/ended Early Childhood programs and how they wished there were more on-site and after work hour learning opportunities.

All 5 respondents who stated colleges and universities were inaccessible to them replied that their staff needed virtual learning opportunities.



“We have asked several times if they could schedule classes after the children go home, but to no avail.”

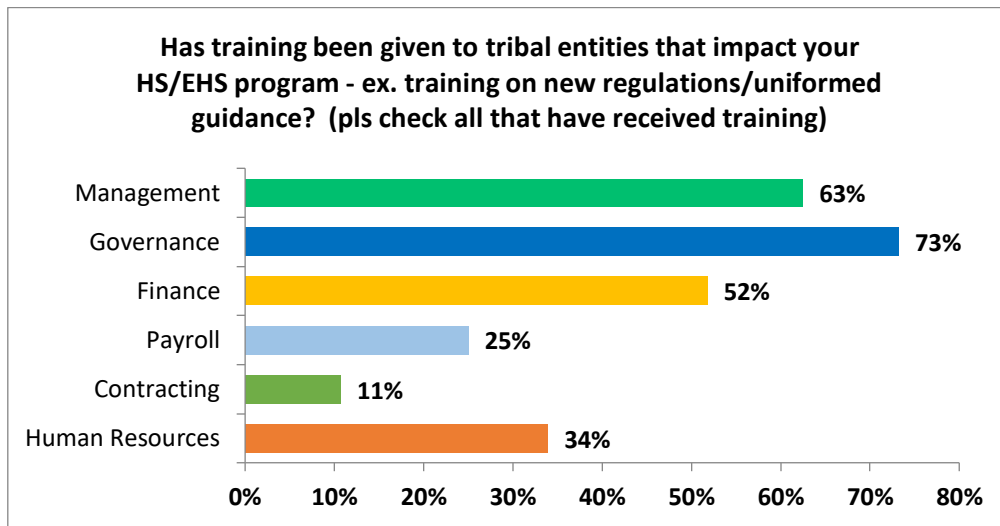


“Our local tribal college suspended its Early Childhood Program. We are working with them on offering our staff Ojibwe language classes.”

Training on New Regulations and Uniformed Guidance

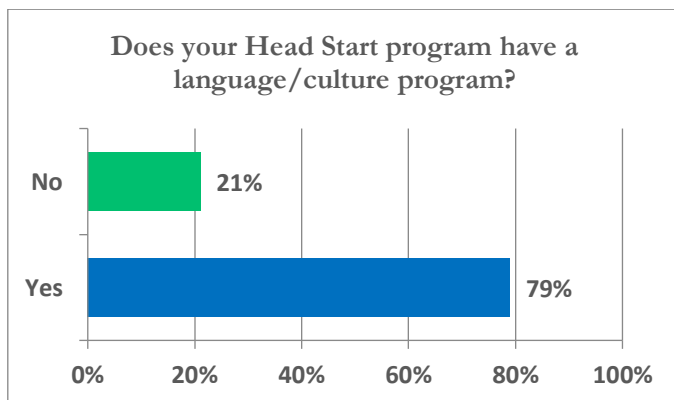
When participants were asked about tribal entities that have been given training on the new regulations and uniformed guidance deployed in 2016, many replied that their support organizations have received training on these regulations. Of the 56 respondents that answered this question 41 (73%) stated that their governing bodies had received this training. This is a substantial improvement from last year where only a small percentage of respondents stated their governance structure had received this training.

The other two largest training groups were the management team 35 (63%) and the finance team 29 (52%). Nineteen (34%) Human Resource departments, 14 (25%) payroll departments and 6 (11%) contracting departments had also received training on this topic.



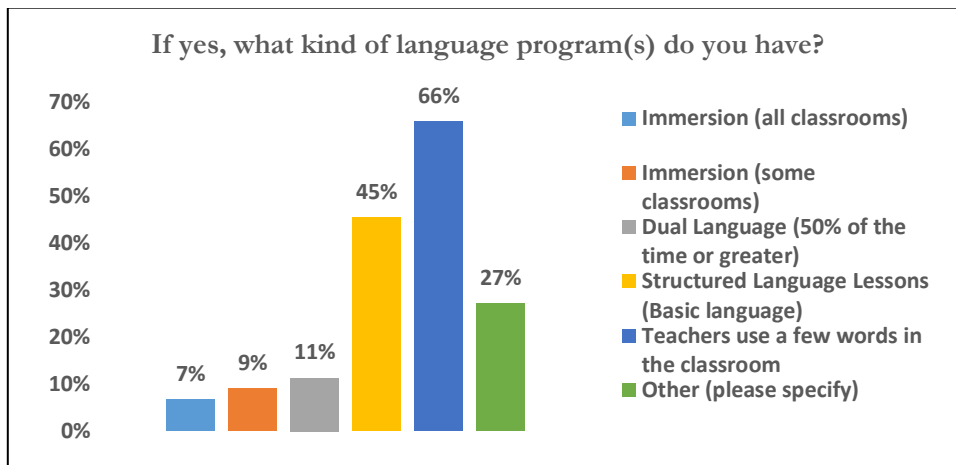
Tribal Language & Culture

Of 57 respondents, 45 (79%) stated they had tribal language and culture as part of their Head Start program. Only 12 respondents responded that they did not incorporate language and culture into their classrooms. This is the second year in a row that there has been a decrease in this area. However, the number of language immersion classrooms has increased year to year.

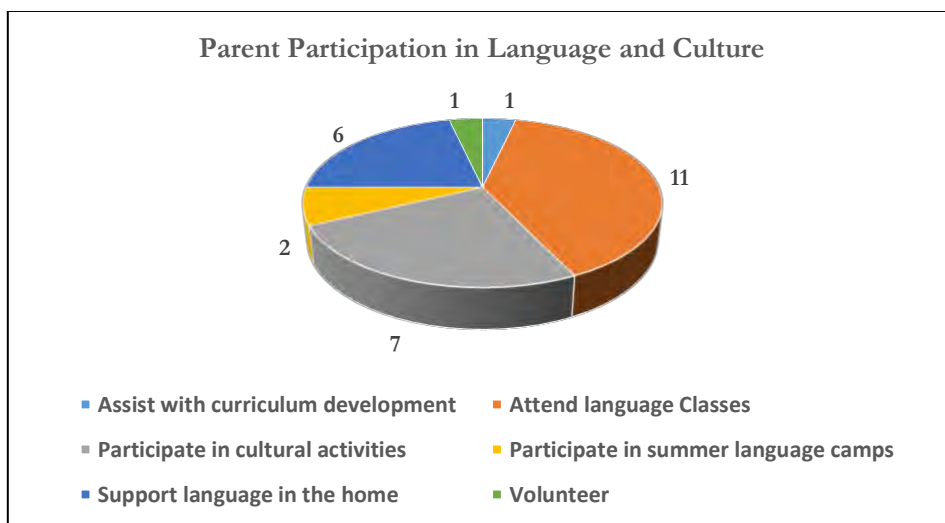


Forty four of the 57 respondents outlined the types of language programs they had within their centers. The majority 29 (66%) replied that the teachers only used a few words in the classroom. The next highest response – 20 (45%) – had structured language lessons as a part of their classes. Very few, 7 (16%), had immersion classrooms and 5 (11%) included tribal language at least 50% of the time within the classroom. Several tribes had one immersion classroom, but also had words or structured language lessons in their other classrooms.

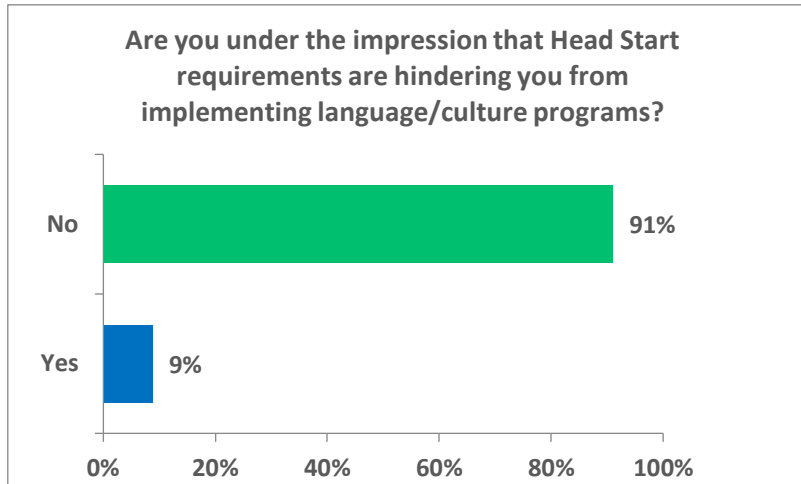
Those tribes that specified “Other” – 12 (27%) – when asked to describe their language program discussed the following topics: collaboration with language departments to provide lessons in the language, utilizing “Making It Work” to adapt curriculums, and teachers participating in classes with language speakers in order to improve their own language skills.



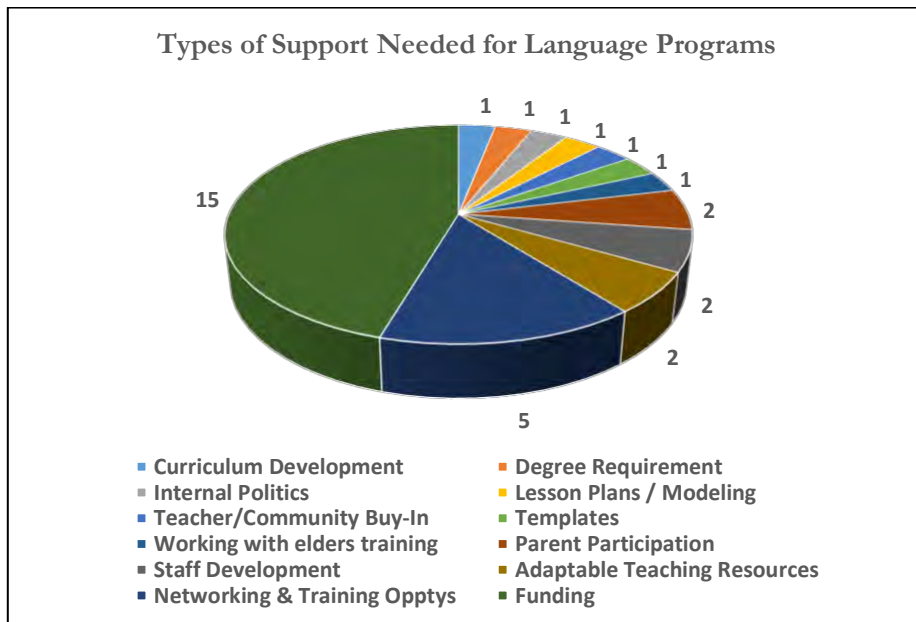
Participants were then asked about whether families were engaged with language preservation and supporting language and culture initiatives with their children. Twenty-four individuals out of 44 respondents (55%) stated that their families did participate in these efforts; while 19 respondents (43%) stated they were not involved. Those families who supported language preservation participated in the following ways: attended language classes, participated in cultural events and activities, supported the program through volunteering, and spoke with their children at home using activities distributed by the school and tribal programs.



Most respondents – 51 out of 56 (91%) – felt that Head Start did not hinder their language and culture initiatives within the classroom; however, there were 5 respondents that did feel there were some barriers in place such as: CLASS reviewers lack of language & cultural understanding resulting in low CLASS scores and inability to implement language because of lack of time and resources and having to use these limited resources to meet other Office of Head Start priorities.



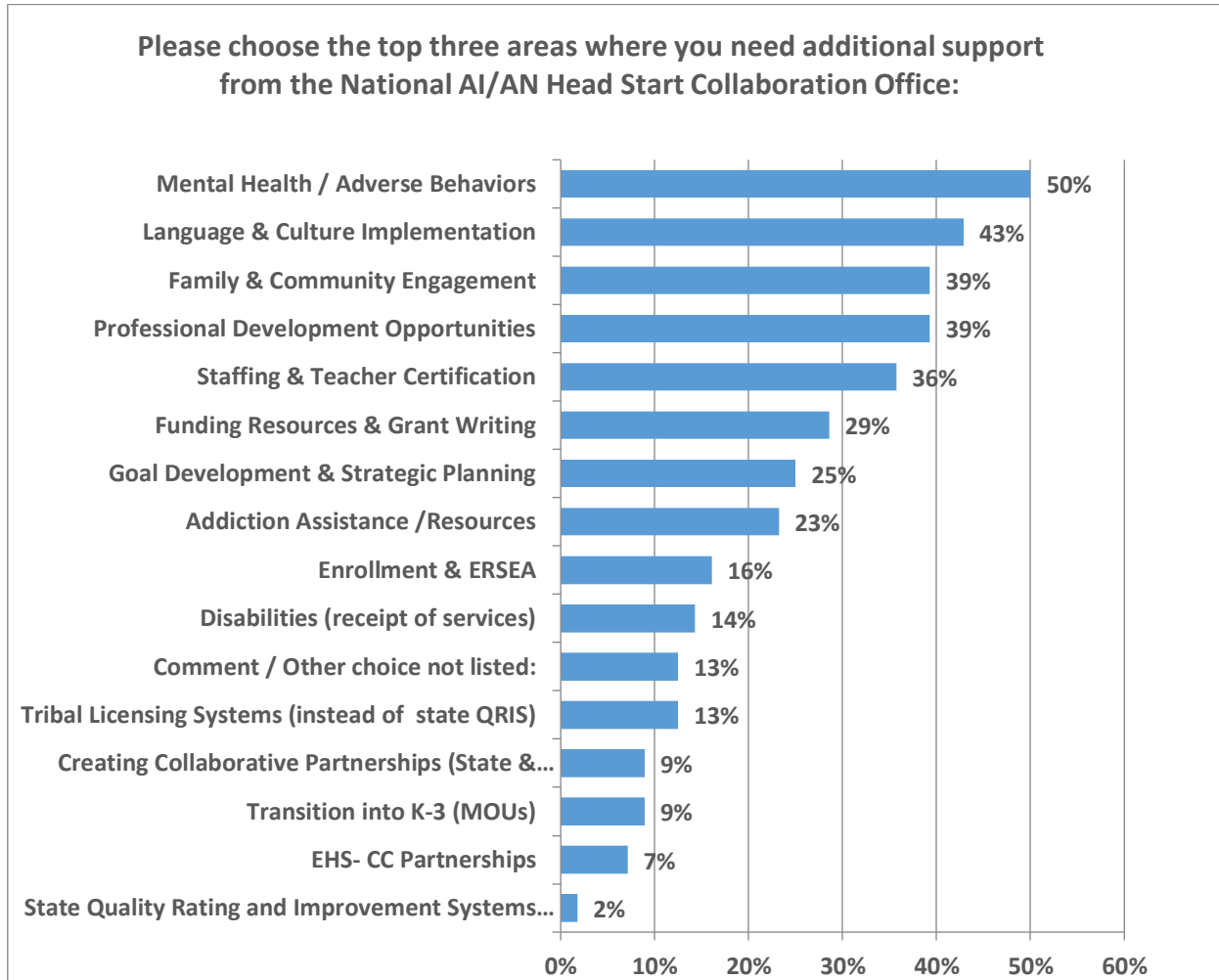
Grantees were then asked about how the NAIANHSCO and Office of Head Start could support their language and culture programs within their classrooms. There were 40 grantees that responded to this question. Most respondents – 15 (44%) said that additional funding for staff and resources were needed. The next highest request was for networking & training opportunities – 5 (12%) – followed by adaptable teaching resources and generating teacher and community buy-in and support for immersion classrooms.



“Provide training in our area and ready to go resources we can share. Meet with staff, tribal council, community, and parents - help us visualize the possibilities and that it can be done. Share grant opportunities. Share success stories.”

Top Three Areas of Needed Support

Of 56 respondents, the most requested area of support was with providing information and resources around mental health and adverse behaviors within the classroom. The next 2 biggest areas were assisting with language and culture implementation within the classroom and helping with family and community engagement. Grantees also requested support with the identification of professional development opportunities and with the certification of staff and teachers within their programs. The rest are listed in descending order below.



Appendix

Table 1 – Survey Respondents

Grantee Name	State:
Aleutian Pribilof Islands Association	AK
Cook Inlet Native Head Start	AK
Kenaitze Indian Tribe	AK
Metlakatla Indian Community	AK
Colorado River Indian Tribes	AZ
Havasupai Head Start	AZ
Hualapai Tribe Head Start	AZ
Navajo Head Start	AZ
SRPMIC	AZ
The Hopi Tribe	AZ
Hoopa Tribal Early Head Start	CA
Owens Valley Career Development Center/EHS	CA
Ute Mountain Ute Tribe	CO
Nez Perce Tribe	ID
Shoshone-Bannock Tribes	ID
Grand Traverse Band of Ottawa and Chippewa Indians	MI
Sault Ste. Marie Tribe of Chippewa Indians	MI
Fond du Lac Head Start	MN
Grand Portage Head Start	MN
Mille Lacs band of Ojibwe	MN
Mississippi Band of Choctaw Indians	MS
Blackfeet	MT
Fort Belknap Indian Community Head Start Program	MT
Fort Peck	MT
Cankdeska Cikana Community College	ND
Standing Rock Sioux Tribe	ND
Santee Sioux Nation	NE
Alamo Navajo School Board	NM
Five Sandoval Indian Pueblos, Inc.	NM
Jicarilla Apache Nation	NM
Ohkay Owingeh Head Start	NM
Pueblo of Laguna	NM
San Felipe Pueblo Head Start	NM
Taos Pueblo	NM
Reno-Sparks Indian Colony Head Start	NV
Chickasaw Nation Head Start	OK
Choctaw Nation Head Start	OK
CTSA Head Start	OK
Muscogee (Creek) Nation Head Start	OK

Otoe-Missouria Head Start	OK
Cheyenne River Sioux Tribe	SD
Lower Brule Sioux Tribe	SD
Rural America Initiatives	SD
Sicangu Lakota Early Childhood Program	SD
Sisseton Wahpeton Oyate Head Start	SD
Confederated Tribes of the Chehalis Reservation	WA
Confederated Tribes of the Colville Reservation	WA
Lower Elwha Klallam Tribe	WA
Lummi Indian Business Council	WA
Muckleshoot Indian Tribe Head Start	WA
Nisqually Tribe Head Start	WA
Port Gamble S'Klallam Tribe	WA
Suquamish Tribe	WA
The Tulalip Tribes	WA
Bad River Head Start	WI
Lac du Flambeau Band of Lake Superior Chippewa Indians	WI
Oneida Head Start/ Early Head Start Program	WI
St. Croix Chippewa Tribal Head Start	WI
Stockbridge-Munsee Head Start	WI
Shoshone & Arapaho	WY