

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



**NEEDS ASSESSMENT**

2018 Survey Results



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# Executive Summary

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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 2018 assessment, the top three areas of requested support were: increased assistance with staffing challenges and teacher certifications, continued support on implementing language and culture within Head Start classrooms, and increased access to resources and strategies to improve parent, family and community engagement.

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.

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# Methodology

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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 156 grantees and data collection was conducted between May 11, 2018 and August 3, 2018. The survey contained a total of 63 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:

- State Collaboration
- Tribal Collaboration
- Enrollment
- Transition / Local Education Agencies (LEA)
- Funding Sources
- Family Engagement
- Health & Disabilities
- Language & Culture
- Staffing & Professional Development

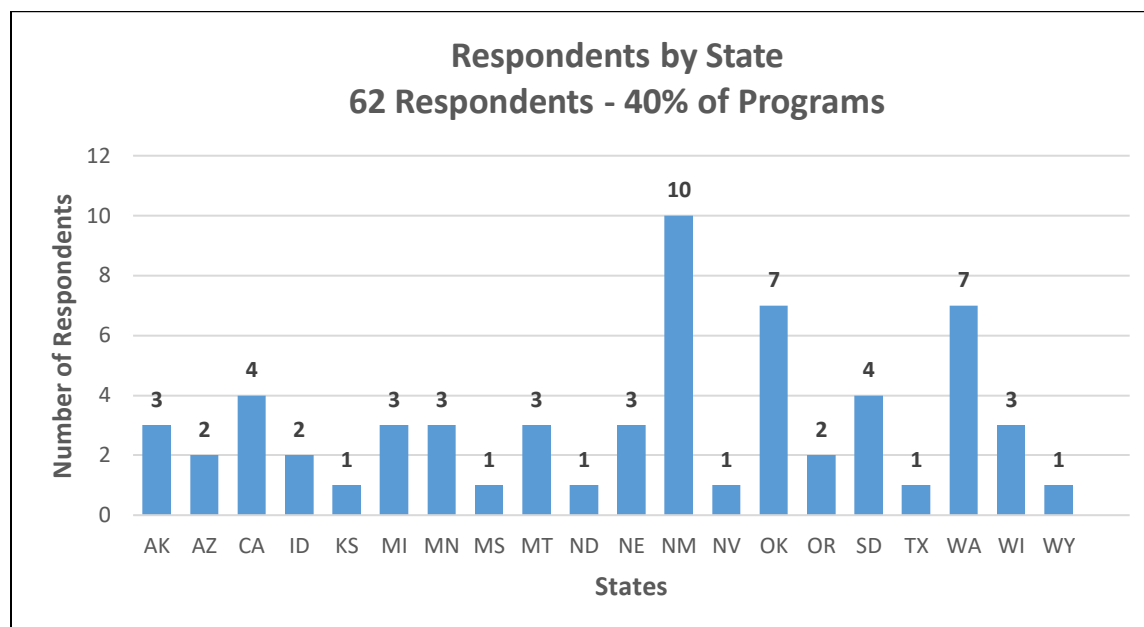
A total of 62 grantees (and their delegates) participated in this survey. This represents 40% of all AIAN Head Start / Early Head Start grantees. The data presented in this summary is an aggregated report of all responding grantees and is reported as a region; AI/AN Head Start - Region XI. The survey 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 2018 survey implement full day programs and hold classes 4 days a week. Also, 23 (43%) of the respondents have Early Head Start programs.

Below is a breakout of respondents by state.



## Summary of Data

Upon analysis of the 2018 needs assessment, there was one area of consistent improvement: the working relationship between Head Start State Collaboration Office (HSSCO) directors and tribal programs. In 2018 the data showed that 50% of grantees have a working relationship with their HSSCO director and 56% of grantees felt supported by this individual. There has been a steady improvement in this relationship during the three years this data has been collected. In 2016, only 37% stated they had a working relationship with their HSSCO Director and in 2017 46% percent responded they worked with their HSSCO Director. In both 2016 and 2017, 50% of grantees stated that they felt supported by this individual.

Other data points related to tribal programs and state systems were the number of programs that were state licensed and how state licensure affected their program. In 2017 there was a decrease in the number of tribal programs that were state-licensed; however, in 2016 and 2018 the number of programs who were part of the QRIS system remained approximately the same at 39%.

The effects of being a part of the state's QRIS system reflected similar answers in 2016 and 2018 while in 2017 there was a change in respondent's answers. In 2016 and 2018, most respondents indicated it either had no impact on their program or resulted in additional monitoring and reporting requirements, while in 2017 the grantees stated being a part of the QRIS system was beneficial and improved the quality of their programs. During all three years the respondents consistently stated they wanted communication improved between the state and the tribal programs.

During the past three years the data also showed a gradual decrease in the amount of funding tribal programs received from the state. In 2018, 31% of programs stated they received some type of state funding, which was a decrease from the 38% of grantees who received funding in 2017 and 43% who received funding in 2016. Meanwhile, federal and non-federal funding remained consistent during the three years at approximately 37% and 23%. There was an increase in the amount of financial support the programs received from their tribe. In 2018, seventy-four percent (74%) received financial support from the tribe, while 69% and 67% of programs received this type of support in 2017 and 2016.

For those tribes that were not part of the QRIS/State licensing system there was one priority area that emerged from the data. This was the development of Memorandums of Understanding / Agreement (MOU / MOA) between tribal Head Start programs and their state's supporting agencies. The number of programs who had formal MOUs or MOAs, and were not state licensed, decreased from the two previous years. This number averaged 13% in 2016 and 2017 then dropped to 2% in 2018.

Regarding the development of MOUs for transition or disability services, most schools (67%) did have MOUs in place with their non-tribal receiving schools. In 2017, 61% of schools had MOUs with their non-tribal schools so there was a small increase year to year in MOU development. The NAIANHSCO will work closely with our HSSCO Director partners to ensure the transition and disability needs of the AI/AN programs are being met within the stipulations of 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). Forty-seven percent (47%) stated they needed assistance with at least one LEA within their portfolio. This was a significant decrease when compared to 2016 (63%) and 2017 data (69%), which indicates progress within this area, but it also represents almost half of the survey respondents. The most challenging LEA issue for grantees continues to be disability services and has been the biggest challenge for all three years. Additionally, in 2018, respondents also requested assistance with improving communications between their LEAs and their programs as well as receiving LEA assistance and resources with mental health and behavior issues.

The National AI/AN Head Start Collaboration Office (NAIANHSCO) will continue to enhance, and improve, the connections between the state HSSCO directors, local education agencies and their tribal programs. By strengthening these relationships, our goal is to improve communication between the states and the tribes as well as expand the development of MOUs and MOAs between tribal programs and their local education agencies.

Three areas of concern that emerged at the programmatic level were family engagement, staffing, and the need for additional mental health and addiction resources. These three areas of concern remain the same from 2017 to 2018. In 2016, oral health was a greater concern than staffing and teacher certification.

For the past three years family engagement concerns have remained constant, but the level of engagement has changed slightly. In 2018, nineteen percent (19%) of families were highly engaged versus 22% in 2017 and 38% in 2016; however, there was a slight increase in those families who were somewhat engaged: 43% in 2018 versus 39% in 2016 & 2017. The main area of requested support for family engagement continues to be information and training on strategies to increase family involvement. This has been the main assistance request for all three years.

The theme of staffing and funding limitations emerged within several different topic areas of the 2018 needs assessment. As was reflected in both data sets (2017 & 2018), staffing and funding limitations were deterrents to effective family engagement programs, Head Start enrollment, as well as

implementation of language and culture programs. The main reasons respondents gave for their staffing challenges was the ability to find degreed and qualified staff and the ability to offer staff competitive salaries and benefits. Fifty-one percent (51%) of programs indicated that they had lost at least one staff member during the school year due to noncompetitive salaries.

When asked about teacher credentialing, the amount of support programs received from the state for teacher certifications increased to 65% versus 53% in 2017 and 2016. Tribal support for teacher certifications remained approximately the same at 52%. The accessibility of tribal colleges and universities remained the same year to year at 80% and 67% said the college system had all the necessary courses for their professional development. Course availability increased in 2018 compared to previous years – 67% in 2018 versus 60% for 2017 and 57% for 2016. Both indicators show a positive trajectory regarding course availability and certification support. The NAIANHSCO will continue to work closely with AIHEC to ensure the educational needs of our grantees are met through various tribal and local colleges and universities.

Within the Health category, addiction and mental health assistance continued to be the main area of concern for AI/AN grantees. The top three mental health concerns continued to be Attention-Deficit Disorder/Hyperactivity (64%), Autism (54%), and challenging behaviors associated with adverse childhood experiences (39%). Community partner support within the health service advisory committees continued to be more than adequate with 85% of respondents stating that their partners were highly involved in their health efforts or that they attended meetings regularly and provided necessary services to their programs. This continues to be a focus area for the NAIANHSCO and we will continue to pursue partnerships to help provide health resources to our programs.

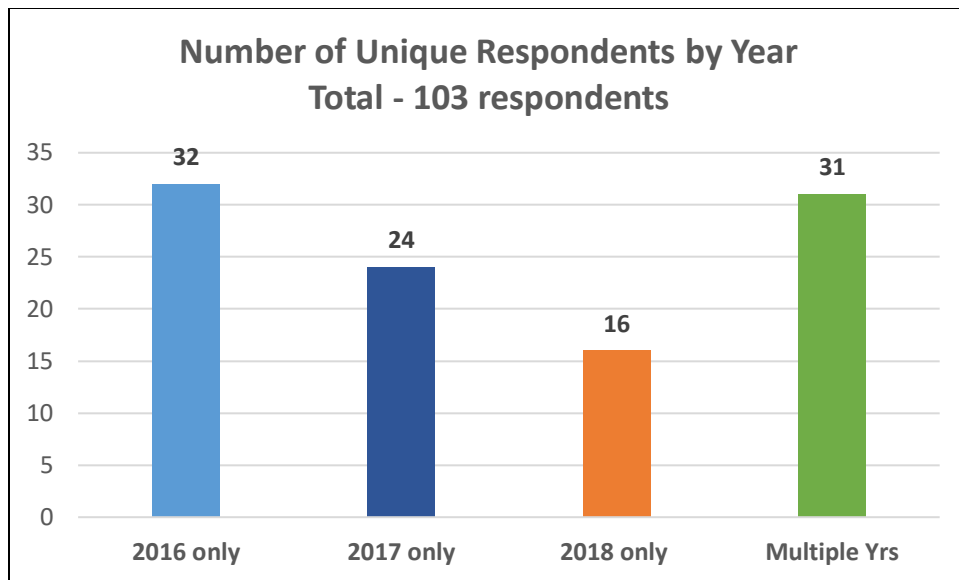
Tribal Language and Culture continues to be a focal point for AI/AN grantees with 83% of respondents stating they had language and culture curriculum as a part of their program. Year to year the percentage of respondents who include this within their Head Start program has remained the same; however, there was an 8% increase in the number of programs that included language and culture between 2016 and 2017. Most programs, approximately 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: 14% in 2018 versus 9% in 2017 and 11% in 2016. This focus area continues to be one of the top three areas of requested NAIANHSCO support and our office will continue to work with our partners to assist AI/AN grantees on these projects.

## Data Comparison – 2018 vs. 2017 and 2016

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As highlighted within the data summary section of this report, there were several categories that changed year to year when the 2018 needs assessment data was compared to the 2017 and 2016 responses. Some key points to note when comparing the yearly results are:

- Overall, there were 103 AI/AN grantees who responded to the NAIANHSCO yearly needs assessment during this three-year period; which represents 66% of all Region XI grantees.
- Thirty-one programs responded multiple years. Twenty of them responded all three years.
- The state make-up of the respondents remained approximately the same year to year. There were two states who participated that had not responded in previous years: Texas and Mississippi.



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

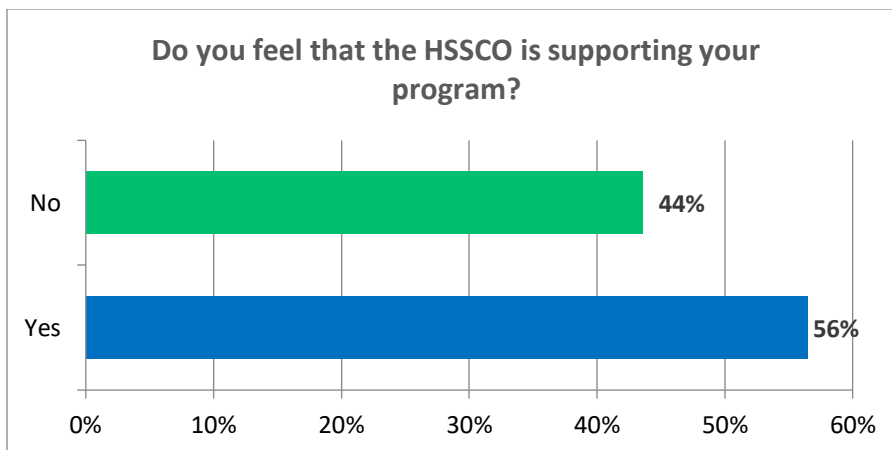
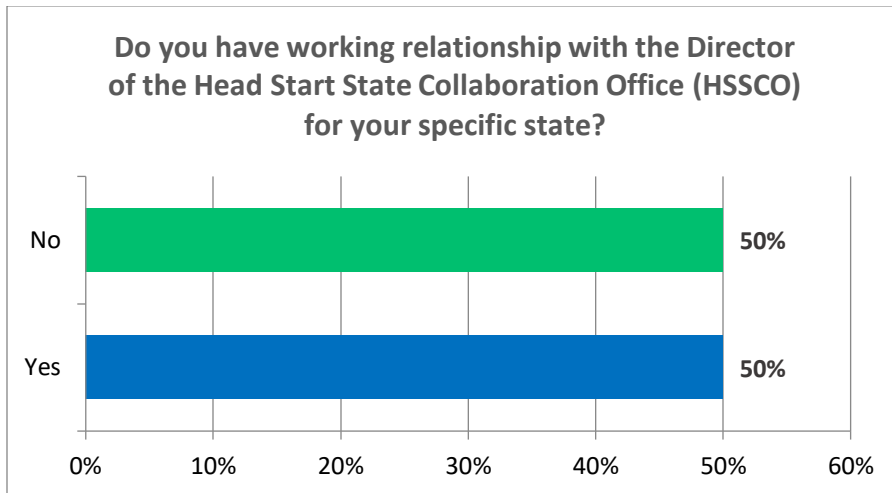
- **State Systems:** Steady improvement in the relationship between state HSCO Directors and tribal programs. The number of programs that are state licensed remained constant and there was a decrease in the number of local education agency agreements that needed assistance.
- **Funding:** Decrease YTY in the funding received from state governments and an increase in the amount of tribal financial assistance to programs.
- **Inability to increase enrollment:** In both 2018 and 2017, the ability to find qualified staff and program funding remained the main reasons for program inability to increase enrollment.
- **Family Engagement:** Family engagement has remained constant, but level of engagement has shifted to families being less engaged. 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.
- **Language & Culture:** Increase YTY in the number of programs who have developed immersion classrooms. Inclusion of language and culture in classrooms remained constant in 2018 but increased in 2017.



# Survey Results

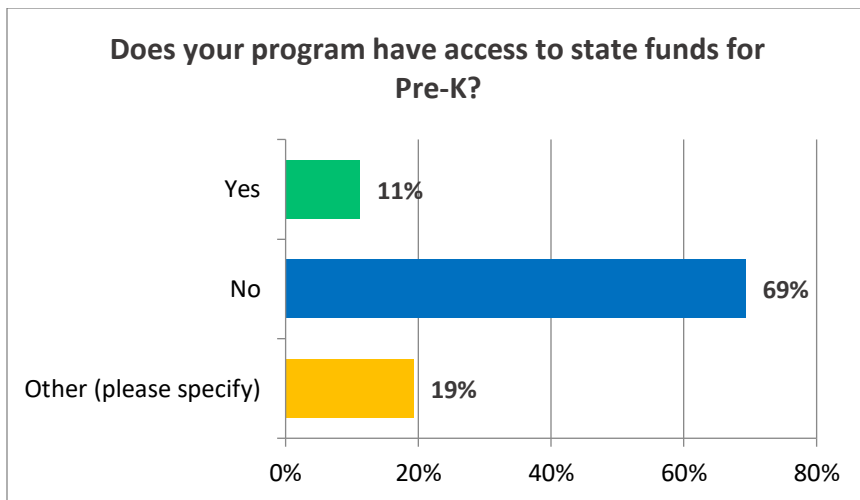
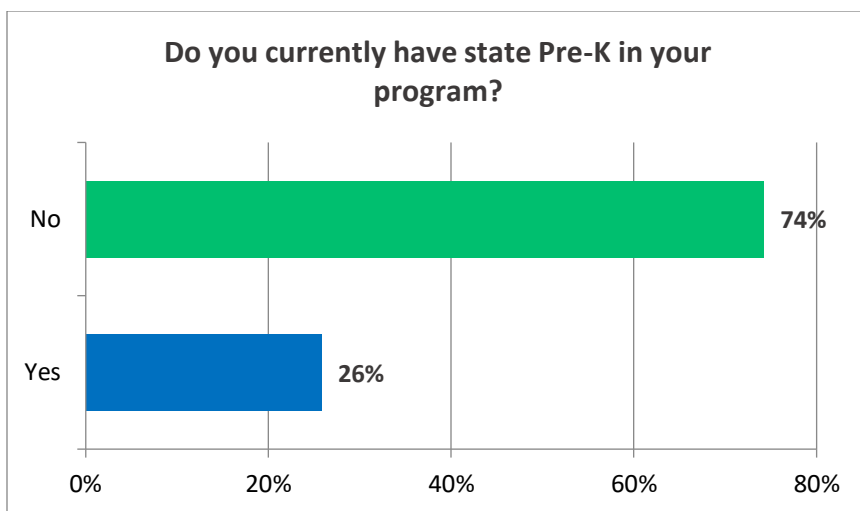
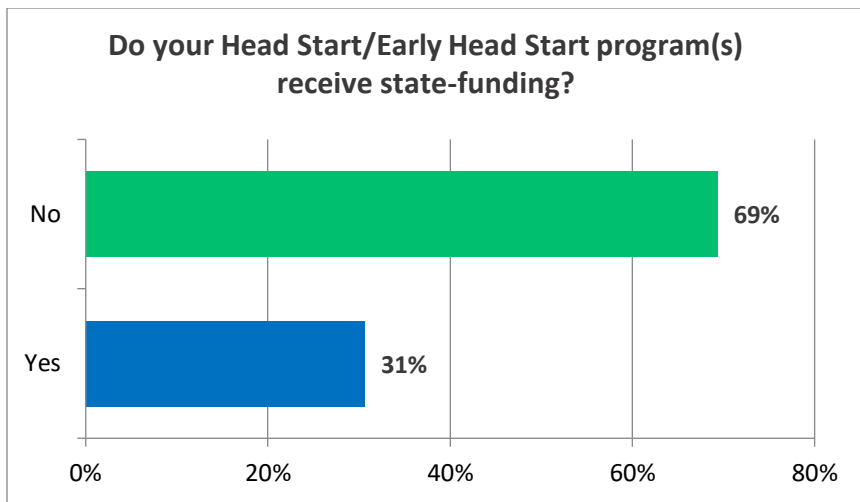
## Relationship with Head Start State Collaboration Offices (HSSCO)

Thirty-one (50%) of the 62 respondents stated that they had a working relationship with their state’s Head Start Collaboration Office (HSCO) and 35 respondents (56%) said they felt their state’s HSCO was supporting their program well.



## State Funding of Head Start Programs

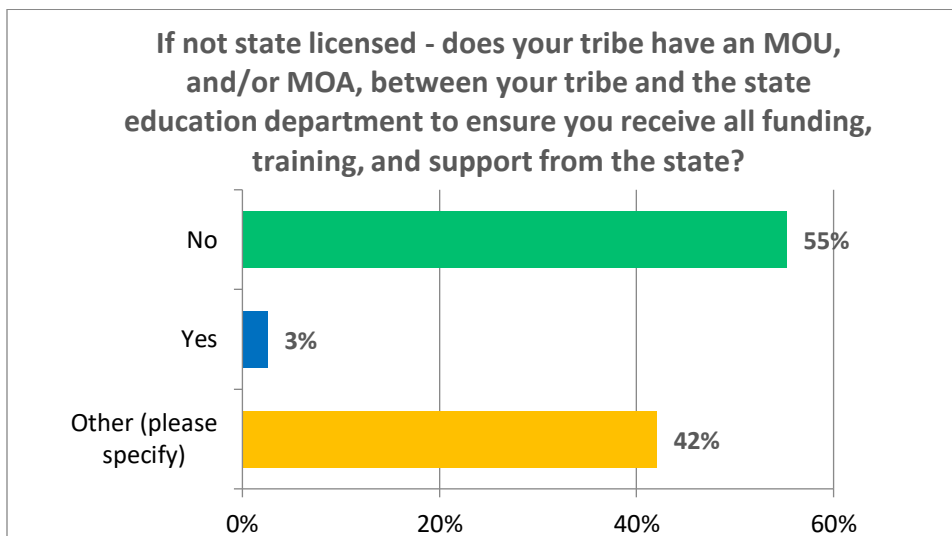
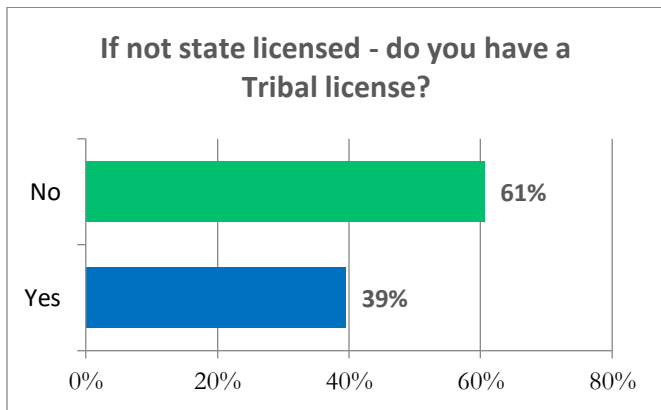
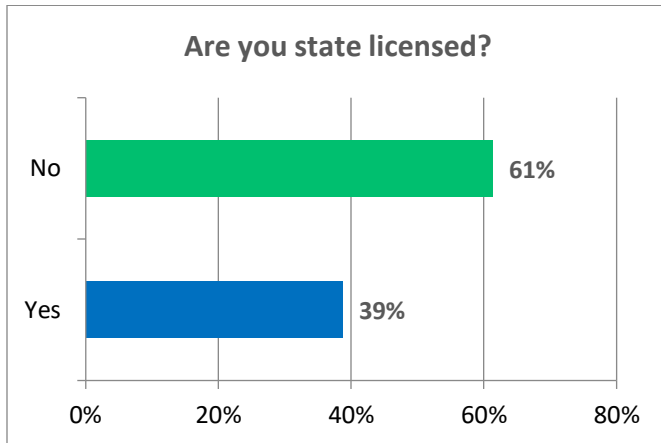
Of 62 respondents, 19 (31%) stated they received some type of state funding. Some of the funding sources listed were: Child and Adult Care Food Program (CACFP), Temporary Assistance for Needy Families (TANF), Head Start state supplements, and various state grants. Sixteen (26%) of the 62 respondents had State Pre-K’s within their programs. Twelve (19%) of the respondents said that they received state funds for Pre-K’s. There were two grantees who commented on the difference in the amount of funding that is given by the states to non-tribal versus tribal programs.



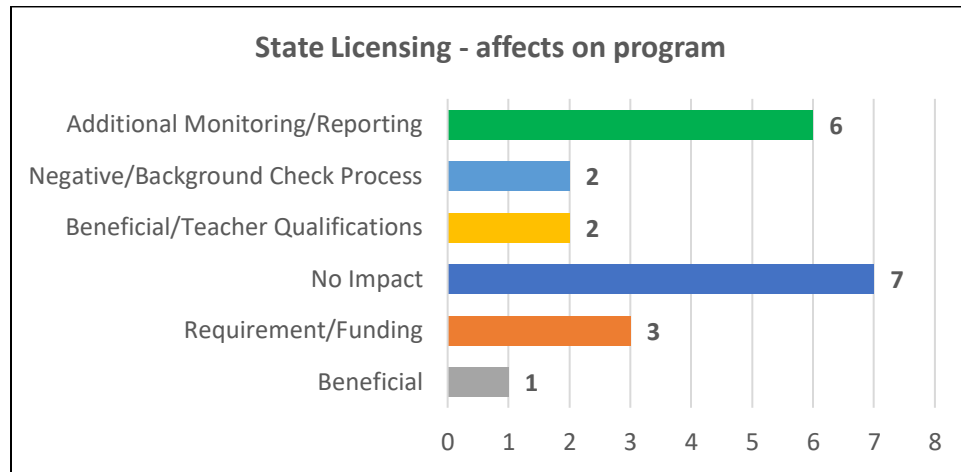
Most respondents – 43 (69%) – stated that they did not receive state funding for their Head Start program. Twelve of the respondents (19%) said they had a very supportive funding relationship with the state and the other grantees who responded (7 (11%)) were either unaware of the ability to apply for state funds or had not applied.

## QRIS / State Licensure of Head Start Programs

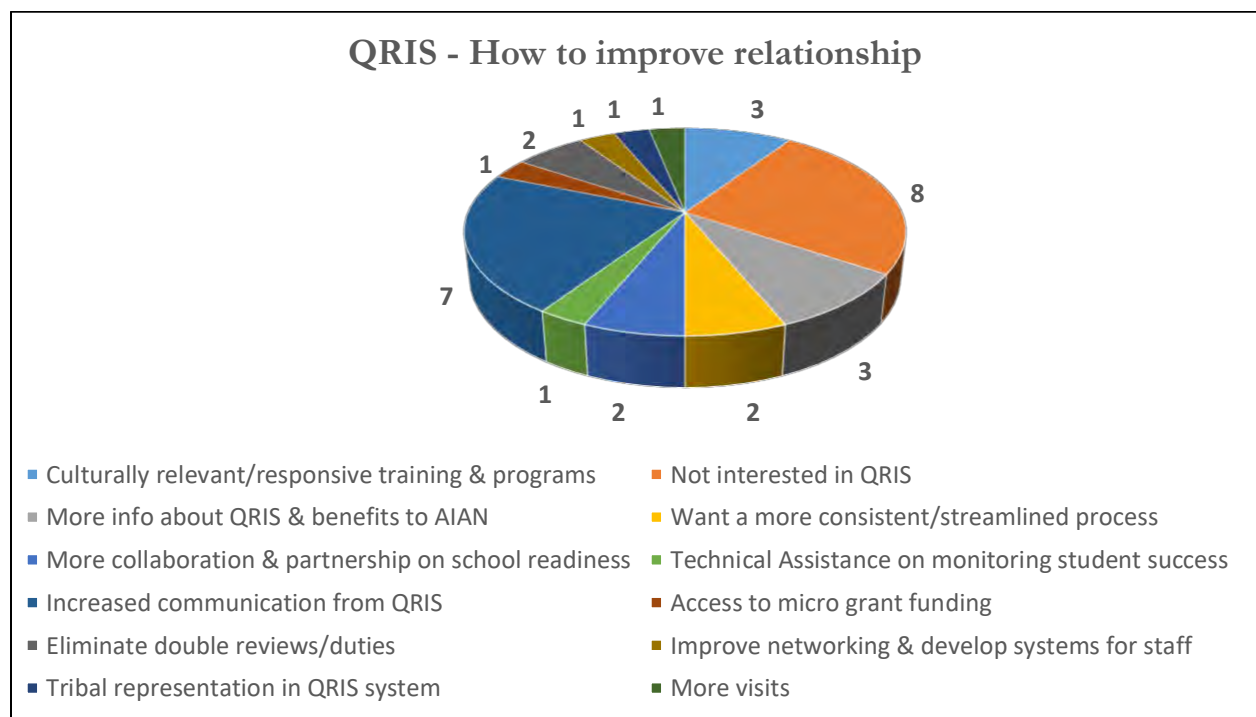
Out of 62 respondents, 24 (39%) stated they were state licensed. Of the 38 respondents that were not state licensed, only 15 (39%) had a tribal license and only 1 (2%) had a formal MOU and/or MOA with their state education department. Of the 16 respondents that responded “Other” to this question 3 were currently working on developing this document, 8 needed to check if they had an MOU/MOA, and the rest – 5 – had informal agreements/MOUs with the state through other Tribal organizations.



The grantees were asked about how state licensing affected their programs. Twenty-four grantees responded to this question. Most respondents (7 (29%)) stated that being part of the state system had no impact on their programs. The next highest group (6 (25%)) stated that it resulted in additional monitoring and reporting for their programs. Three stated it was beneficial to their programs and improved teacher quality. Finally, there were two that stated it had a negative effect on their program due to the length of time needed for background checks. The remaining respondents replied that they had to be a part of the state licensing program due to funding requirements.

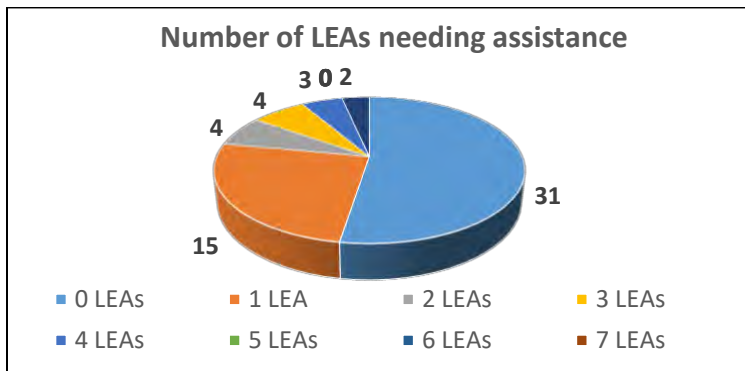
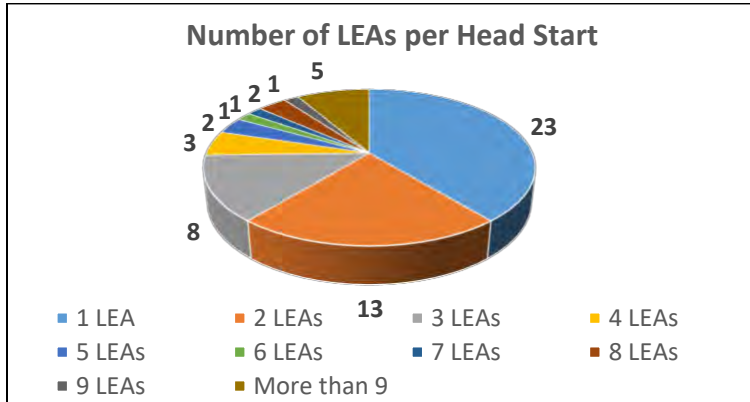


Grantees were then asked how they would like to improve their relationship with the QRIS process. Most respondents (7 (13%)) stated that they would like communications improved between the state level providers and the tribe. Three respondents (18%) commented that they would like more culturally relevant training. Three other respondents stated more information about QRIS would be beneficial. The remaining respondents stated they would like to see more collaboration on items such as school readiness/student monitoring, more consistent & streamlined processes, and the elimination of duplicate reviews & duties.

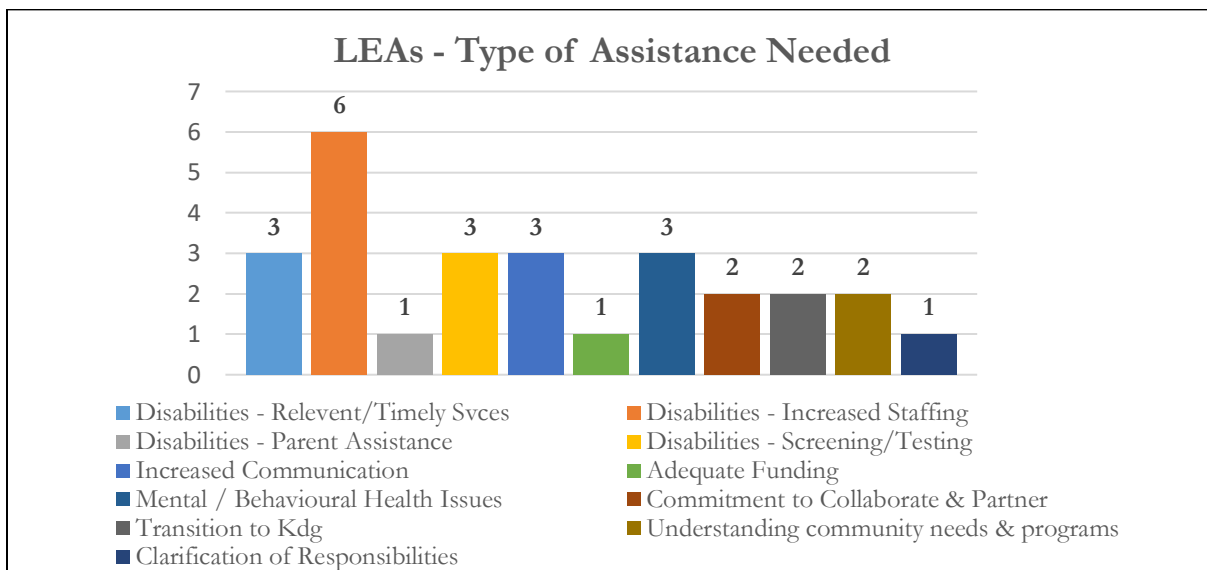


## Local Education Agencies (LEAs)

There were 59 respondents that stated they worked with Local Education Agencies (LEA). Most of the respondents - 23 (39%) – only had 1 LEA for their schools, thirteen had 2 LEAs, and eight had 3 LEAs that worked with their schools. There were 15 programs who had 4 or more assigned LEAs. Out of all 59 respondents, 28 (48%) stated that they needed assistance with one or more of them.



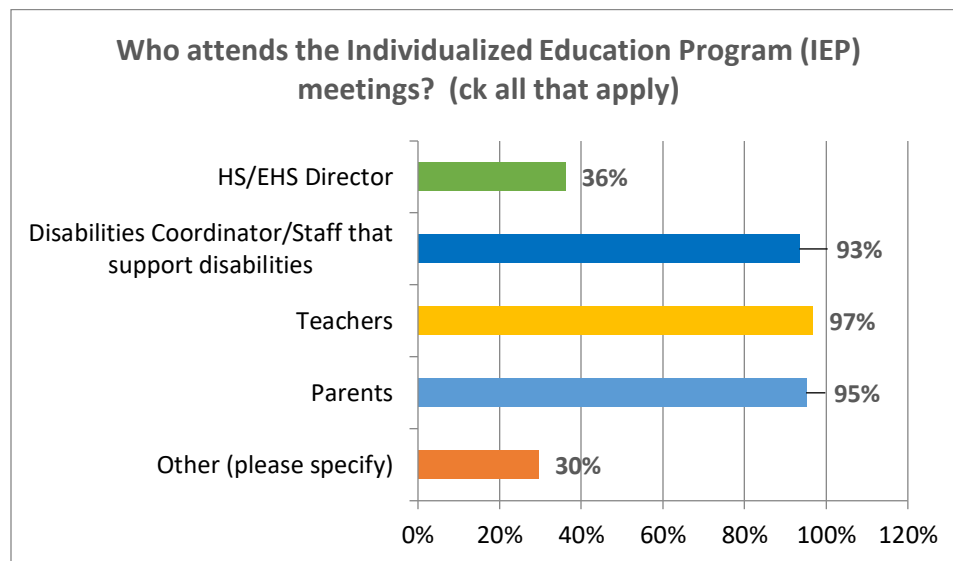
Most respondents who needed assistance with their local education agencies stated they needed support with disability services. The second largest areas of requested assistance were improving communication between the program and their LEAs & training/support with mental health and behavioral health issues.



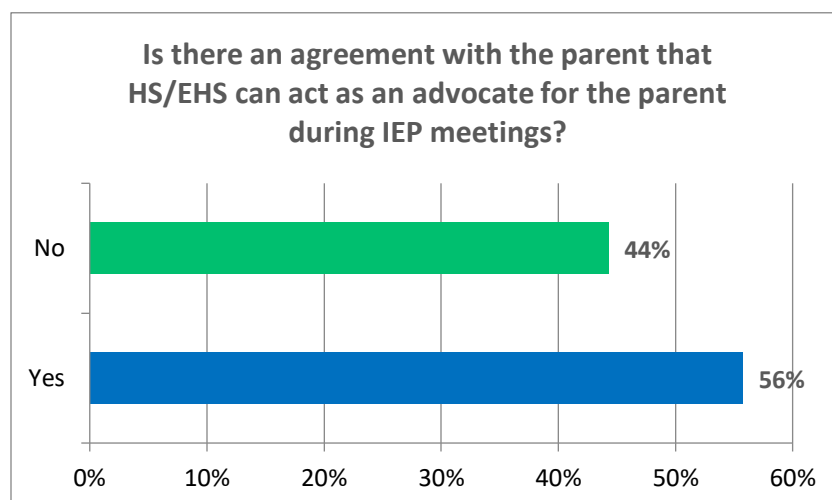
When asked about how Individualized Education Programs (IEPs) were created and funded without a fully executed LEA agreement, the three respondents stated they did this by either working with their BIE school or with the LEA system. All three respondents had different responses on how the development of these IEPs were funded: one stated it was through the BIE system, another was funded through the tribe and the last was funded by the state.

### Individualized Educational Plan (IEP) meetings

There were 61 respondents to this question and they could choose more than one answer. Most respondents stated they included the disabilities coordinators/staff, teachers and parents in IEP meetings. A third of the respondents – 22 (36%) – included HS/EHS Directors in these meetings. Several programs also included the special education providers and other program managers and supervisors.

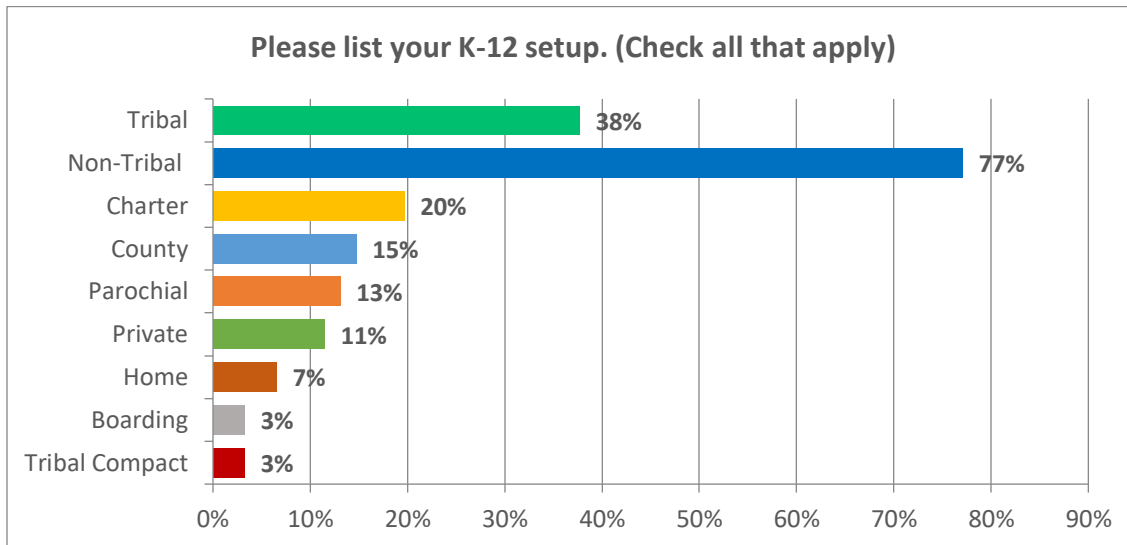


Approximately half of the 61 respondents have some form of an agreement with the parents to advocate for them during the IEP process. Most of the individuals indicated that this is not a formal written agreement but is informal in nature.

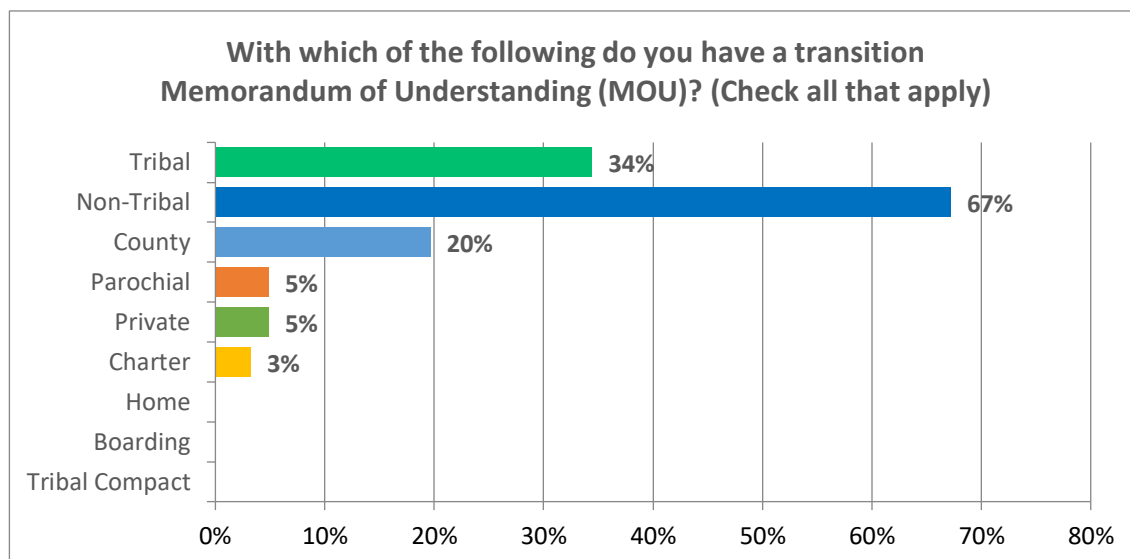


## Transition into K-12 environment

Of 61 respondents, the majority 41 (77%) stated that their children transition into non-tribal K-12 schools; however, there were 21 respondents who did transition their children into tribal schools. For those children who transitioned into non-tribal environments, 35% had children who went into charter and county public schools, 13% to parochial schools, and 24% 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 12<sup>th</sup> grade (52%) or Kindergarten to 8<sup>th</sup> grade (24%).



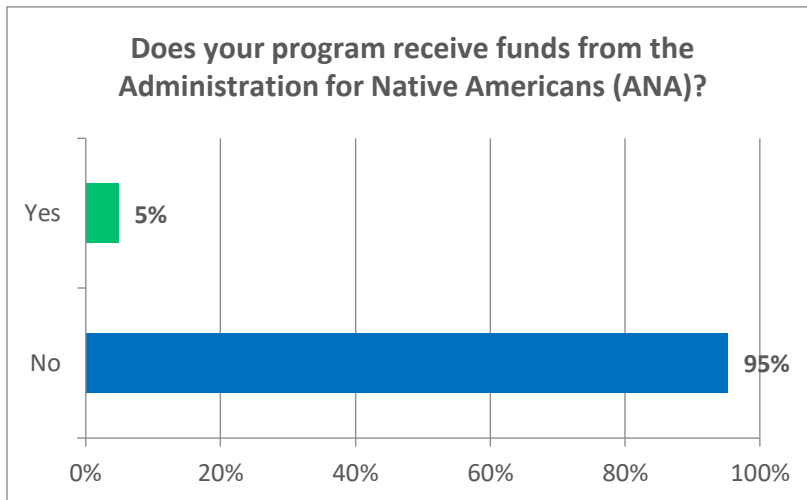
When asked about the Memorandum of Understandings (MOUs) that were in place with the transition schools many of the programs indicated that they had developed MOUs with their partner schools. Out of 47 tribes who transitioned into Non-Tribal schools only 6 respondents indicated that they had not put an MOU in place with these schools. For Tribal schools, only 2 respondents stated they did not have an MOU in place for transition. There was a drastic decrease in establishing transition MOUs when the transition school was a Parochial, Private, or Charter school and were non-existent when the children were going to a boarding or tribal compact school.



## Funding Sources

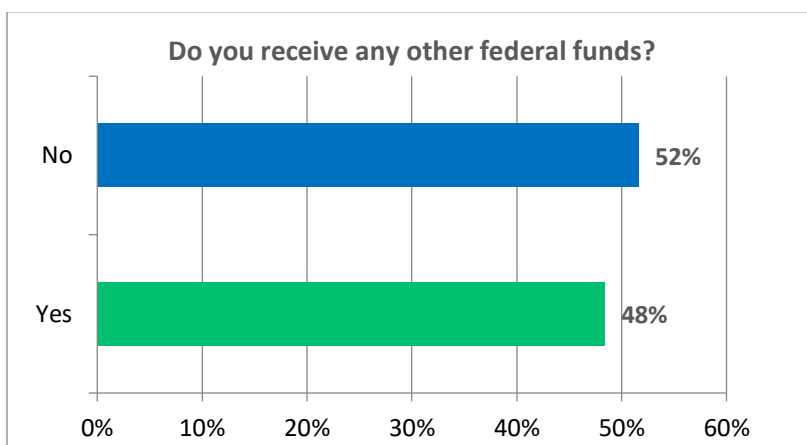
### ANA

Out of the 62 respondents, three individuals stated they received funding from the Administration for Native Americans (ANA). Those who indicated that they received funding from ANA stated that the tribe received the funding and their program was not the ANA grant recipient.



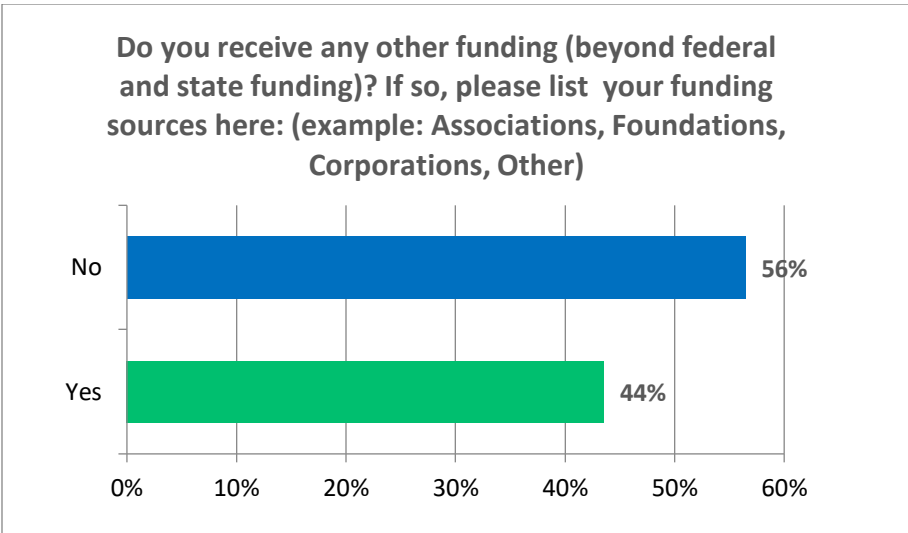
### Other Federal & Non-federal Funding Sources

Thirty (48%) of the 62 respondents received other types of federal funding to support their programs. The main sources of other federal funding were: Child and Adult Care Food Program (CACFP), Child Care Development Fund (CCDF) Block Grants, Johnson O'Malley funding, Part B & C funding, and funds from the Bureau of Indian Education & Affairs.



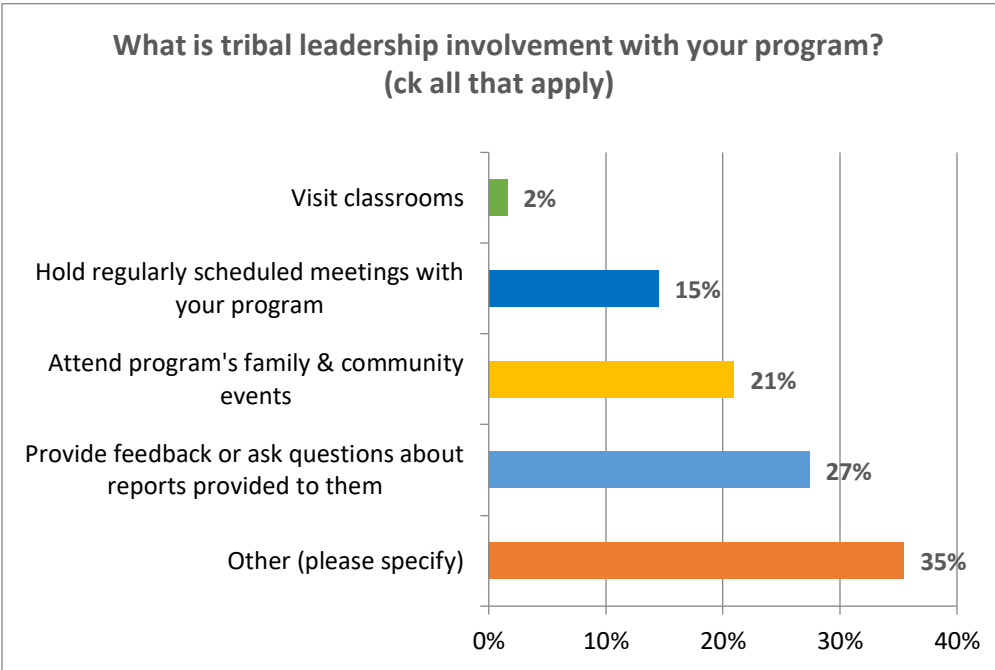
Out of the 62 respondents, 27 (43%) replied that they received funding from several nonfederal sources. The majority – 17 (63%) – stated they received this funding from their tribe. Other non-federal funding sources that supported their program were: mini-grants (United Way & First 5), state & district programs (Race to the Top), and funds from various foundations (Kellogg, Chamisa, and Better Way Foundation).



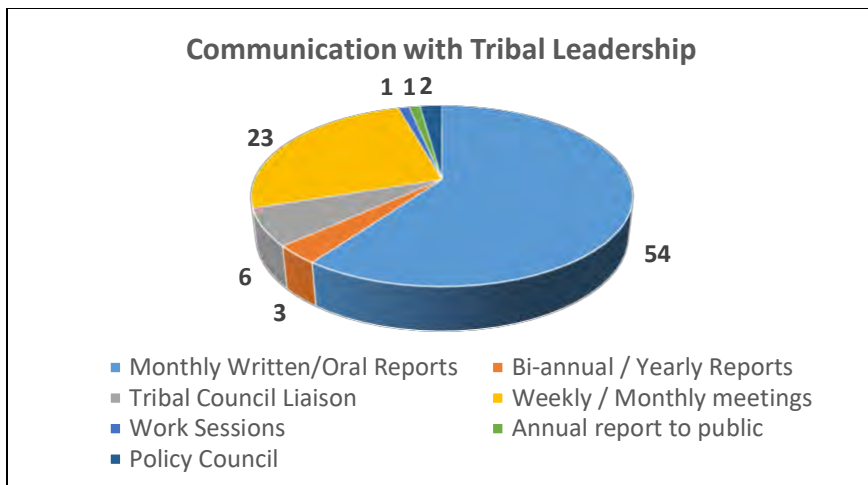


**Tribal Investment in Early Childhood**

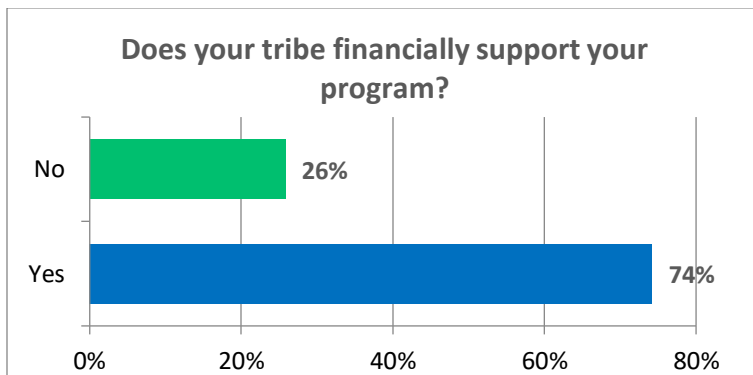
Twenty-two (35%) of the 62 respondents chose the “Other” option because their tribal leadership participated in all the activities listed below. For the other respondents who chose only one option the majority indicated that their tribal councils participated mainly by providing feedback and asking questions of submitted reports. Many respondents also stated that their tribal leadership participate in family and community events.



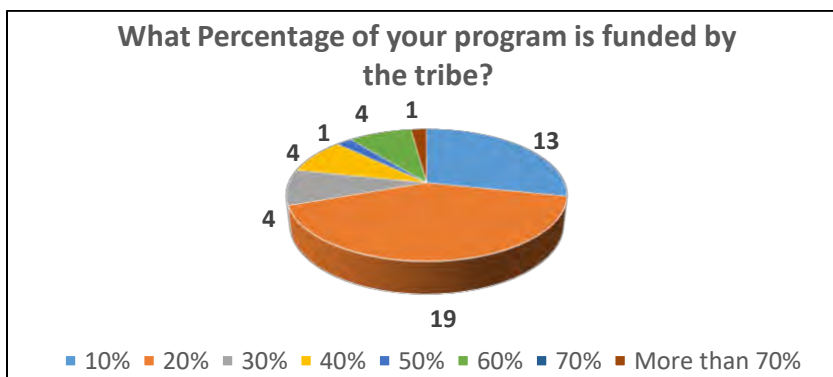
When asked about how programs provided information to tribal leadership 54 of the 62 respondents - (87%) - stated that their main mode of communication was through monthly/quarterly written and oral reports. The next highest response 23 out of 62 (37%) stated they communicated with tribal leadership during weekly or monthly meetings. Other programs had reports that were done annually as well as Tribal Liaisons who attended tribal council and policy council meetings.



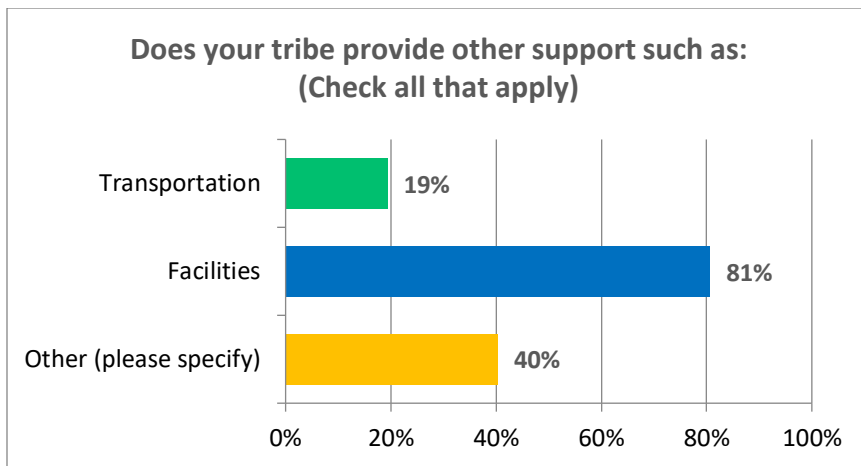
There were 62 respondents who commented on financial support from the tribe. Forty-six (74%) of those respondents confirmed that they received financial support from the tribe in the following areas: salaries, health services, infrastructure, operations, food, motor vehicle tags, utilities, and educational supplies.



Forty-six respondents gave information on the percentage of tribal funding they received for their program. The majority - 32 (70%) - stated that they received 10% to 20% of their funding from the tribe.

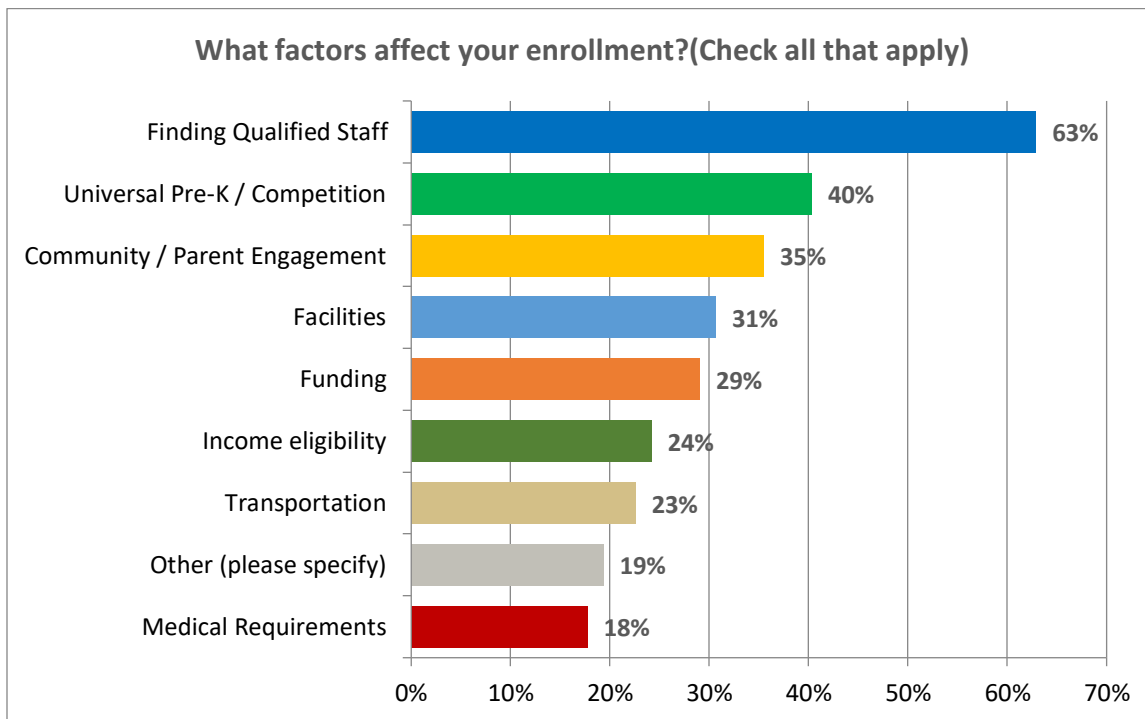


When asked about other types of tribal support, 50 respondents (80%) stated that they received facilities support from the tribe and 12 (19%) received support for transportation. For those respondents who responded "Other" they received tribal support in the following areas: I/T support, graphic design support, language & culture instructors, and other personnel (cooks, maintenance, custodial services, and health specialists).



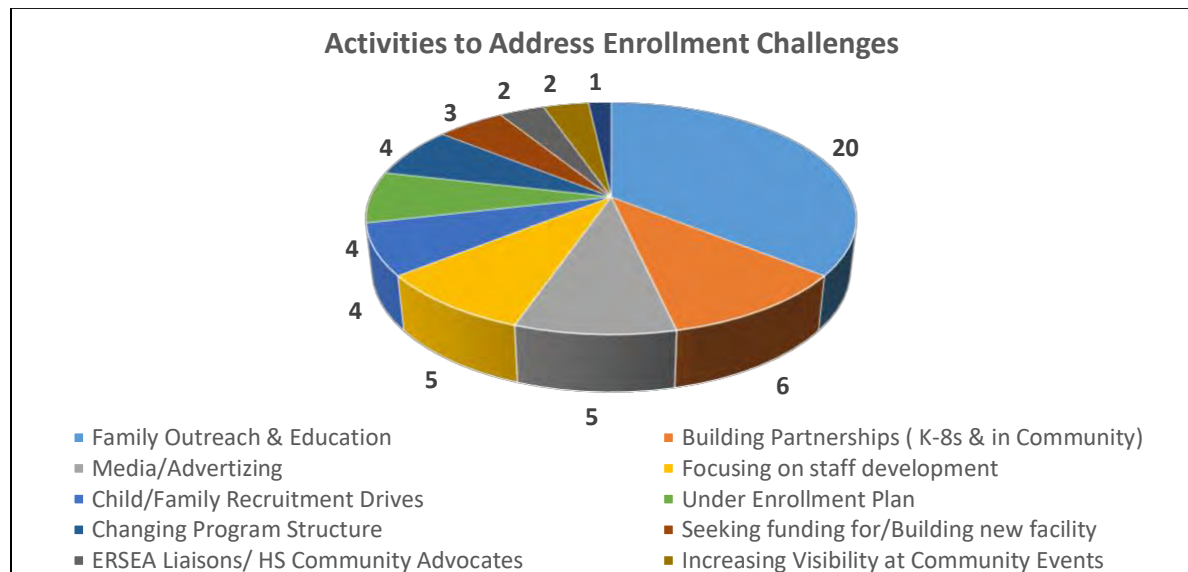
### Head Start Enrollment

There were 62 respondents who commented on what factors were currently affecting their enrollment. Most respondents, 39 (62%), stated that finding qualified staff was the biggest hindrance to increased enrollment. The second largest factors that affected program enrollment Universal Pre-K – 25 (40%) – and community / Parent Engagement – 22 (35%). Lack of adequate Facilities, insufficient funding (esp. for salaries) and income eligibility all came in as third tier factors for enrollment issues.



Within the “Other” category, most responses focused on specific family situations and how the lack of understanding of the importance of early childhood education helped cause under enrollment situations. Another prevalent factor that was discussed by those who chose “Other” was the mobility/nomadic nature of the families as well as insufficient funding for salaries. On the other side of the spectrum, several individuals commented on the fact that they had wait lists and were unable to accommodate these children due to lack of facilities and staff.

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 chart on the previous page. Most programs stated finding qualified staff and low salaries had the greatest impact on their enrollment. The next greatest areas of high impact were competition from other schools and community / parent engagement.

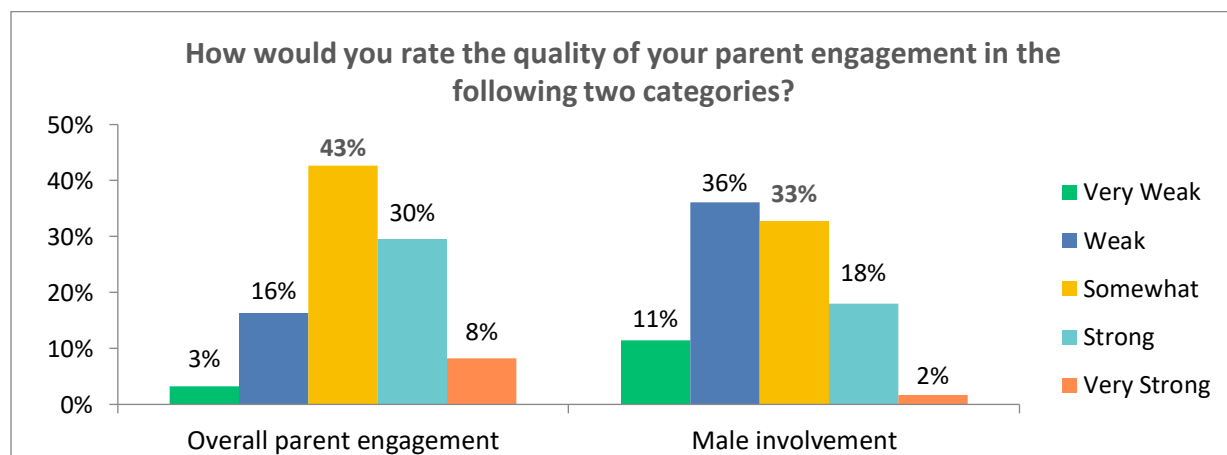


Participants were then asked to describe how they were addressing their enrollment challenges. Most participants were engaging in family and community outreach and education. These activities varied from going door to door, educating parents about the benefits of consistent early childhood education, to being more visible at community events. The other activities respondents focused on were: building partnerships with nearby schools and community organizations, promoting development opportunities for existing staff, and changing the program structure to better fit parent and community needs.

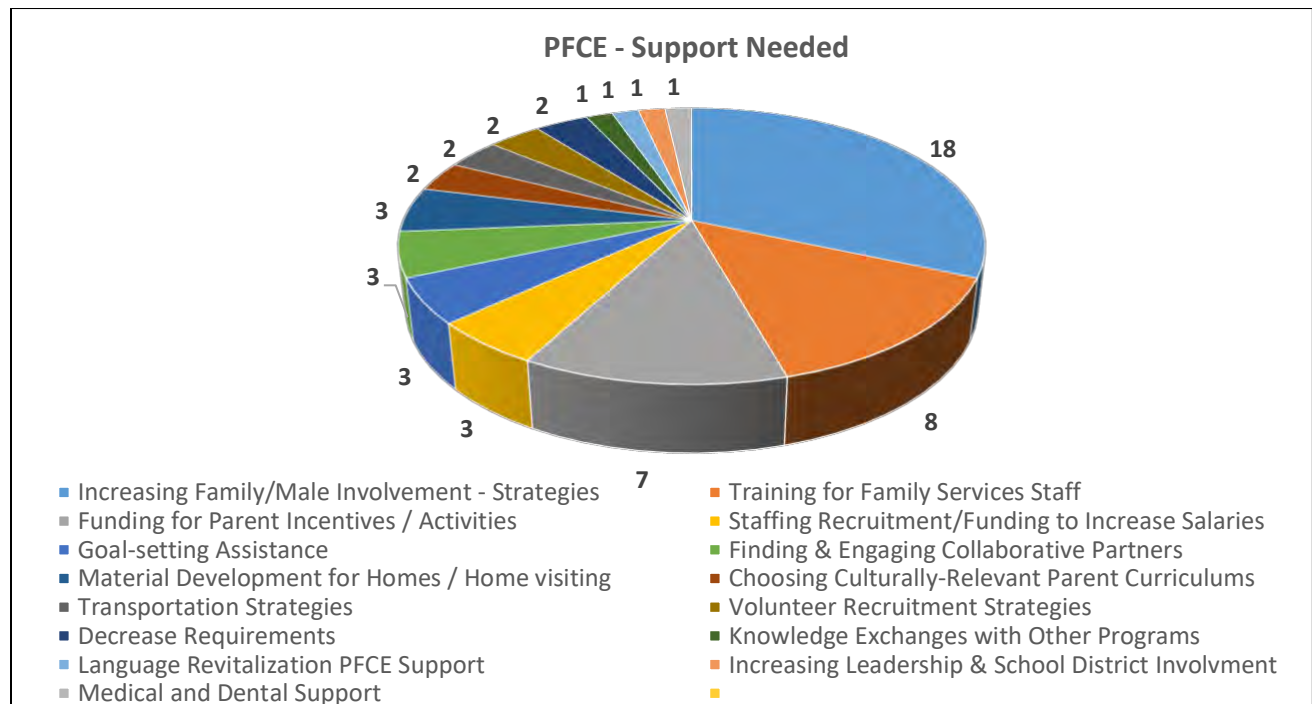
### Family and Community Engagement

Sixty-one respondents commented on the status of their parent engagement programs. Most programs rated their parent engagement programs as very weak, weak, or somewhat effective – 38 (62%). There were 23 programs (38%) who stated that their parent engagement activities were strong or very strong.

On the topic of male engagement, 49 respondents (80%) stated that their programs were very weak, weak, or somewhat effective. There were 12 programs (20%) who responded that they had strong or very strong male engagement programs.

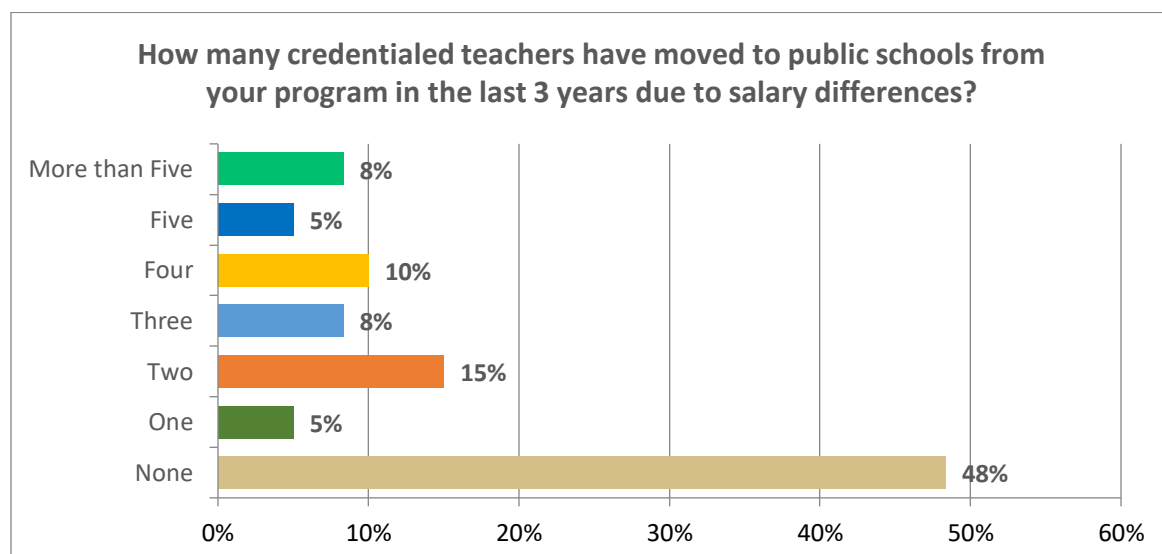


We received 53 comments from grantees on where they need additional support in parent engagement. The main request for support was on assistance with increasing family involvement – 28%. The next highest support area requests were: ideas and strategies for increasing family, community and male involvement; training for family services staff; increased funding to support family & community engagement as well as staffing needs; staff recruitment; and goal setting & planning assistance.

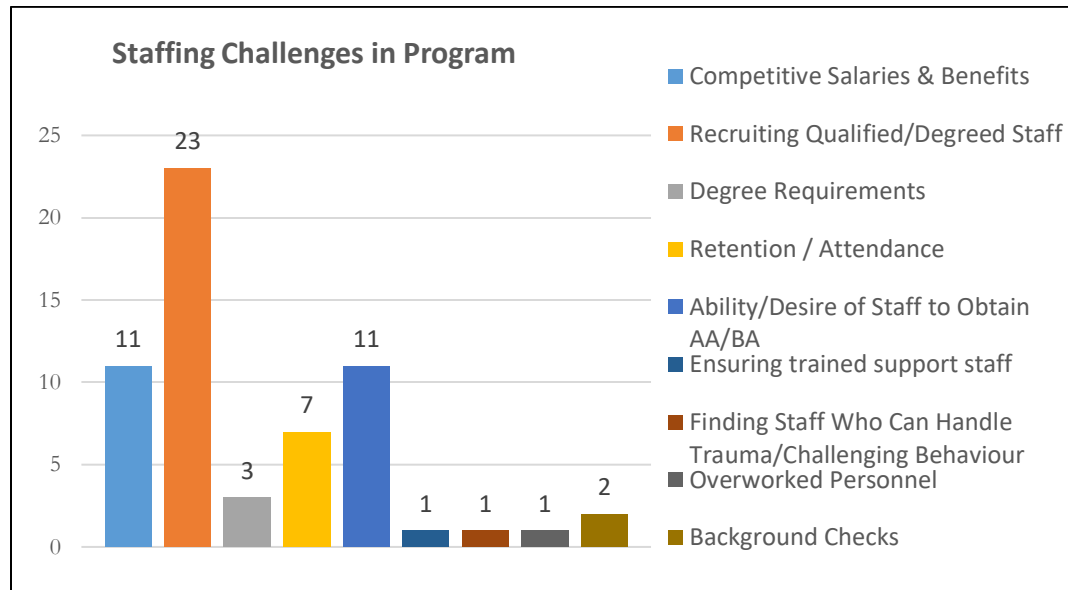


## Staffing

When asked directly about staffing issues, sixty respondents commented on staffing migration due to salary differences. The majority stated they did not have staff leave due to salary differences – 29 (48%). However, those who did have this occur either had 2 to 4 teachers leave their program. Some programs had as many as 7 to 11 teachers leave for higher paying opportunities.



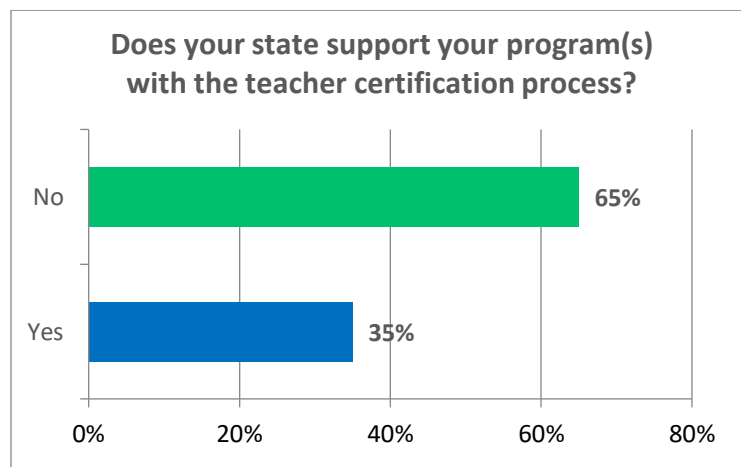
The respondents were then asked about the staffing challenges they are currently facing within their programs. Most respondents – 22 (36%) – stated their greatest staffing difficulty was recruiting qualified and degreed staff. The inability to obtain, or retain, credentialed staff was reflected in most of the responses to this question. The next highest responses were: inability to offer competitive salaries & benefits, degree requirements, retention, and ability/desire of staff to obtain AA/BA.



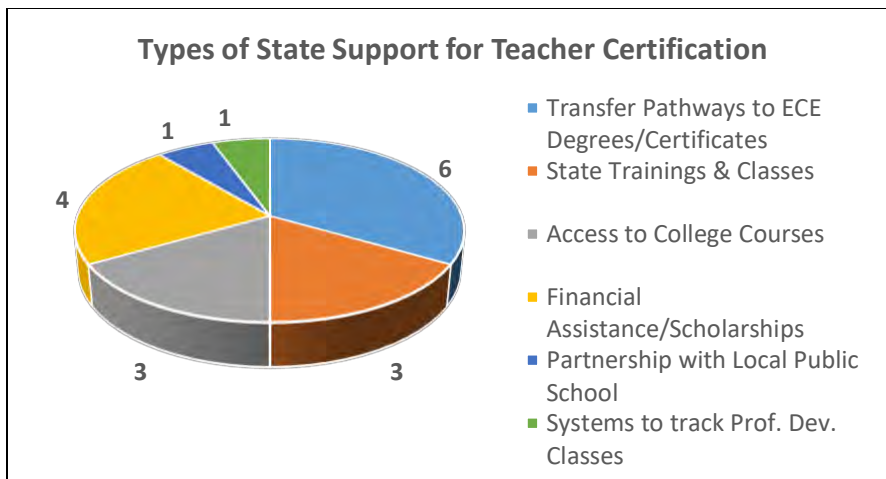
## Certification

### State Support

Out of 60 respondents, 39 (65%) stated the state does not support their program with the teacher certification process. Twenty-one (35%) said that their state does support them with their efforts to certify their Head Start teachers.

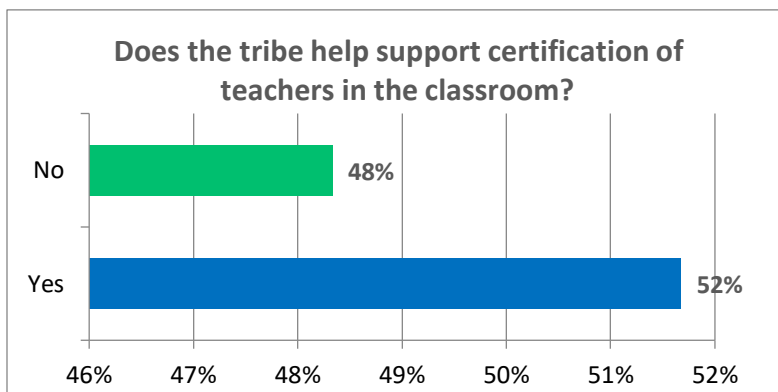


When asked about how teacher certification was supported by the state most of the twenty-one respondents receiving support said they received it through transfer pathways to ECE degrees/certificates via state sponsored classes, trainings, and certificates. The next largest area of support was through financial assistance and scholarships such as the TEACH scholarship.

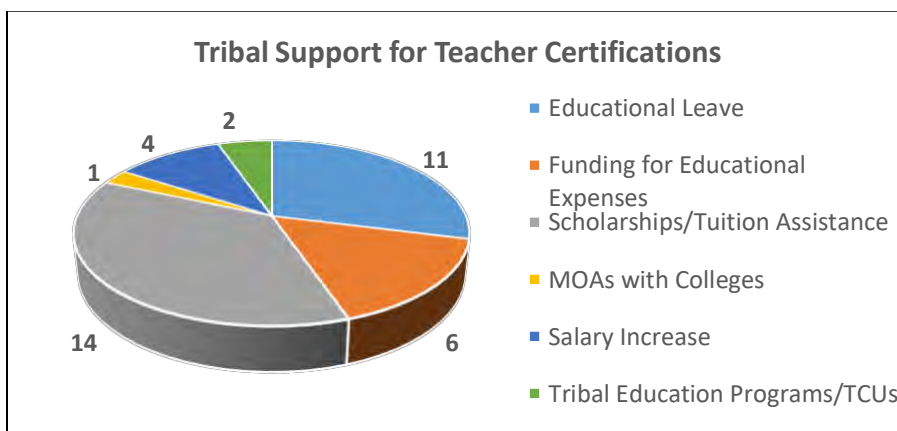


### Tribal Support

Thirty-one respondents (52%) stated they received some type of support from the tribe with the certification of their Head Start teachers. There were 29 respondents (48%) who said they were not receiving any type of support from the tribe.

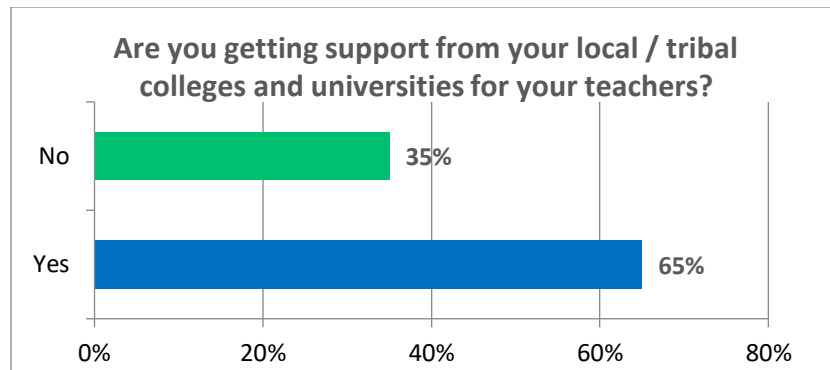


Those who were receiving tribal support stated the main means of support was through financial assistance for tuition and educational expenses. The tribes also offered educational leave for teachers pursuing their degrees/certificates and assisted with course availability through Tribal Education Programs 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.

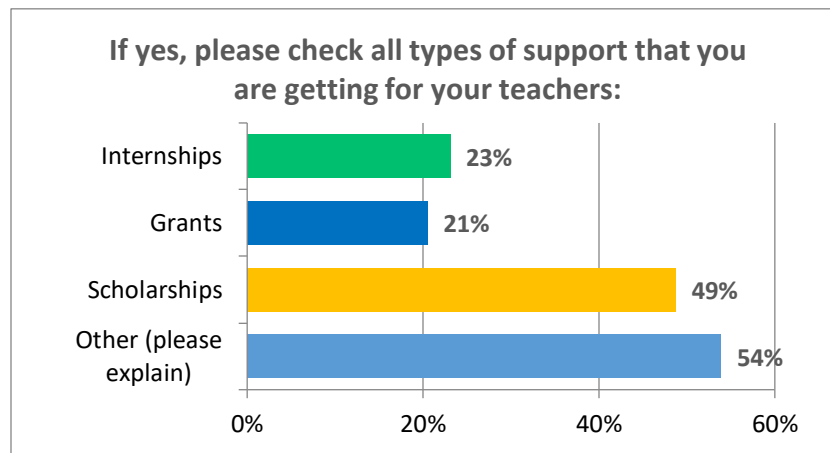


### ***Tribal and Local College Support***

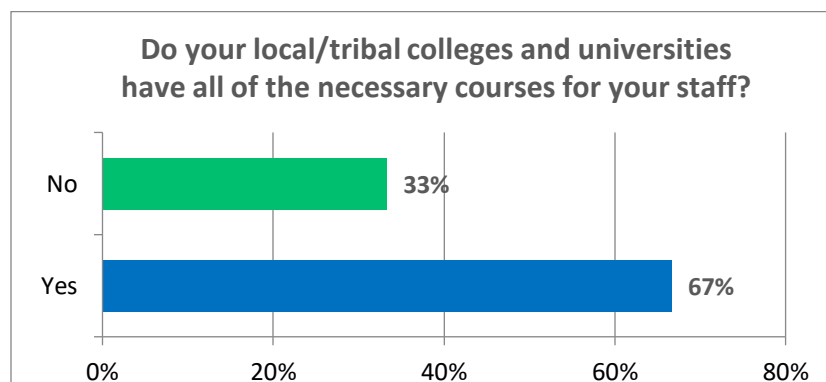
Out of 60 respondents, 39 (65%) said their programs received support from local and tribal colleges with teacher certifications and degrees. Twenty-one respondents (35%) said they were not getting any support from local or tribal colleges and universities. The types of support they received from these 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 for teachers, online classes, and advisers to help teachers navigate the college environment.

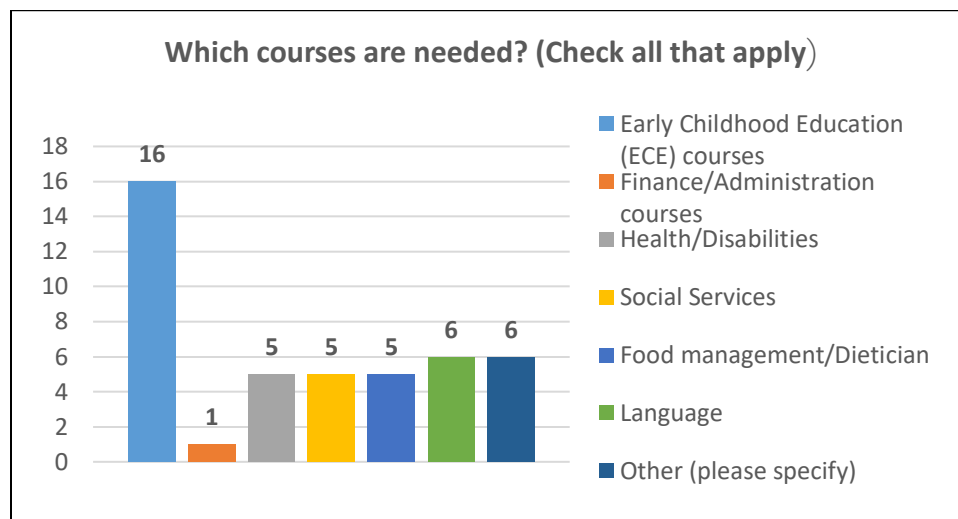


Of 60 respondents, 40 (67%) said their local and tribal colleges have all the necessary courses for their staff, and 20 (33%) said their local colleges and universities do not have all the necessary courses.

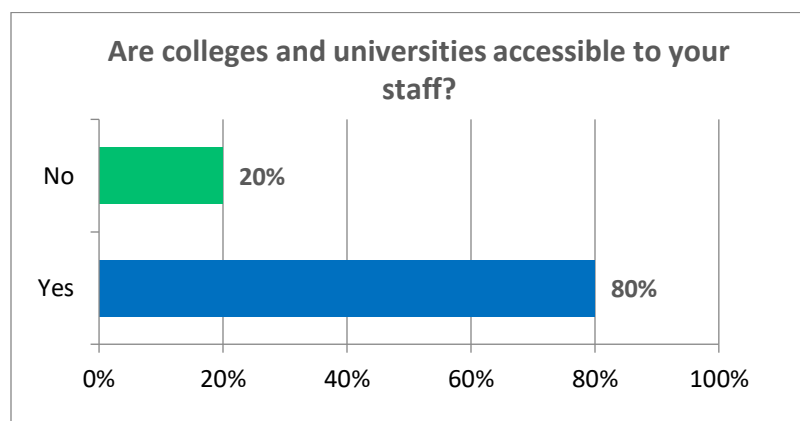




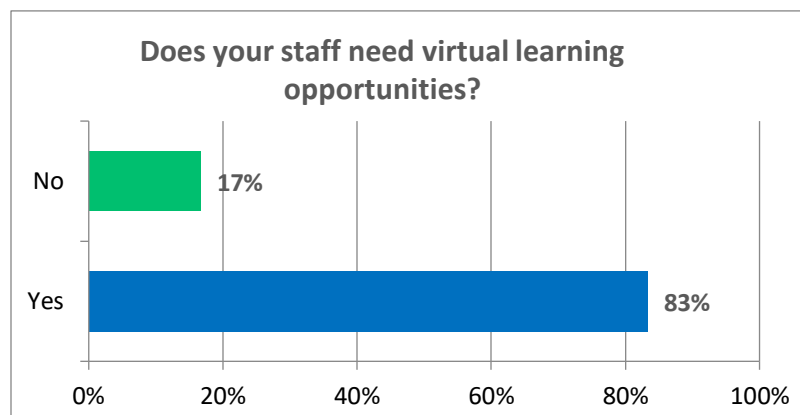
Out of 20 respondents, 16 (80%) said early childhood courses are needed, 5 (25%) need health and disabilities coursework, 5 (25%) want social services courses, 5 (25%) need food management courses, 6 (30%) want language courses, 1 (5%) said they need finance and administration coursework, and 6 (30%) under “other” said BA programs are needed – most colleges only offer AA or CDA courses.



Forty-eight out of sixty respondents (80%) stated that colleges and universities are accessible to their staff, whereas only 12 (20%) said that the colleges and universities were not accessible.

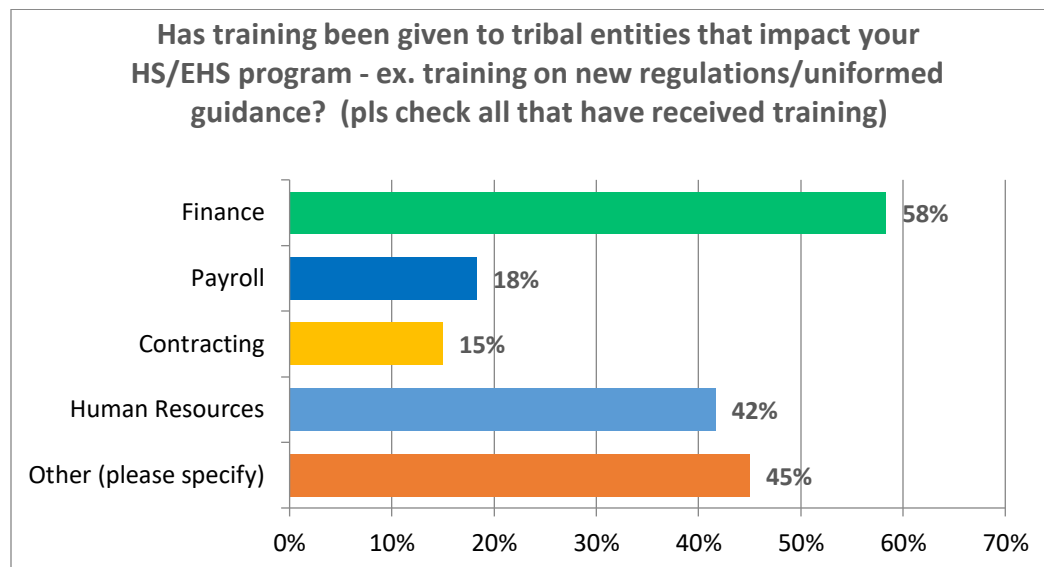


Out of 12 respondents, 10 (83%) said that virtual learning opportunities are needed for their staff, whereas only 2 (17%) respondents said their staff did not need virtual learning opportunities.



## Training on New Regulations and Uniformed Guidance

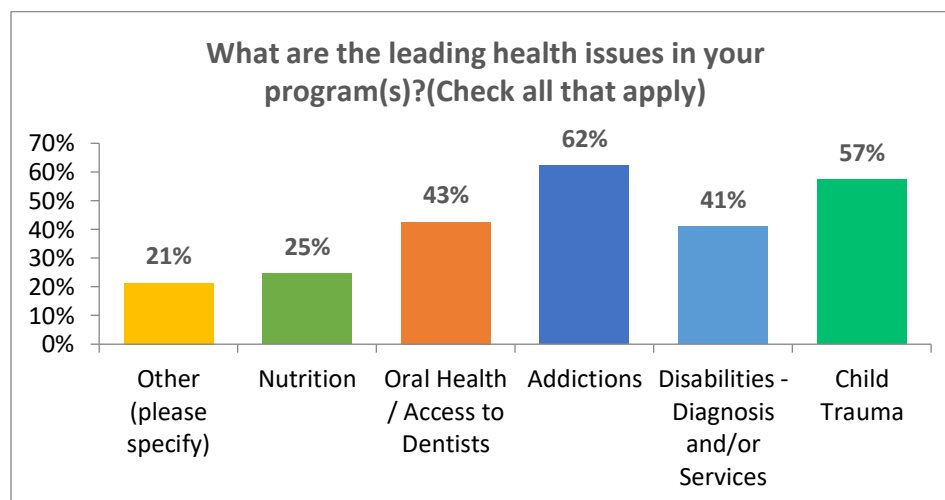
When participants were asked about tribal entities that have been given training on the new regulations and uniformed guidance deployed in 2016, many replied that their support organizations had received training on these regulations. Of the 60 respondents that answered this question 35 (58%) stated that their finance department had received this training. Twenty-five (42%) Human Resource departments, 11 (18%) payroll departments and 9 (15%) contracting departments had also received training on this topic.



For those respondents that replied “Other” to this question, several other Tribal Head Start support organizations were identified as also having had learning opportunities on this new information. The program support groups that were identified were: policy council, board of trustees, grant services, risk management, and information systems.

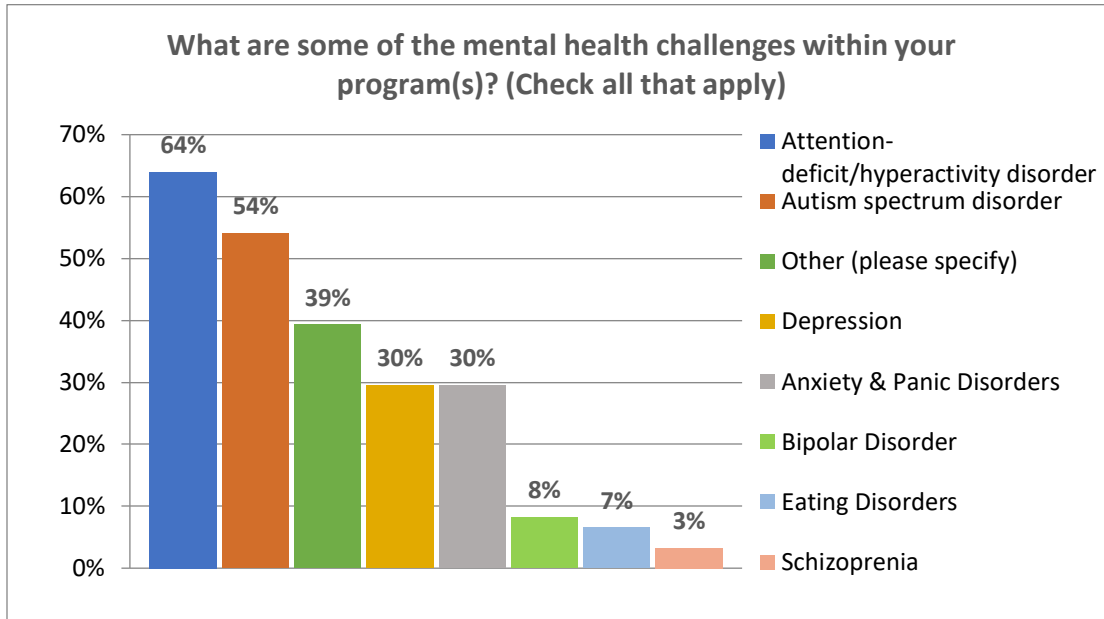
## Health

Of 61 respondents, the majority (38) stated that addiction was the leading health issue in their program. The second largest areas of need were in child trauma (35), oral health (26) and disability diagnosis (25). Most of those individuals who responded “other” stated that childhood obesity and diabetes were currently major health issues.



## Mental Health

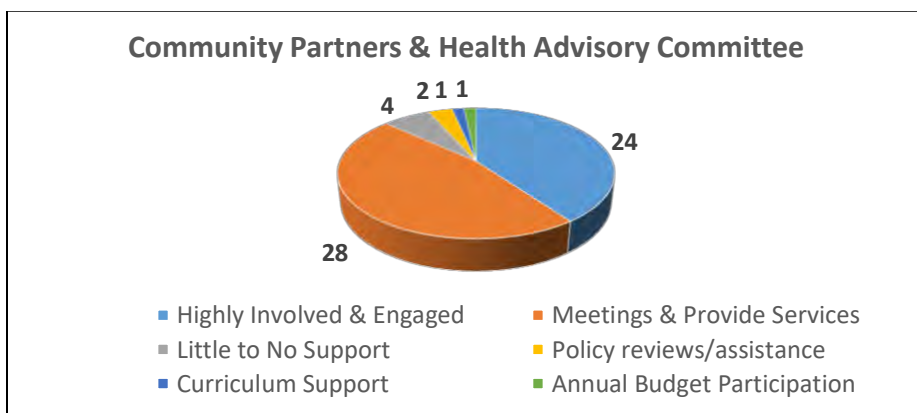
When specifically asked about the mental health challenges within their program 39 individuals (63%) stated that ADD and Hyperactivity were the main issue followed closely by Autism at 54%. There were also quite a few respondents who stated anxiety/panic disorders and depression were a problem for their children.



The third highest category was “Other” and most of the comments in this area were related to challenging behaviors connected to children’s home environment. Some other comments that were listed were: lack of mental health providers, PTSD, incarcerated parents, opioid addicted birth, mental health issues associated with witnessing domestic abuse, removal from home environment, and emotionally detached parents.

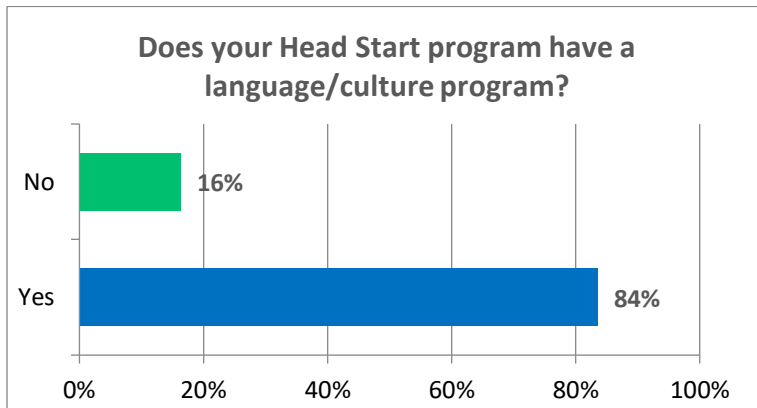
## Community Partners and Health Service Advisory Committee

When asked to describe how community partners supported their Health Service Advisory Committee most grantees (46 %) said their partners attended meetings regularly and provided their programs with needed services and resources. The next largest group (39%) stated that they had great support: regular screenings, referral assistance, and help with development of policies and procedures. A small percentage of respondents (6%) received little to no support for their program.

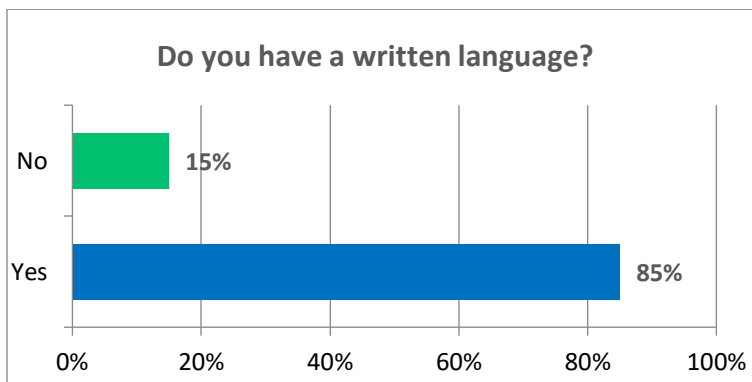


## Tribal Language & Culture

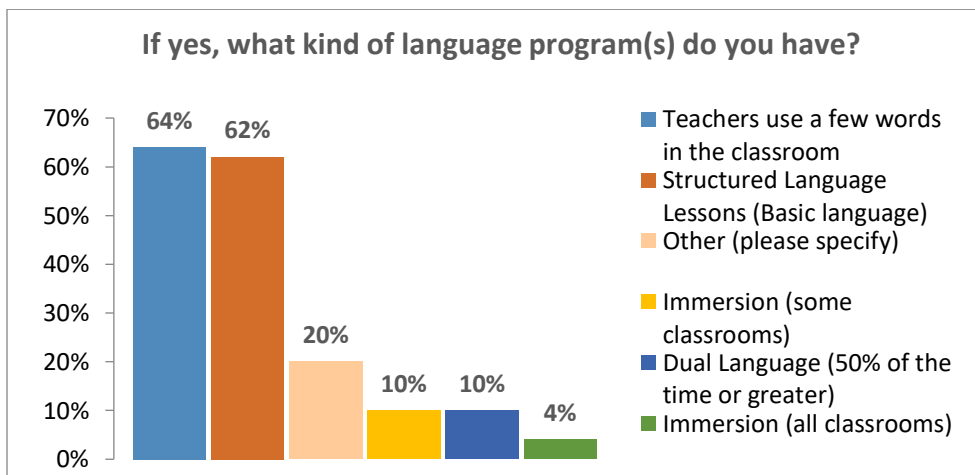
Of 61 respondents, 51 (83%) stated they had tribal language and culture as part of their Head Start program. Only 10 respondents responded that they did not incorporate language and culture into their classrooms.



For most respondents (51 - 85%) their tribal language is a written language, while the tribal language for the rest of the tribes (9 - 15%) is an oral language only.

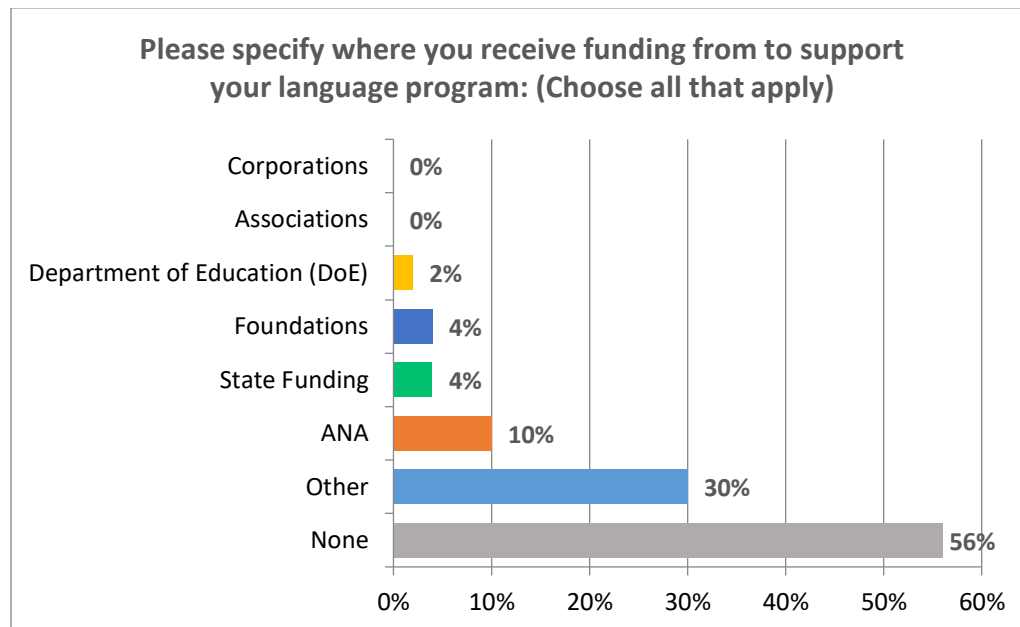


Of these 51 respondents, 31 (62%) included structured language lessons as part of their classes, 32 (64%) stated teachers speak at least a few words of the tribal language in the classroom, and some did both types of strategies. Very few, 5 (10%) had immersion classrooms and 5 (10%) included tribal language 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.

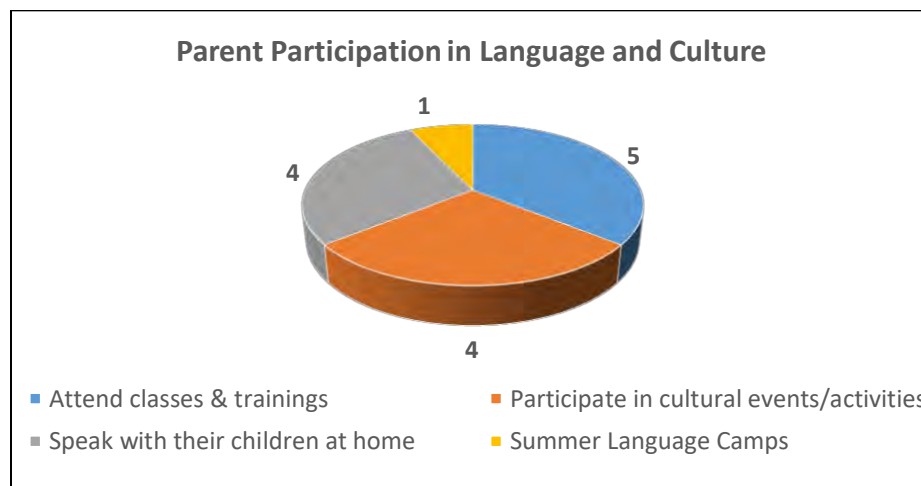


Those tribes that specified “Other” – 10 (20%) – when asked to describe their language program included language activities within their classrooms by providing language curriculum kits and by having elders, visiting teachers or cultural coordinators come in to work with children on the language.

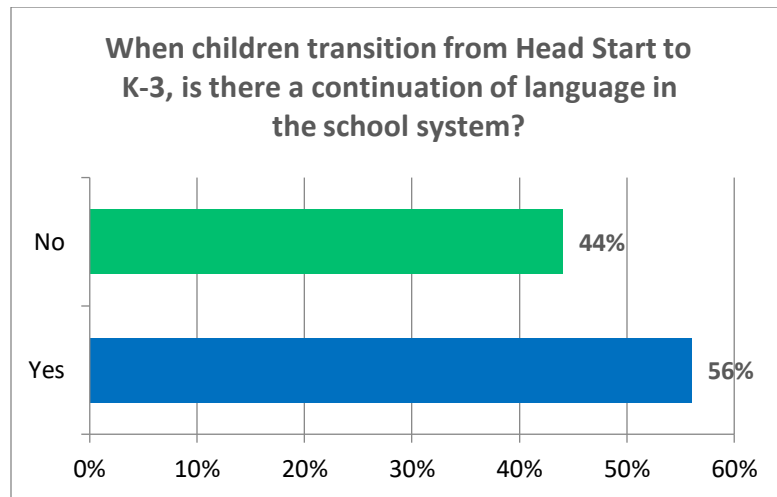
When asked about how they funded their language programs, most of the respondents – 28 (56%) – stated that they did not receive funding for their programs. The remaining 10 respondents who indicated a funding source listed the following groups: 5 received ANA funding, 2 received funding from the state or foundations (Kellogg, Better Way), and 1 received funding from the Department of Education. Those who chose “Other” – 15 respondents (30%) – stated the following funding sources: Tribal funding and/or they used a portion of their Head Start funding for their language programs.



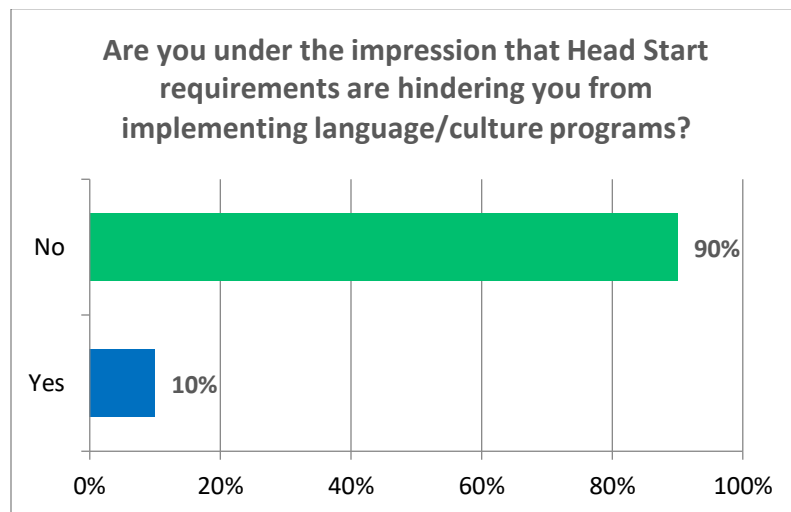
Participants were then asked about whether families were engaged with language preservation and supporting language and culture initiatives with their children. Thirty-eight respondents (63%) stated that their families did participate in these efforts; while 22 respondents (36%) stated they were not involved. Those families who supported language preservation participated in the following ways: attended language classes, participated in cultural events and activities, and spoke with their children at home using activities distributed by the school and tribal programs.



Grantees were also asked about whether language was continued after the child transitioned out of Head Start. Most respondents – 28 (56%) – stated that there was a continuation of language; however, those children who were able to continue with the language primarily transitioned into tribal schools. Very few continued with the language if they transitioned into a public-school setting.

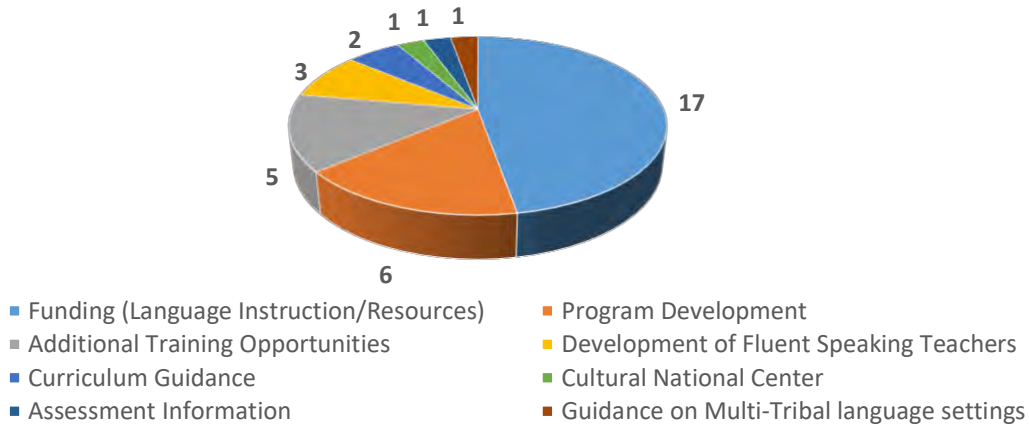


Most respondents – 54 (90%) – felt that Head Start did not hinder their language and culture initiatives within the classroom; however, there were 6 respondents that did feel there were some barriers in place such as: teacher credentialing requirements, CLASS reviewers lack of language & cultural understanding, lack of financial support, curriculum requirements and time restrictions due to emphasis on 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 39 grantees that responded to this question. Most respondents – 17 (44%) said that additional funding for staff and resources were needed. The next highest request was for program development assistance – 6 (15%) – followed by additional training opportunities and teacher development for immersion classrooms.

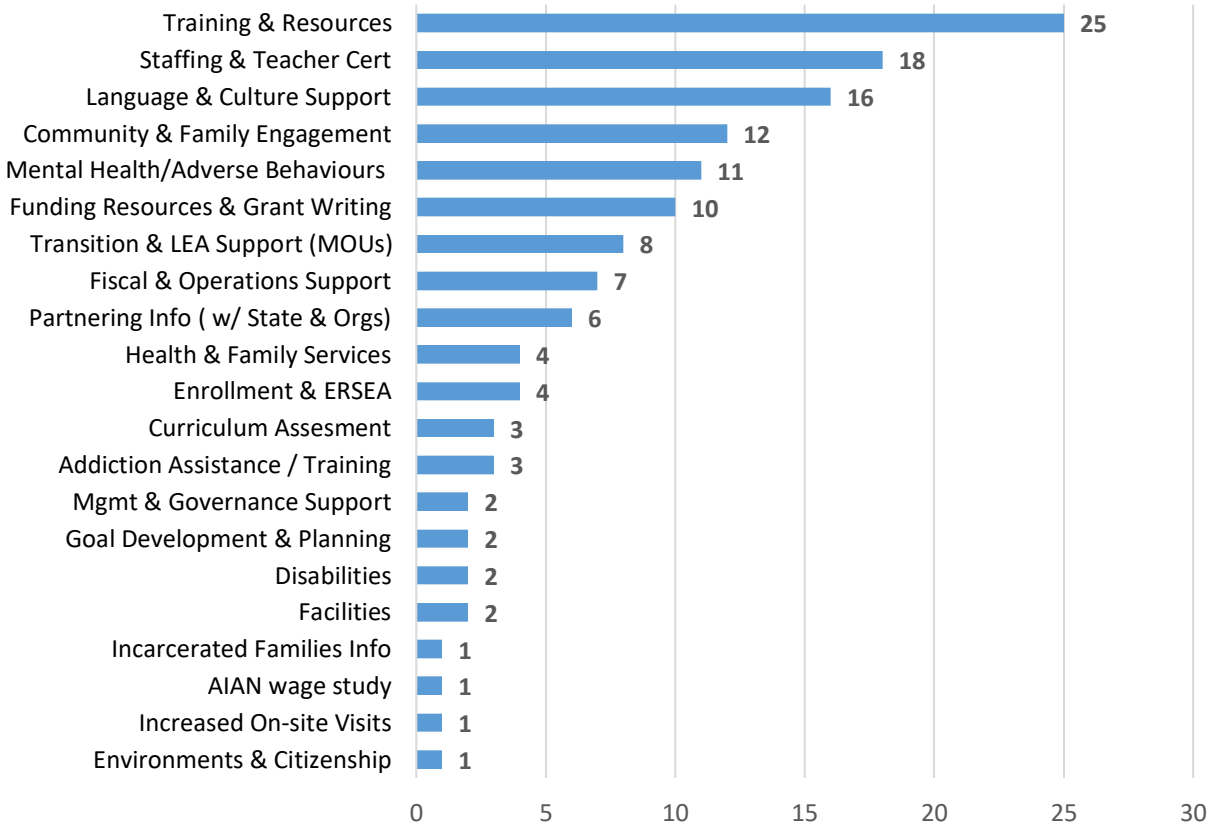
**Type of Support Needed for Language Programs**



### Top Three Areas of Needed Support

Of 42 respondents, the three areas of most needed support were in Training and Resources on a wide variety of topics, support with staffing and teacher credential needs, and language/culture program support. The next 2 biggest areas were providing community/family engagement strategies and mental health information and support. Grantees also requested assistance with the identification of funding resources/grant writing and LEA support. The rest are listed in descending order.

**Areas of Needed Support**



## Appendix

Table 1 – Survey Respondents

<b>Grantee Name</b>	<b>State:</b>
Chugachmiut Head Start	AK
Kenaitze Indian Tribe	AK
Cook Inlet Native Head Start	AK
The Navajo Nation	AZ
Cocopah Head Start	AZ
Tolowa Dee-ni Nation	CA
Yurok Tribe Head Start	CA
California Rural Indian Health Board, Inc.	CA
Owens Valley Career Development Center	CA
Nez Perce Tribe	ID
Shoshone-Bannock Tribes	ID
Prairie Band Potawatomi Nation	KS
Grand Traverse Band of Ottawa and Chippewa Indians	MI
Sault Ste. Marie Tribe of Chippewa Indians	MI
ITC Michigan	MI
Bois Forte Tribal Government	MN
Fond du Lac Head Start	MN
Mille Lacs Early Education	MN
Mississippi Band of Choctaw Indians	MS
Rocky Boy Head Start	MT
Fort Belknap Head Start Program	MT
Northern Cheyenne	MT
Cankdeska Cikana Community College Head Start	ND
Winnebago Tribe of Nebraska	NE
Omaha Tribe Head Start	NE
Santee Sioux Nation	NE
San Felipe Pueblo Head Start	NM
Ramah Navajo School Board Inc	NM
Eight Northern Indian Pueblos Council Inc.	NM
Pueblo of Zuni Head Start Program	NM
Santo Domingo Early Childhood Learning Center	NM
Ramah Navajo School Board, Inc.	NM
Alamo Navajo Early Childhood Center	NM
Jicarilla Apache Nation	NM
Walatowa Head Start Language Immersion Program	NM
Santa Clara Pueblo HS	NM
Reno-Sparks Indian Colony Head Start	NV



Cherokee Nation	OK
Cheyenne and Arapaho Tribes of Oklahoma	OK
Choctaw Nation of Oklahoma	OK
Kiowa Tribe	OK
Otoe-Missouria Head Start	OK
Muscogee (Creek) Nation Head Start	OK
Chickasaw Nation Head Start	OK
Confederated Tribes of the Umatilla	OR
Confederated Tribes of Grand Ronde	OR
Lower Brule Sioux Tribe	SD
Oglala Lakota College Wounspe Oaye Tokahe HS/EHS	SD
Cheyenne River Sioux Tribe	SD
Sisseton Wahpeton Head Start	SD
Kickapoo Traditional Tribe of Texas	TX
Yakama Nation Head Start	WA
Lummi Early Learning Programs	WA
Colville Confederated Tribes	WA
Lower Elwha Head Start	WA
Quileute Tribe	WA
Makah Tribe	WA
Tulalip Tribes	WA
Menominee Indian Tribe	WI
St. Croix Chippewa Indians of Wisconsin	WI
Bad River Head Start	WI
Shoshone & Arapahoe Birth-Five Head Start	WY