

# Tribal Participatory Research on a National Scale:

The Story of the First National  
Study of American Indian and  
Alaska Native Head Start

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ROUNDTABLE DISCUSSION at the Child Care and Early Education Policy Research Consortium 2017

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# ABOUT US



**Lizabeth  
Malone**

Senior Survey  
Researcher

Dr. Lizabeth Malone is a senior survey researcher at Mathematica Policy Research in Washington DC. Over the last 15 years, she has contributed to the design, implementation, and analysis of several national studies on children's development and early care and education settings, including the Head Start Family and Child Experiences Survey (FACES) and the Early Childhood Longitudinal Studies (ECLS). She is the current project director of FACES and the American Indian and Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES).



**Jessica Barnes-  
Najor**

Associate Director of  
Community Evaluation  
and Research Center

Jessica V. Barnes-Najor, Ph.D. is an associate director for University-Community Partnerships in University Outreach and Engagement at Michigan State University. She is a developmental psychologist with a specialization in applied developmental science. Through her work, Dr. Barnes-Najor has developed approaches for conducting culturally appropriate research in collaboration with American Indian and Alaska Native early childhood education programs.



**Michelle  
Sarche**

Associate Professor

Michelle Sarche, Ph.D., is a clinical psychologist and Associate Professor in the Centers for American Indian and Alaska Native Health, at the University of Colorado Anschutz Medical Campus, Colorado School of Public Health. Dr. Sarche's work includes the Tribal Early Childhood Research Center, the Native Children's Research Exchange, the Maternal Child Health Link program, and the Buffering Toxic Stress Consortium. Dr. Sarche is a member of the Lac Courte Oreilles Band of Ojibwe.

# ACKNOWLEDGEMENTS



**MATHEMATICA**  
Policy Research



**OPRE**

 **OFFICE OF HEAD START**  
An Office of the Administration for Children & Families



In addition to recognizing our organizational partners, we are deeply honored to have worked with the TRC FACES Steering Committee and the American Indian/Alaska Native Head Start communities



# SESSION OBJECTIVES



Moving beyond conducting culturally sensitive research, we have worked in collaboration using an approach to research that supports a respectful relationships with each other and with knowledge.

## Goal #1

Review FACES and motivation for AI/AN FACES

## Goal #2

Describe the collaborative processes to design, implement, and disseminate AI/AN FACES

## Goal #3

Discuss approaches and how it can serve as a model for future research

# INTRODUCTION TO THE HEAD START FAMILY AND CHILD EXPERIENCES SURVEY (FACES)

Corresponding  
Slide

3

## What is FACES?

Since 1997, FACES has been a regular source of nationally-representative data on Head Start programs, centers, classrooms, children, and families

## What is the purpose of FACES?

FACES data provide a picture of:

Head Start children's school readiness

- ▶ Health and physical development
- ▶ Cognitive development
- ▶ Social emotional development

Head Start program performance

- ▶ Quality
- ▶ Child/family outcomes

## Why is FACES important?

FACES data are used to:

- ▶ Track changes over time in the Head Start population, services, quality, and outcomes
- ▶ Identify ways to improve Head Start services

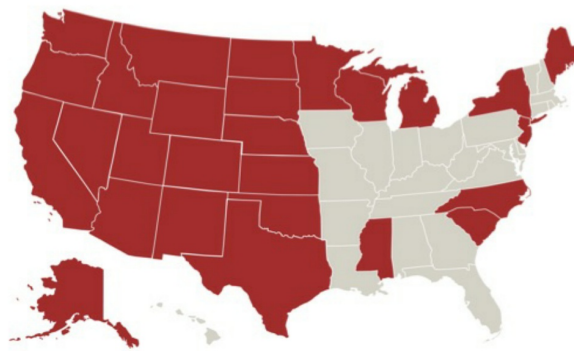


# Office of Head Start Region XI

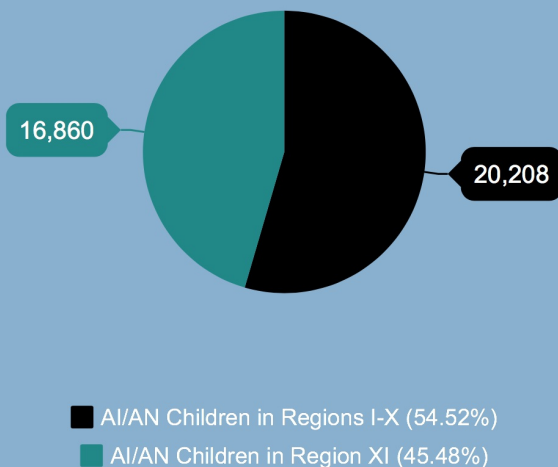
## What is Region XI of the Office of Head Start?

The Office of Head Start is organized into 12 regions for providing services to children and families. Regions I through X are geographically based. Regions XI and XII are population based. Region XI provides services to American Indian tribes and Alaska Native villages.

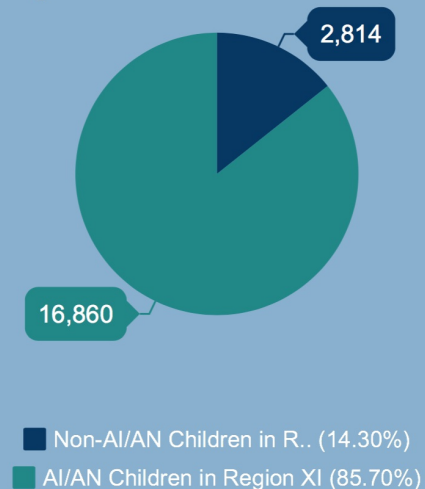
**States with Region XI Head Start Programs**



**37,068 AI/AN Children Served by Regions I-XI Head Start in 2014-2015**



**19,674 AI/AN and Non-AI/AN Children Served by Region XI Head Start in 2014-2015**



# FACES AND REGION XI

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Historically, Region XI  
(American  
Indian/Alaska Native)  
programs have not  
been included in  
FACES

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## Why?

- ▶ Tribal concerns about research
- ▶ Unique protocols for research involving sovereign tribal nations
- ▶ Resource-intensive nature of planning and implementing study according to best tribal practices

## As a result

National descriptions of Head Start do not include the experiences of Region XI programs, children, and families

Region XI lacks important national-level data on the children and families they serve – without which they are at disadvantage for knowing the needs of children and families or how best to meet those needs



# OUR PROCESSES

The Administration for Children and Families, Office of Head Start and Office of Planning, Research and Evaluation have planned the study to be responsive of the needs of Region XI Head Start children, families and programs. The study design reflects advice from members of the AI/AN FACES Workgroup, comprised of Region XI Head Start directors, researchers, and federal officials. The members of the Workgroup share a commitment to addressing cultural issues in how the study will be carried out and findings shared with the Head Start community.



## Goal #1

Build community among researchers, tribal program staff, and federal program administrators

## Goal #2

Create a space for open expression of different points of view, dissent, and convergence

## Goal #3

Focus on collective goals, while understanding differing individual needs

Fall 2013

AI/AN FACES Planning began

Spring 2015

Region XI Program Recruitment

Fall Data Collection

Spring Data Collection

2016-2017

Analysis & Reporting Begin

Fall 2014

Fall 2015

# OUR ACTIVITIES

## Establish Study Design

Collaboratively determined:

- Population of interest
- Key areas of interest
- Measurement
- Methodology
  - Align
  - Adapt
  - Add & Develop

1

## Participate in Sensitive Engagement with Tribal Communities

Workgroup members:

- Engaged Head Start and tribal leaders
- Engaged programs
- Engaged communities
- Engaged children and families

2

## Establish Data Priorities

Collaboratively determined:

- Analytic priorities
- Dissemination priorities

3

## Recruit Programs & Train Staff

- Workgroup teams co-developed & implemented trainings
- Workgroup members paired with research staff to co-recruit

4

## Interpret Finding & Develop Products

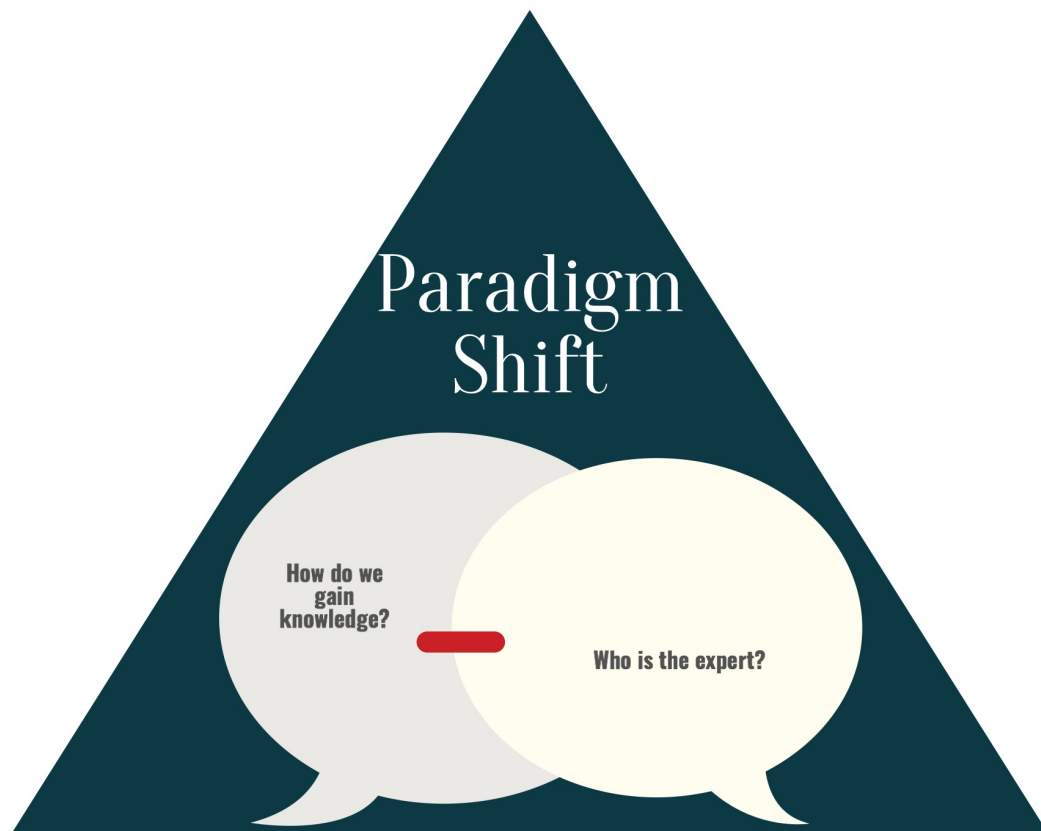
Collaboratively:

- Examining findings
- Discussing and reviewing products
- Develop guidelines for reporting findings
- Develop guidelines for data access

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# OUR WORK IN CONTEXT

Paradigm – “a set of beliefs about the world and about gaining knowledge that goes together to guide people’s actions as to how they are going to go about doing their research” S. Wilson



## ***Contact us:***

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**AI/AN FACES  
website**

[http://www.acf.hhs.gov/programs/opre/research/  
project/american-indian-and-alaska-native-head-  
start-family-and-child-experiences-survey-faces](http://www.acf.hhs.gov/programs/opre/research/project/american-indian-and-alaska-native-head-start-family-and-child-experiences-survey-faces)

**TRC  
website**

<http://www.tribalearlychildhood.org>





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# Thoughts on collaborative research



2

When does  
engagement  
begin?



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How deeply  
do you  
engage?

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THANK  
YOU

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