TRIBAL EARLY CHILDHOOD RESEARCH CENTER
Centers for American Indian And Alaska Native Health ♦ University of Colorado Anschutz Medical Campus

CENTER OVERVIEW
Goals for Today’s Webinar

- Review goals and activities of the Tribal Early Childhood Research Center
- Define TRC Communities of Learning and review opportunities for involvement
- Share TRC announcements
- For the Head Start Steering Committee, review status of the Family and Child Experiences Survey (FACES) 2014
- Presenting will be Doug Novins, Allison Barlow, Jessica Barnes, Michelle Sarche, and Nancy Whitesell
- There’s a lot going on, and we hope you will get involved
Tribal Early Childhood Research Center: Goals and Activities

Doug Novins, TRC Director
TRC Goals

- To engage in a participatory process of consultation with key stakeholders and collaboration with tribal HS/EHS and MIECHV programs to foster a community of learning;
- To support and conduct research and measurement development;
- To enhance program evaluation and research-to-practice activities;
- To disseminate the findings of the TRC broadly; and,
- To train the next generation of researchers to work effectively with HS/EHS, MIECHV, and other early childhood programs in AI/AN communities.
TRC Emphases

Consultation, Collaboration, & Community (Novins)

Research & Measurement (Whitesell)

Evaluation & Research-to-Practice (Novins)

Information Dissemination (Sarche)

Research Training (Sarche)
Iterative Cycles

- CBPR
- Research, Research-to-Practice
- Program Improvement
Guiding Principles (examples)

- **Process**
  - The TRC is community-focused, integrating the strengths of all community, university, and federal partners and recognizing the diversity of viewpoints and traditions among all participants.

- **Belief in Change**
  - The TRC’s activities are based on the belief that change at the individual, community, state, and federal level is possible and that research can be a positive agent in the change process.

- **Outcomes**
  - The TRC supports the career development of new researchers interested in working with early childhood programs serving tribal communities.

- **Dissemination**
Key Accomplishments to Date

- Steering Committees
- Guiding Principles, Draft Conceptual Model
- Website/Measures Compendium
- Webinars and Presentations
- Planning for TRC Summer Institute
- Outlining Research Activities and Plans
TRIBAL EARLY CHILDHOOD RESEARCH CENTER

The Tribal Early Childhood Research Center (TRC) seeks to partner with American Indian and Alaska Native communities, programs, practitioners, and researchers to advance research into young children's development and early childhood programs and to facilitate the translation of research findings to inform early childhood practice with American Indian and Alaska Native children and families.

- To learn more about the TRC's work, please visit our About page.
- To learn more about our project team and our Steering Committees, please visit the TRC Consortium page.
- To find out about new and ongoing TRC initiatives, please visit our TRC Updates page.
- To access resources on early childhood for tribal communities, visit our TRC Clearinghouse page.
- To view TRC presentations and abstracts of publications, please visit our Resources page.
- To view TRC funding and training opportunities, please visit our Funding & Training Opportunities page.
- To learn about becoming a TRC member, please visit our Members page.

The TRC is funded by the Administration for Children and Families, Office of Planning, Research, and Evaluation (90PH0017).
TRC Communities of Learning

Michelle Sarche
The TRC Communities of Learning are...

- Forums for Home Visitation and Head Start program leaders, early childhood researchers, and others (federal staff, trainees) with diverse perspectives and backgrounds to...

- Gather virtually through conference calls, webinars, email, and when possible, in person, to...

- Explore shared interests related to early development in tribal communities and...

- Accomplish tasks that are both targeted and open-ended, including:
  - Defining research priorities
  - Analyzing data to address those priorities
  - Disseminating research findings
5 Communities of Learning Proposed

- In consultation with SC’s, the following themes were chosen to guide the work of the CoL’s
  - Child and family growth and development (formerly social-emotional development)
  - Services/intervention design (formerly culture/curriculum)
  - Staff, organizations, and systems (formerly programs/staff)
  - Substance abuse/exposure to substances
  - Evaluation and research
Current Priorities for CoL Activities

- Child and Family Growth and Development
  - Social-emotional screening and surveillance: Feasibility of Survey of Well-Being in Young Children (SWYC) for children in tribal early childhood settings

- Staff, Organizations, and Systems:
  - Program quality: Quantitative and qualitative applications of the Classroom Assessment Scoring System in tribal settings

- Evaluation and Research:

- Workgroups:
  - TRC conceptual model development
  - Family and Child Experiences Survey tribal workgroup
Nancy Whitesell: Feasibility of SWYC for use with children in tribal early childhood settings
What is SWYC?

Developmental surveillance instrument

- Designed for use in pediatric settings
- For children birth – 5 years
- Brief (15 minutes or less)
- Publicly available (free)
- Adaptable to different formats –
  - paper-and-pencil, computer/internet, phone survey
- Sensitive
  - minimizing the chances of failing to identify a developmental problem

Tufts University – Ellen Perrin, M.D., & Chris Sheldrick, Ph.D
## Purpose of SWYC:
### Surveillance vs. Screening

<table>
<thead>
<tr>
<th>Screening</th>
<th>Surveillance</th>
</tr>
</thead>
<tbody>
<tr>
<td>cross-sectional</td>
<td>longitudinal</td>
</tr>
<tr>
<td>high vs. low risk – snapshot in time</td>
<td>continuum of results over time – developmental trajectories</td>
</tr>
</tbody>
</table>

- standardized and validated instruments
  - Ages & Stages
  - Parents' Evaluation of Developmental Status
  - Denver Developmental Screening Test

**SWYC**

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### Chart Details

- **Girls**
  - Length-for-age and Weight-for-age percentiles
  - Age (Months)
  - Birth
  - 3
  - 6
  - 9
  - 12
  - 15
  - 18
  - 21
  - 24
  - 27
  - 30
  - 33
  - 36

- **Table**
  
<table>
<thead>
<tr>
<th>Mother's Stature</th>
<th>Father's Stature</th>
<th>Gestational Age</th>
<th>Gestational Weeks</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Age</td>
<td>Weight</td>
<td>Length</td>
<td>Head Circ.</td>
</tr>
</tbody>
</table>

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*Published May 26, 2000 (modified 4/20/01)*

*SOURCE: Developed by the National Center for Health Statistics in collaboration with the National Center for Chronic Disease Prevention and Health Promotion (2000). http://www.cdc.gov/growthcharts*
Domains assessed with SWYC

**Behavior**
- Internalizing
- Externalizing

**Development**
- Delays
- Autism

**Family Risk**

**Family Risk Factors**
- Food security, substance abuse, parental depression, family discord

**Preschool Pediatric Symptom Checklist (PPSC)**
- 18 mos – 5 yrs
- 25 items

**Baby Pediatric Symptom Checklist (BPSC)**
- 0-18 mos
- 18 items

**Milestones**
- 2, 4, 6, 9 ... 60 mos; 10-item checklists

**Parent Observation of Social Interactions (POSI)**
- 16-30 mos
- 7-item autism screener
### Sample items

#### SWYC: 12 months

**Parent's Concerns**

<table>
<thead>
<tr>
<th>Concern</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have any concerns about your child’s learning or development?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have any concerns about your child’s behavior?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Baby Pediatric Symptom Checklist (BPSC)**

These questions are about your child’s behavior. Think about what you would expect of other children the same age, and tell us how much each statement applies to your child.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Not at all</th>
<th>Somewhat</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does your child…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have trouble staying asleep?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>React strongly to things?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a hard time being with new people?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a hard time in new places?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a hard time with change?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mind being held by other people?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get too excited?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cry a lot?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cry really loudly?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a hard time calming down</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is your child…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fussy or irritable?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bothered by bright lights?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bothered by loud noises?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is it hard to…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feed your child?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comfort your child?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample items

<table>
<thead>
<tr>
<th>Developmental Milestones</th>
<th>Not yet</th>
<th>Somewhat</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puts sounds together - like &quot;baba&quot; or &quot;dadada&quot;</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Calls you &quot;mama&quot; or &quot;dada&quot; or similar name</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Looks around when you say things like &quot;Where's your bottle?&quot; or &quot;Where's your blanket?&quot;</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Looks when you point to something</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Puts things inside a box or other container</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Waves hello or good-bye</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Copies sounds that you make</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Helps turn the pages of a book</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Points to things with one finger</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Walks across a room without help</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
### Sample items

#### Family Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does anyone smoke tobacco at home?</td>
<td>ψ</td>
<td>N</td>
</tr>
<tr>
<td>In the last year, have you ever drunk alcohol or used drugs more than you meant to?</td>
<td>ψ</td>
<td>N</td>
</tr>
<tr>
<td>Have you felt you wanted or needed to cut down on your drinking or drug use in the last year?</td>
<td>ψ</td>
<td>N</td>
</tr>
<tr>
<td>Has a family member’s drinking or drug use ever had a bad effect on your child?</td>
<td>ψ</td>
<td>N</td>
</tr>
<tr>
<td>In the past month was there any day when you or anyone in your family went hungry because you did not have enough money for food?</td>
<td>ψ</td>
<td>N</td>
</tr>
<tr>
<td>During the past month, have you often been bothered by feeling down, depressed, or hopeless?</td>
<td>ψ</td>
<td>N</td>
</tr>
<tr>
<td>During the past month, have you often been bothered by having little interest or pleasure in doing things?</td>
<td>ψ</td>
<td>N</td>
</tr>
</tbody>
</table>

#### In general, how would you describe your relationship with your spouse/partner?  
0: A lot of tension 1: Some tension 2: No tension

#### Do you and your partner work out arguments with:
0: A lot of tension 2: Some tension 3: No tension
Validation of the SWYC

- Sampled over 900 parents in primary care
- Good initial evidence of reliability, validity, sensitivity
- Compares favorably to established measures, such as ASQ, Child Behavior Checklist (CBCL), Bayley, MCHAT
SWYC in Tribal Contexts

The utility of SWYC in tribal contexts will depend on:

- Feasibility and acceptability of the SWYC in tribal communities and service settings
- Reliability and validity of the SWYC for tribal children
- Effective referral strategies for further assessment and treatment when problems are identified
Proposed TRC SWYC CoL Activities

TRC Steering Committee guidance is needed regarding:

- The priorities for a SWYC feasibility study
- Potential tribal community partners
- Potential tribal early childhood settings
  - Head Start and Early Head Start
  - MIECHV programs
  - Childcare
  - Primary care or pediatric practice
  - Other?
Potential Activities for Feasibility Project

- Key informant interviews regarding the use of the SWYC in tribal communities/contexts:
  - What is the need for an instrument like the SWYC?
  - Is the SWYC appropriate for use?
  - Is it feasible to use the SWYC for surveillance?

- Administration of the SWYC in tribal contexts in order to validate the SWYC compared to:
  - Longer, non-public screeners (e.g., CBCL)
  - Gold-standard evaluations
Next Steps & Timeline for SWYCYC

Jan  Feb  Mar  Apr  May  June  July  Aug  Sept

Establish COL

COL discussions/recommendations; Tufts team on initial call

Collaborative planning—COL/TRC, ACF, Tufts

Feasibility study
Jessica Barnes-Najor: Quantitative and qualitative applications of the CLASS in tribal settings
What is the CLASS™?

- A classroom quality observation instrument developed by Pianta, La Paro, and Hamre (2008, 2011)
- Focuses on the processes that occur in the classroom that support children’s learning
  - Focuses on the “how” of teaching through examination of the interactions that occur in the classroom
The CLASS™

- 6 different versions available (or soon-to-be available)
  - Infant, Toddler, Pre-K, K-3, Upper Elementary, Secondary

- Each version includes a 7 point rating scale of several dimensions of classroom interactions within three domains:
  - Emotional support
  - Classroom organization
  - Instructional support
CLASS™ Dimensions

DOMAIN

**EMOTIONAL SUPPORT**
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives

**CLASSROOM ORGANIZATION**
- Behavior Management
- Productivity
- Instructional Learning Formats

**INSTRUCTIONAL SUPPORT**
- Concept Development
- Quality of Feedback
- Language Modeling

From CLASS Training PPT
CLASS™ Indicators

**DOMAIN**

**EMOTIONAL SUPPORT**
- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspectives

**CLASSROOM ORGANIZATION**
- Behavior Management
- Productivity
- Instructional Learning Formats

**INSTRUCTIONAL SUPPORT**
- Concept Development
- Quality of Feedback Language Modeling

**DIMENSION**

**EMOTIONAL SUPPORT**
- Example – Positive Climate: Relationships, Positive Affect, Positive Communication, Respect

**CLASSROOM ORGANIZATION**
- Example – Behavior Management: Clear Behavior Expectations, Proactive, Redirection of Misbehavior, Student Behavior

**INSTRUCTIONAL SUPPORT**
- Example – Concept Development: Analysis and Reasoning, Creating, Integration, Connections to the Real World

From CLASS Training PPT
## CLASS™ Behavioral Markers

<table>
<thead>
<tr>
<th>Domain</th>
<th>Dimension</th>
<th>Indicator</th>
<th>Behavioral Marker</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Negative Climate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Sensitivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regard for Student Perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Organization</td>
<td>Behavior Management</td>
<td>Example – Behavior Management: Clear Behavior Expectations, Proactive, Redirection of Misbehavior, Student Behavior</td>
<td>Example – Clear Behavior Expectations: consistency, clarity</td>
</tr>
<tr>
<td></td>
<td>Productivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional Learning Formats</td>
<td></td>
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<tr>
<td></td>
<td>Quality of Feedback</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Language Modeling</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From CLASS Training PPT
# Dimensions for PreK and Toddler CLASS™

<table>
<thead>
<tr>
<th>Domain</th>
<th>Emotional Support</th>
<th>Classroom Organization</th>
<th>Instructional Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimension in PreK Class</strong></td>
<td>Positive Climate</td>
<td>Behavior Management</td>
<td>Concept Development</td>
</tr>
<tr>
<td></td>
<td>Negative Climate</td>
<td>Productivity Productivity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Sensitivity</td>
<td>Instructional Learning Formats Instructional Learning Formats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regard for Student Perspectives</td>
<td>Facilitation of Learning Development</td>
<td></td>
</tr>
<tr>
<td><strong>Dimension in Toddler Class</strong></td>
<td>Positive Climate</td>
<td>Behavior Guidance</td>
<td>Quality of Feedback</td>
</tr>
<tr>
<td></td>
<td>Negative Climate</td>
<td>Language Modeling Language Modeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher Sensitivity</td>
<td>Language Modeling Language Modeling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Regard for Child Perspectives</td>
<td>Language Modeling Language Modeling</td>
<td></td>
</tr>
</tbody>
</table>
How the CLASS™ is Used

- As a professional development tool
- Predictive of short and long-term student outcomes
- Currently being used by OHS as a monitoring tool
The CLASS™ in AIAN Programs

- Professional Development & Self Monitoring
  - Group instruction
  - Individualized remote distanced PD
    - Michigan State University
    - Teachstone
  - Individualized PD via program administrators and support staff
The CLASS™ in AIAN Programs

- **Wiba Anung research partnership**
  - Michigan State University, Michigan Inter-Tribal Council, Sault Ste. Marie, Grand Traverse (3 Tribal Head Start programs representing 9 tribes)
    - Conducted video recordings of each classroom, fall and spring, for three years
    - Total Classrooms: 20

- **AIANHSRC Cross-site Study**
  - Centers for American Indian And Alaska Native Health University of Colorado Anschutz Medical Campus (5 Tribal Head Start and Early Head Start programs)
    - Video recordings at one time point
    - Total Classrooms: 14 HS, 8 EHS
Proposed TRC CoL CLASS Activities

- Quantitative analysis of the relationship between CLASS scores and children’s development
- Qualitative analysis of the cultural fit between existing CLASS indicators and tribal classroom practices
Next Steps & Timeline: CLASS Qualitative Analysis

- Jan: Establish COL
- Feb: COL discussions/recommendations
- Mar: Collaborative planning—bring in experts as needed
- Apr: Conduct Analyses
- May: Conduct Analyses
- June: Conduct Analyses
- July: Conduct Analyses
- Aug: Write Manuscripts
- Sept: Write Manuscripts
Next Steps & Timeline: CLASS
Quantitative Analysis

Jan   Feb   Mar   Apr   May   June   July   Aug   Sept

- Establish COL
- COL discussions/recommendations
- Conduct Analyses
- Write Manuscripts
Infant Toddler Social Emotional Assessment (ITSEA)

Allison Barlow & Nancy Whitesell: Reliability and Validity of the ITSEA for assessing AIAN children’s development
What is the ITSEA

- Social, emotional, and behavioral development
- 12-36 months
- Parent- and childcare provider- report

Carter & Briggs-Gowan, 2000
Why do we need measures of Social, Emotional and Behavioral Functioning?

**Measures for service provision:**
- Early detection and identification of social-emotional problems/delay
- Eligibility for services
- Individualized treatments
- Treatment outcomes

**Measures for research on etiology and course:**
- To advance basic and intervention knowledge
- Explore longitudinal developmental pathways
ITSEA Problem Domains and Subscales within Domains

Exhibitionizing:
- Aggression/Defiance
- Peer Aggression
- Activity/Impulsivity

Internalizing:
- General Anxiety
- Depression/Withdrawal
- Separation Distress
- Inhibition to Novelty

Dysregulation:
- Negative Emotionality
- Eating
- Sleep
- Sensory Sensitivities
ITSEA Domains, Scales & Sample Items

- **Externalizing**
  - **Aggression/Defiance**
    - “Has temper tantrums”
    - “Hits, bites, or kicks you (or other parent)”
  - **Activity/Impulsivity**
    - “Is restless and can’t sit still”
    - “Gets hurt so often that you can’t take your eyes off him/her”
  - **Peer Aggression**
    - “Won’t let other children play with his/her group”
    - “Hits, shoves, kicks, or bites other children”
**Internalizing**

- **Depression/Withdrawal**
  - "Looks unhappy or sad without any reason"

- **General Anxiety**
  - "Worries a lot or is very serious"
  - "Is very worried about getting dirty"

- **Separation Distress**
  - "Hangs on you or wants to be in your lap when with other people"

- **Inhibition to Novelty**
  - "Is quiet or less active in new situations"
Dysregulation

- **Sleep**
  - “Must be held to go to sleep”

- **Negative Emotionality**
  - “Has trouble calming down when upset”
  - “Often gets very upset”

- **Eating**
  - “Is a picky eater”
  - “Refuses to eat foods that require chewing”

- **Sensory Sensitivity**
  - “Won’t touch some objects because of how they feel.”
  - “Is bothered by being in motion.” (For example, swinging, etc.)
Competence Domain

- Attention Skills
- Compliance
- Empathy
- Prosocial Peer
- Mastery Motivation
- Imitation/Play

Three Additional Indexes

- Maladaptive
- Atypical
- Social Relatedness
ITSEA Domains, Scales & Sample Items

- **Competence Scales**
  - Compliance
    - “Tries to do as you ask”
  - Attention
    - “Sits for 5 minutes while you read a story”
  - Imitation/Pretend Play
    - “Hugs or feeds dolls or stuffed animals”
  - Mastery Motivation
    - “Enjoys challenging activities”
  - Empathy
    - “Is worried or upset when someone is hurt”
  - Prosocial Peer Relations
    - “Takes turns when playing with others”
ITSEA “of Concern” Cut Points

- Norm-referenced test
- Reliable and valid
- Thresholds for clinical concern
  - The lowest 10% for age and sex
    - Begin by examining the domain level scores — most reliable
    - Next look at the subscale and Index scores

- Used in a number of AIAN studies
  - But we don’t have good information yet on norms, reliability, and validity for AIAN populations
Proposed TRC CoL ITSEA Activities

**Purpose:**
Analyses to assess ITSEA norms, reliability, and validity in AIAN populations

**Strategy:**
Analyze data we have already collected
- Data from three different Al tribes
- Collected by Johns Hopkins University and University of Colorado
Questions for TRC ITSEA study

Compared to the way the ITSEA has been shown to work for other populations:

1. Reliability
   - Do items work together to define larger constructs in the same way for AI children?

2. Validity
   - Are the larger constructs related to one another in the same way for AI children?
   - Are the larger constructs related to other variables in the same way for AI children?
Next Steps for TRC ITSEA Activities

1. Discuss ideas with TRC Head Start and Home Visiting Steering Committees (today)
2. Talk with tribal partners about JHU & CU sharing data for new analyses
3. IRB approval (from tribes and universities) for new analyses and data sharing
4. Pool data
   - Larger sample
   - Comparison across cultural groups
5. Analyze data for reliability and validity with AI children
6. Work with TRC Community of Learning to interpret and disseminate findings
TRC Workgroups

Doug Novins & Michelle Sarche: TRC Conceptual Model and the Family and Child Experiences Survey
TRC Conceptual Model

- **Purpose**
  - An overview of how we believe Head Start and Home Visitation programs “work” to support positive child development and healthy families.
  - To describe how we believe the TRC helps to improve Head Start and Visitation Programs
DRAFT - TRC Impacts Model

Policy Environment → Innovations Innovators → Inter-Organizational Networks

Innovations Innovators ← Program Factors ← Policy Environment

Program Factors ← Provider Factors

Provider Factors ← Program Excellence

Program Excellence:
- Community Guided
- Culturally Informed
- Evidence-Based
- Quality Driven
- Outcomes Focused
What is FACES?

- Launched in 1997 as a study of program performance over time, assessing:
  - Children’s cognitive and social-emotional development
  - Parenting, parent HS involvement, and parent mental health
  - Teacher beliefs, practices, and training
  - Classroom quality
- A new cohort was launched every 3 years between 1997-2012
- Samples included 3- and 4-year old children entering first year of HS
- Waves included:
  - Fall and Spring of first HS year
  - Spring of 2nd HS year for 3-year olds, and Spring of kindergarten for 4-year olds
  - Spring of kindergarten for 3-year olds
- Total sample each wave: ~ 60 HS programs, 129 centers, and 3,000+ children and families
- FACES data informs changes to HS policy and practice
HS Regions XI and XII Have Been Excluded from FACES

- **Why?**
  - Concerns about appropriateness of measures
  - Sampling challenges

- **Why should tribal programs be included?**
  - To document the needs of these populations
  - To inform HS policy and practice as it relates to these populations

- **FACES is undergoing a major overhaul, and there is an opportunity for tribal programs to be included.**
Goals for the FACES redesign

- Revisit key purposes of FACES and information needs of OHS and Head Start community
- Take advantage of advances in the field with respect to design and methodology
- Increase efficiency and control costs

Phase I: Stakeholder input and consultation with experts

Phase II: Design options
Stakeholder groups discussed information needs:

- Office of Head Start (OHS)
- Regional program managers (RPMs)
- Training and technical assistance (T/TA) providers
- National Centers of Early Childhood Excellence (National Centers)
- Centers of Excellence in Early Childhood (Centers of Excellence)
- Representatives of American Indian/Alaska Native (AI/AN) Head Start programs and associations
- Head Start Associations (HSAs) including NHSA
- Selected researchers with expertise in child development, early childhood education, dual language learners (DLLs), AI/AN and migrant populations
Findings from stakeholder conversations

Priorities identified:
- Timeliness of information
- Content (program/classroom/child/family levels)
- Need to better understand program performance/program practices/classroom practices
- Drop routine K follow-up in order to save funds for other data collection priorities

Design implications:
- Certain information to be collected more frequently, provided to OHS on faster timeline
- May need larger sample at program level to address certain questions of interest
- More flexible design needed to address new issues as they arise
One Small Step

- Because of the sampling design being considered for 2014, it is possible that only a small number of tribal programs will be included – this will limit the possibilities for generalizing beyond those programs, as well as the possibility to look at tribal data separately.

- But, this is a start!

- Formulate a FACES tribal workgroup to inform FACES 2014 and beyond?
Announcements & Next Steps

Doug Novins, Allison Barlow, Jessica Barnes, Michelle Sarche, and Nancy Whitesell
Announcements

- Upcoming Steering Committee meetings
  - Head Start: Spring/Early Summer 2013, Denver CO
  - Home Visitation: Fall 2013, Washington DC

- Upcoming TRC Webinars
  - Community-Based Participatory Research (CBPR) with tribal communities
  - Understanding local knowledge
  - Conducting community assessments
  - Addressing race and power in the Head Start classroom

- TRC Summer Institute at Johns Hopkins University
  - July 22-26
  - 10 TRC Scholarships
Next Steps

- Assess interest in Community of Learning Activities
- Assess interest in workgroup activities
- Find date for Spring 2013 Head Start Steering Committee meeting
  - Mid-May?
- Others?